Irving Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C

Board Approval Date: October 20, 2025
Public Presentation Date: October 20, 2025

Mission Statement

We empower today to excel tomorrow.

Vision

To become the premier district for educational excellence, fostering the full potential of students and empowering educators.

Value Statement

1. Act at all times with **integrity**.

2. Act with **empathy**.

3. Create an **ambitious** teaching and learning environment.

4. Model **accountability** for all.

5. **Safeguard** the well-being of our community.

Table of Contents

Comprehensive Needs Assessment 6
Needs Assessment Overview 6
Demographic and Enrollment Shifts 6
Academic Performance: Emerging Patterns and Pressing Gaps 6
Program Strengths and Strategic Levers 7
Climate and Culture: Strengths to Build On, Gaps to Close 7
Strategic Considerations 7
Conclusion 8
Demographics 9
Student Learning 14
Reading Language Arts 14
K-2 Reading (English) 14
Performance for K-2 DIBELS (English): At or Above Benchmark Percent: 14
Summary of Analysis: 15
K–2 Lectura (Spanish) 15
Summary of Analysis: 16
Reading Performance (English Version) (Grades 3–8 – Meets Grade Level and Above) 17
Strengths and Growth Areas 18
Areas of Potential Focus 18
Cohort Observations 18
Possible Instructional Responses: 18
Reading STAAR Performance (Spanish Version) (Grades 3–5 – Meets Grade Level and Above) 18
Performance Trends: 19
Comparison to Region and State 19
Instructional Implications 20
Possible Instructional Responses: 20
Mathematics Performance (English Version) (Grades 3–8 – Meets Grade Level and Above) 20
Performance Trends 21
Comparison to Region and State 21
Areas of Strengths and Growth: 22
Instructional Implications 22
Possible Instructional Responses 22
Mathematics Performance (Spanish Version) (Grades 3–5 – Meets Grade Level and Above) 22
Performance Trends 23
Comparison to Region 10 and State 23
Areas of Strength and Growth: 23
Instructional Implications 24

Possible Instructional Responses 24
Immediate support for Grade 5 : Consider implementing math intervention blocks, high-leverage instructional routines, and tutoring. 24
Advanced Placement Participation Results 24
College, Career, and Military Readiness (CCMR) 24
Disaggregated Student Group Data: 24
Career and Military Readiness Contributions: 25
College Readiness 25
Subgroup Performance: 25
Student Retention (2023–2024) 25
Non-Special Education Students 25
Special Education Students 26
Summary of Analysis 26
Reading STAAR Grades 3–5 (English and Spanish) 27
Math STAAR Performance Highlights 27
College, Career & Advanced Academics 27
Student Retention and Early Intervention 28
Summary of Strengths 28
Instructional Impact 28
Systems and Supports 28
Equity and Access 28
District Processes & Programs 32
Curriculum and Instruction 32
Campus Operations 32
Guidance and Counseling 32
Bilingual ESL Services 33
STEM and Innovation 33
Fine Arts 34
Career and Technical Education 34
Special Education Services 35
Library Services 35
AVID 35
Professional Learning 36
Human Resources 36
Curriculum and Instructional Excellence 36
Inclusive and Equitable Student Services 37
Future-Ready Pathways and Innovation 37
Strategic Operational Support 37
Embedded Professional Growth Systems 37
Perceptions 41
Strengths 41
Areas of Growth 41

Potential considerations to inform the next steps in planning, communication, and strategic improvement: 42
STUDENTS 42
PARENTS 43
TEACHERS 43
CAMPUS LEADERSHIP 43
DISTRICT LEADERSHIP 44
Instructional Relationships and Classroom Culture 44
Campus Leadership Effectiveness 45
Improving Student Safety and Belonging 45
District Leadership Growth in Key Areas 45
Staff Morale and Job Satisfaction 45
Student-Centered Practices 45
Data-Driven Decision-Making 45
Continued Growth in Parent Satisfaction 45
Professional Development Implementation 49
Core Design Principles 49
Implementation Highlights 49
Measured Impact 49
Areas for Growth 50
Next Steps 50
Conclusion 50
Priority Problem Statements 54
Comprehensive Needs Assessment Data Documentation 58
Goals 60
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready. Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029. Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029. Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029. 60
Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students. 99
Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving. 109
Assurances 121
Statutorily Required Assurances 121
Policies, Procedures, and Requirements 122

Comprehensive Needs Assessment

Revised/Approved: September 2, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

2025–2026 District Improvement Plan

Irving Independent School District (IISD) stands at a pivotal moment in its journey toward academic excellence, equity, and innovation. As a mid-size suburban district located northwest of Dallas, serving 31,619 students across 37 campuses, IISD reflects the dynamic and evolving landscape of its city—one defined by cultural vibrancy, shifting demographics, and both longstanding and emerging educational challenges.

Demographic and Enrollment Shifts

IISD continues to experience demographic transformation, marked by increased concentrations of Economically Disadvantaged (87%) and Emergent Bilingual (54.3%) students—among the highest proportions regionally and statewide. Although overall enrollment has declined nearly 9% since 2017, the linguistic and academic needs of students have intensified. The district's racial and ethnic composition also continues to shift, with Hispanic students now representing 74.4% of the population, while African American and White student populations have gradually declined.

At the same time, the City of Irving has become increasingly diverse, with over 60% of residents speaking a language other than English at home and more than 40% born outside of the United States. These demographic realities reinforce the urgency of culturally responsive instruction, expanded language supports, and inclusive family engagement practices.

Academic Performance: Emerging Patterns and Pressing Gaps

Despite notable gains in select areas, IISD continues to face persistent achievement gaps compared to Region 10 and state benchmarks. Foundational literacy trends in K–2 (both in English and Spanish) point to significant mid-year regressions, stagnation in second-grade outcomes, and declining Spanish reading performance in Grades K–1. Though upper elementary grades have shown modest progress—particularly in Grade 5 English and Spanish Reading STAAR—middle school performance remains a critical area of concern.

In particular:

- **Grade 7 Math** experienced a dramatic drop from 25% to 5% Meets Grade Level performance, signaling a systemic breakdown in instruction, assessment, or student readiness.
- **Grade 8 Reading and Math** demonstrated diverging trajectories: Math saw a substantial rebound (+16 points), while Reading declined.
- **Spanish STAAR performance (Grades 3–5)**, while improving in Grades 4 and 5, remains significantly below regional and state averages, underscoring inequities in biliteracy development.

These academic trends, when triangulated with flat Advanced Placement passage rates (33.4% vs. 52% state) and declining College, Career, and Military Readiness (CCMR) indicators (54.2% vs. 65.9% state), point to a pressing need to strengthen instructional coherence, support adolescent literacy and numeracy, and redesign college readiness pathways—particularly for Emergent Bilinguals, African American students, and students with disabilities.

Program Strengths and Strategic Levers

IISD offers a wide range of high-impact programs that can serve as leverage points for system-wide improvement:

- **Career and Technical Education (CTE)** serves over 7,100 students with 34 unique pathways, outperforming non-CTE peers across statewide indicators.
- **STEM & Innovation** has garnered national recognition, expanded elementary lab access, and earned industry partnerships that can be scaled.
- **Bilingual/ESL** programming includes Dual Language pathways and Seal of Biliteracy opportunities, though gaps in early biliteracy outcomes point to the need for instructional refinement and coaching.
- **AVID, Fine Arts, and Library Services** contribute meaningfully to student readiness, self-efficacy, and academic engagement, but could be further integrated into Tier 1 instructional systems.

Additionally, departments such as Guidance and Counseling, Special Education, and Human Resources continue to refine systems that address whole-child development, compliance, and talent retention—all critical to sustaining progress.

Climate and Culture: Strengths to Build On, Gaps to Close

Four years of comprehensive climate survey data provide valuable insights into the district's organizational health:

Strengths include:

- High relational trust across campuses.
- Strong student perceptions of care, encouragement, and expectations.
- Teacher and campus leader satisfaction and empowerment at all-time highs.
- Improved communication, visibility, and data use among district leaders.

Areas for growth include:

- District-level perceptions of employee well-being, financial decision-making, and input-seeking remain low.
- Students cite ongoing challenges with bullying, stress, and adult awareness of their struggles.
- Parents feel under-informed about curriculum and under-engaged in school improvement planning.
- Instructional alignment, data literacy, and support structures are inconsistent across secondary campuses.

These gaps reveal a need for greater coherence across leadership levels, stronger stakeholder communication loops, and deeper investments in well-being, voice, and clarity of vision.

Strategic Considerations

In light of these findings, IISD should consider the following cross-cutting actions to accelerate improvement:

1. **Strengthen K–8 Literacy and Numeracy Foundations:**
   Use K–2 mCLASS data and Grades 3–8 STAAR trends to reimagine Tier 1 instruction, embed frequent formative assessments, and expand early intervention supports.

2. **Close Gaps in Biliteracy and Dual Language Outcomes:**
   Scale effective bilingual teaching practices districtwide and strengthen coaching in Spanish language literacy.

3. **Rebuild Middle School Systems:**
   Address critical breakdowns in Grades 6–8 reading and math by rethinking staffing, curriculum, and professional learning models.

4. **Refocus on Secondary Readiness:**
   Redesign CCMR systems, expand IBC and AP supports, and build a K–12 college and career advising continuum.

5. **Elevate Student, Family, and Staff Voice:**
   Develop districtwide structures that ensure meaningful input and co-creation of solutions—especially among historically underserved groups.

6. **Support Whole-Child Wellness and Belonging:**
   Integrate SEL, counseling, and advisory systems to address stress, absenteeism, and school connectedness, with special attention to vulnerable student groups.

7. **Invest in Educator Development and Retention:**
   Enhance professional learning aligned to the science of teaching and leading, and build systems that prioritize staff morale, workload balance, and recognition.

Conclusion

Irving ISD is a district rich in diversity, innovation, and community commitment. While significant academic and cultural progress has been made, urgent action is needed to close equity gaps, accelerate student achievement, and ensure all learners graduate prepared for college, career, and life. This needs assessment provides the foundation for strategic decisions and collaborative planning in the year ahead, guided by our shared belief in the power of public education and the potential of every student we serve.

Demographics

Demographics Summary

Narrative

Irving Independent School District is a mid-size suburban district located northwest of Dallas that serves **31,619 students** as of February 2024. The district comprises **37 campuses** that cover over **5.15 million square feet** across **613 acres**.

Although IISD has experienced a decline in enrollment since the pandemic, the proportion of students identified as **Economically Disadvantaged (EcoDis)** and **Emergent Bilingual (EB)** continues to increase. Among 79 Region 10 school districts, IISD serves the **second-highest proportion of EcoDis students**, representing **87%** of its student population in 2023–2024—ranking among the **top 10%** of over 1,000 Texas public school districts.

IISD also serves the **highest percentage of Emergent Bilingual (EB)** students in Region 10, with more than **17,218** students identified as EB in 2022–2023. This equates to **54.3%**, ranking among the **top 20 districts statewide**.

Regional Context

Irving ISD serves two-thirds of the residents in Irving, a diverse city of approximately **250,000** located west of Dallas. The city reported a **0.8% population decline** from 2020 to July 2023, a loss of about **2,000 residents**.

Irving has a **median age of 32**, and **26.4%** of residents are under 18—a slight decrease from **27.1%** the previous year. Approximately **79.8%** of adults 25 and older have at least a high school diploma. Notably, **41.1%** of Irving residents were born outside the U.S., and **60.6%** speak a language other than English at home—both metrics have increased.

The **median household income** is **$76,686**, up by $7,000 from 2022. The **poverty rate** decreased slightly to **10.5%**. Irving remains an economically and culturally vibrant city, home to **8,500+ businesses**, including **10 Fortune 500 companies**, and three accredited higher education institutions.

Student Demographics

Table 1.1: Student Population by Race and Ethnicity

Race/Ethnicity	2021–22	2022–23	2023–24	% Change (22–23 to 23–24)
African American	4,212 (13.0%)	3,941 (12.4%)	3,742 (11.8%)	↓ 5.1%
Hispanic	23,102 (71.4%)	23,276 (73.4%)	23,540 (74.4%)	↑ 1.1%
White	2,788 (8.6%)	2,437 (7.7%)	2,204 (7.0%)	↓ 9.6%
American Indian	771 (2.4%)	649 (2.0%)	593 (1.9%)	↓ 8.6%
Asian	1,033 (3.2%)	1,005 (3.2%)	985 (3.1%)	↓ 2.0%

Race/Ethnicity	2021–22	2022–23	2023–24	% Change (22–23 to 23–24)
Pacific Islander	53 (0.2%)	56 (0.2%)	57 (0.2%)	↑ 1.8%
Two or More Races	380 (1.2%)	366 (1.2%)	370 (1.2%)	↑ 1.1%

Nearly three-fourths of students are Hispanic, with African American and White students comprising the next largest groups. There is a continuing trend of decreasing representation among White and African American students.

Broad Trends in Enrollment, Attendance, and Mobility

Since 2016–2017, IISD enrollment has declined approximately **9%**, from **34,792** to **31,619** in 2023–2024. In contrast, the **percentage of Emergent Bilingual students** has risen from under 45% to over **54%** in the same period.

The **Percent-In-Attendance (PIA)** rate increased from **91% in 2021–22** to **93% in 2022–23**, but remains below the **pre-pandemic baseline of 96%**. Chronic absenteeism dropped slightly but remains high. The 2023–2024 DIP prioritizes targeted strategies to improve attendance.

The **mobility rate** in 2022–23 remained consistent at **15.4%**, still below the **state average of 17%**. However, high rates continue to disrupt instructional continuity.

Program Enrollment (2022–23 and 2023–24)

Emergent Bilinguals make up **54.3%** of the population—**31 percentage points above** the state average, and still rising. Additionally, **8.5%** of students are identified as **Immigrants**, compared to only **2.2% statewide**.

Other key demographics:

Program	IISD 2022	IISD 2023	IISD 2024	State 2024	Difference	IISD 2025	IISD 2025
At-Risk	67.6%	78.1%	79.3%	54.0%	+25.3%	80.0%	72.3%
Homeless	1.8%	1.9%	2.2%	1.4%	+0.8%	1.1%	0.76%
Foster Care	0.1%	0.1%	0.1%	0.2%	-0.1%	0.03%	0.02%
Military Connected	0.0%	0.0%	0.0%	3.7%	-3.7%	0.08%	0.08%
Title I	67.4%	67.7%	68.2%	65.0%	+3.2%	66.9%	66.9%
Special Education	8.3%	9.4%	10.2%	13.0%	-3.2%	11.7%	12.8%
Gifted/ Talented	14.0%	14.3%	14.6%	8.4%	+6.2%	15.05%	16.1%

Teaching Staff Overview

Table 1.4: Teacher Demographics (2022–2023 and 2023–2024)

Category	2022–23	2023–24	State Avg (23–24)
Total Teachers	2,239.6	2,143.1	371,647
Female	75.9%	74.6%	75.6%
Male	24.1%	25.4%	24.4%
African American	17.4%	17.2%	11.8%
Hispanic	33.7%	36.0%	29.6%
White	43.1%	41.0%	54.9%
Asian	3.2%	3.4%	2.0%
Other/ Multiracial	2.6%	2.4%	1.7%

The district continues to demonstrate a more diverse teaching force than the state average, with higher proportions of Hispanic and African American educators and lower White representation.

Demographics Strengths

Demographic Strengths of Irving ISD: A Foundation for Equity, Excellence, and Global Readiness

Irving ISD's diverse and dynamic student population represents one of the district's greatest strengths, offering a rich foundation to build inclusive, responsive, and globally-minded educational practices. This demographic landscape not only reflects the evolving face of Texas public schools but positions IISD as a statewide leader in equity-centered innovation.

Linguistic Diversity as an Asset

With over 54% of students identified as Emergent Bilinguals—more than double the state average of 23%—Irving ISD leads Region 10 in multilingual education. This linguistic diversity is not a challenge to overcome, but a critical asset that fosters cross-cultural communication, global awareness, and cognitive flexibility. The district's strength in bilingual and ESL programming empowers students to thrive in two languages, preparing them to succeed in a multilingual workforce and increasingly interconnected world.

High Cultural Representation

Irving ISD is a vibrant tapestry of cultures, with 74.4% of students identifying as Hispanic and additional representation from African American, Asian, and multiracial communities.

This cultural plurality enriches classroom dialogue, student experiences, and the overall learning environment. The district's ability to reflect this diversity in curriculum design and instructional practices supports student identity development, belonging, and engagement. Culturally relevant pedagogy becomes not only possible but essential in a district as representative as Irving ISD.

Strong Support for Gifted Learners

Another notable strength lies in the district's ability to identify and support advanced academic learners. With 14.5% of students enrolled in Gifted and Talented programs—nearly twice the state average—IISD demonstrates its commitment to recognizing excellence across diverse demographics. This reflects intentional practices that ensure access and equity in gifted services, nurturing the potential of high-performing students from all backgrounds.

Targeted Program Access and Equity

Irving ISD has strategically positioned itself to provide equitable academic supports through high Title I eligibility (68.2%). This access allows the district to maximize federal funding and implement targeted interventions that address academic gaps and resource disparities. The district's strong outreach and identification systems across specialized populations—such as At-Risk, Homeless, and Immigrant students—underscore its commitment to ensuring that every student receives the support they need to succeed.

Educator Diversity Mirrors Student Body

The district also excels in fostering a diverse educator workforce, with 36% of teachers identifying as Hispanic and 17.2% as African American—well above state averages. This demographic alignment between staff and students strengthens relational trust, cultural understanding, and student engagement. When students see themselves reflected in their educators, it enhances their sense of belonging and connection to the learning environment.

Newcomer Responsiveness

Serving 8.5% immigrant students, many of whom are new to the U.S. school system, Irving ISD stands out for its responsive and inclusive newcomer practices. The use of tools such as LAS Links literacy assessments demonstrates the district's intentional and data-driven approach to understanding and supporting newcomer students. These systems ensure that language development and academic integration are grounded in student-centered, culturally aware strategies.

Together, these demographic strengths form a solid foundation for innovation, equity, and excellence. Irving ISD's intentionality in honoring student diversity, providing responsive supports, and leveraging the unique assets of its population ensures that every learner is seen, supported, and empowered to reach their highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Persistent Decline in Student Enrollment
Root Cause: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 2 (Prioritized): Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels
Root Cause: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 3 (Prioritized): High Percentage of Students Identified as At-Risk
Root Cause: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 4 (Prioritized): Identification and Support for Newcomer Students

Root Cause: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 5 (Prioritized): Gaps in CTE Participation at the Middle School Level
Root Cause: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 6: Inconsistency in Representation of Certain Student Groups in Special Programs
Root Cause: Inadequate screening systems, unconscious bias, or limited outreach efforts may result in disparities in identification for services such as Special Education, Gifted/ Talented, and Advanced Academics--particularly for multilingual learners.

Problem Statement 7 (Prioritized): Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes.
Root Cause: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 8: Chronic absenteeism/loss of enrollment, despite active monitoring and goal-setting, remains a challenge and directly impacts learning, funding, and overall student performance--especially among historically underserved populations.
Root Cause: A large mobility rate within the community. Community and family fatigue post-pandemic impacting re-engagement. Higher costs of living within the city.

Problem Statement 9 (Prioritized): High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.
Root Cause: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 10: Professional development in bilingual and dual language pedagogy has not kept pace with the growing needs of Emergent Bilingual students or performance gaps in Spanish Reading and Math.
Root Cause: Inconsistent access to biliteracy-specific training across campuses. Limited bilingual instructional coaching capacity. Lack of districtwide standardization of high-leverage strategies in Spanish instruction. Gaps in vertical alignment between bilingual early literacy and upper elementary instruction.

Student Learning

Student Learning Summary

Reading Language Arts

The reading achievement of students in Grades K-2 are evaluated three times a year using the mCLASS assessment. The mCLASS is a nationally normed test that assesses a variety of foundational literacy skills and is available in English and Spanish. Kindergarten Emergent Bilingual students served in a Spanish language classroom are assessed on English Language skills only at the End-of-the-Year (EOY), which accounts for some of the decline in EOY scores seen on the DIBELS Kindergarten assessment. First grade Emergent Bilingual students in a Spanish-language classroom may be assessed in English at the Middle-of-the-Year (MOY) as well as EOY. All Irving ISD second grade students take the DIBELS Assessment for all three periods (BOY, MOY, and EOY).

K-2 Reading (English)

Performance for K-2 DIBELS (English): At or Above Benchmark Percent:

Grade K	2021-2022	2022-2023	2023-2024	2024-2025
BOY	32%	41%	52%	43%
MOY	37%	42%	48%	33%
EOY	43%	34%	34%	39%

Key Observations: Kindergarten Regression in Mid-Year Performance

- While Kindergarten students started stronger than in 2021–2022 and 2022–2023 (43% at BOY), there was a **notable drop to 33% at MOY**, the lowest MOY performance in the past four years. This sharp decline during the year suggests a **mid-year dip in instruction effectiveness or retention**, possibly due to inconsistencies in phonological awareness or decoding instruction.
- Although the EOY score (39%) is an improvement over the past two years (34%), it still falls short of the stronger starting point, indicating that many students **regressed or failed to make sufficient progress** throughout the year.

Grade 1	2021-2022	2022-2023	2023-2024	2024-2025
BOY	37%	36%	41%	46%
MOY	39%	38%	39%	39%
EOY	53%	42%	42%	52%

Key Observations: First Grade Gains Offset by Lack of Growth

- First-grade students started the year stronger than in any of the past four years (46% BOY), indicating improved Kindergarten readiness. However, the MOY benchmark plateaued at 39%, and while the EOY score (52%) represents a significant 10-point increase over last year, the fact that it **simply matches 2021–2022 EOY levels** suggests a **stall in sustained long-term gains**.

- Despite the improved results, the **lack of mid-year growth raises concern** around early fluency and decoding stamina development during core instructional months.

Grade 2	2021-2022	2022-2023	2023-2024	2024-2025
BOY	38%	43%	36%	39%
MOY	38%	38%	34%	40%
EOY	45%	42%	41%	44%

Key Observations: Second Grade Flat Growth Trend

- Second-grade students have shown consistent but **stagnant performance**. The 2024–2025 cohort started slightly stronger than last year but ended with the same EOY score as in 2021–2022 (44%).
- Over four years, there has been **little to no meaningful growth** in second-grade EOY outcomes, highlighting a **need for more intensive support in fluency, accuracy, and comprehension** instruction.
- This stagnation is especially concerning as students exit the primary grades and are expected to make the shift from "learning to read" to "reading to learn."

Summary of Analysis:

- **Kindergarten MOY Regression** undermines early gains and may reflect misalignment in instruction or curriculum pacing.
- **Plateauing Mid-Year Performance** in Grades 1 and 2 limits overall growth and signals a need to **monitor and adjust instructional response during key months**.
- **Long-Term Flat Trends** in second grade suggest that students may not be receiving **sufficient acceleration or intervention** to close early gaps before transitioning to more complex literacy demands.

Data Source: MClass Reports

K–2 Lectura (Spanish)

The mCLASS Lectura assessment is used to monitor foundational Spanish literacy skills across Kindergarten through second grade. It is designed to measure early literacy development for Spanish-speaking students in bilingual or dual language programs, providing educators with insight into reading readiness, phonological awareness, and fluency in Spanish.

Performance for K-2 Lectura (Spanish): At or Above Benchmark Percent:

Grade K	2022-2023	2023-2024	2024-2025
BOY	75%	81%	74%
MOY	80%	77%	72%
EOY	79%	76%	75%

Key Observations: Kindergarten Consistently High but Trending Downward

- Kindergarten has historically shown high proficiency levels in Lectura, with 2022–2023 performance peaking at 80% (MOY). However, 2024–2025 data shows a **gradual decline** across all three periods: BOY (74%), MOY (72%), and EOY (75%).
- This year's MOY score is the **lowest across the three years**, raising questions about **instructional consistency, pacing, and supports for emergent readers**.
- The trend may reflect a shift in **incoming language exposure or instructional disruptions** that should be explored further through classroom observation and fidelity monitoring.

Grade 1	2022-2023	2023-2024	2024-2025
BOY	55%	62%	54%
MOY	60%	60%	57%
EOY	59%	62%	60%

Key Observations: Grade 1 Significant Decline from BOY to EOY

- First grade opened the year at **54% at benchmark**, an 8-point drop from the previous year's BOY performance (62%). Although EOY results improved slightly to **60%**, this year's MOY (57%) and EOY scores reflect an overall **decline in mid-year and end-of-year proficiency** compared to the previous two years.
- This trend suggests a **weakening instructional trajectory in Spanish reading development**. It may also signal that first-grade students are **not building fluency or decoding proficiency at the expected pace**, and could indicate a need to reassess the curriculum or intervention fidelity in early months.

Grade 2	2022-2023	2023-2024	2024-2025
BOY	67%	64%	67%
MOY	64%	62%	68%
EOY	64%	63%	70%

Key Observations: Grade 2 Strong Finish but Flat Start

- The second-grade cohort finished with the highest EOY score in three years (**70% at benchmark**), showing a **notable gain from both BOY (67%) and MOY (68%)**.
- However, starting points remain flat across all three years, indicating **limited early growth**, and that **progress is being made later in the year**—potentially placing students at risk of falling behind early before catching up.
- While EOY gains are promising, the flat BOY trends imply a need to examine **student readiness from Grade 1** and provide more **early-year instructional acceleration**.

Summary of Analysis:

- **Grade 1 requires immediate attention**, with declining proficiency suggesting **ineffective early instruction or insufficient scaffolding for Spanish language learners**.

- **Kindergarten trends downward**, which could have long-term implications on early literacy foundations if not addressed proactively.
- **Grade 2 shows improvement at the end of the year**, but more work is needed to **elevate the starting point and ensure readiness from first grade**.

Data Source: MClass Reports

Reading Performance (English Version) (Grades 3–8 – *Meets Grade Level and Above*)

The English Reading STAAR performance data for **Irving ISD** from **Spring 2023 to Spring 2025**, measured at the *Meets Grade Level and Above* standard, reveals persistent gaps in reading proficiency when compared to both **Region 10** and the **State of Texas**. While there are notable gains in the early grades, the district continues to underperform in every tested grade level, particularly in the middle grades.

Entity	Grade	Spring 2023	Spring 2024	Spring 2025	Gap vs Region 10	Gap vs State
IRVING ISD	3	32%	35%	35%	-19%	-17%
	4	29%	35%	38%	-18%	-16%
	5	39%	38%	44%	-17%	-14%
	6	34%	39%	36%	-20%	-18%
	7	37%	38%	37%	-18%	-15%
	8	36%	36%	33%	-26%	-23%
REGION 10	3	53%	51%	54%		2%
	4	50%	53%	56%		2%
	5	58%	57%	60%		2%
	6	53%	57%	56%		2%
	7	56%	55%	54%		3%
	8	59%	57%	59%		3%
STATE	3	50%	49%	52%	-2%	
	4	47%	51%	54%	-2%	
	5	56%	54%	58%	-2%	
	6	50%	54%	54%	-2%	
	7	52%	52%	52%	-3%	
	8	56%	54%	56%	-3%	

Strengths and Growth Areas

Grades 3–5 in Irving ISD demonstrate some positive momentum:

- **Grade 3** improved from **32% to 35%**, sustaining a modest gain.
- **Grade 4** rose significantly from **29% in 2023 to 38% in 2025**, a 9-point increase.
- **Grade 5** reached its highest performance in three years at **44% in 2025**, following a slight dip in 2024.

These gains at the elementary level suggest early reading supports and foundational instruction are having some impact in moving students toward grade-level proficiency.

Areas of Potential Focus

Despite improvement in the lower grades, **Irving ISD remains well below Region 10 and State averages** at all grade levels:

- In **Grade 3**, 2025 performance at **35%** trails Region 10 by **19 points** and the state by **17 points**.
- In **Grade 6**, Irving's Meets Level performance dropped to **36%**, while Region 10 maintained **56%** and the state remained at **54%**.
- The most significant concern is **Grade 8**, where scores fell from **36% to 33%**, compared to Region 10's **59%** and the state's **56%**—a **26-point gap** from the region and **23 points** from the state.

These performance trends highlight the need for stronger systems of support in secondary reading instruction and intervention.

Cohort Observations

- The **Grade 4 cohort** (29% in 2023 → 35% in 2024 → 38% in 2025) reflects sustained improvement, suggesting multi-year literacy efforts can yield growth.
- In contrast, the **Grade 6 cohort** (34% in 2023 → 39% in 2024 → 36% in 2025) indicates stagnation or regression, pointing to a breakdown in reading development between elementary and middle school.

Possible Instructional Responses:

- Strengthen middle school literacy systems, focusing on Tier I instruction and responsive intervention, particularly in Grades 6–8.
- Scale effective elementary practices and ensure vertical alignment across grade levels to sustain student progress.
- Leverage data and cohort tracking to identify breakdowns and apply timely instructional supports.
- Provide targeted professional learning in literacy acceleration, adolescent reading strategies, and the science of reading for secondary educators.

Data Source: https://txresearchportal.com/results

Reading STAAR Performance (Spanish Version) (Grades 3–5 – *Meets Grade Level and Above*)

The Spanish Reading data for **Irving ISD** from **Spring 2023 to Spring 2025** shows a clear pattern of **incremental improvement**, but performance at the *Meets Grade Level and Above* standard remains significantly below both **Region 10** and the **State of Texas**. This trend reflects long-standing challenges in accelerating Spanish literacy outcomes for emergent bilingual students.

Entity	Grade	Spring 2023	Spring 2024	Spring 2025	Gap vs Region 10	Gap vs State
IRVING ISD	3	16%	13%	13%	-12%	-9%
	4	16%	19%	24%	-14%	-10%
	5	13%	18%	27%	-14%	-6%
REGION 10	3	28%	18%	25%		3%
	4	34%	32%	38%		4%
	5	39%	33%	41%		8%
STATE	3	26%	17%	22%	-3%	
	4	31%	29%	34%	-4%	
	5	33%	27%	33%	-8%	

Performance Trends:

- **Grade 3**: Remained flat at **13%** in 2024 and 2025, a decline from **16% in 2023**, with **no growth** over the most recent year.
- **Grade 4**: Improved from **16% in 2023** to **24% in 2025**, an 8-point gain, indicating potential impact of targeted supports.
- **Grade 5**: Shows the most growth, climbing from **13% to 27%** over the three-year period—a **14-point increase**.

These results indicate **promising progress**, especially in Grades 4 and 5, but **Grade 3 requires urgent attention** to prevent future gaps from widening.

Comparison to Region and State

Despite modest gains, Irving ISD continues to trail its peers:

- In **Grade 3 (2025)**:
  - Irving: **13%**
  - Region 10: **25%** (**12-point gap**)
  - State: **22%** (**9-point gap**)
- In **Grade 5 (2025)**:
  - Irving: **27%**

- Region 10: **41%** (**14-point gap**)
- State: **33%** (**6-point gap**)

Across all tested Spanish reading grades, **Irving ISD's performance remains the lowest** among the three entities, highlighting the continued need for equity-driven intervention for Spanish-speaking students.

Instructional Implications

- **Grade 3 performance is stagnant**, indicating a possible breakdown in early Spanish literacy instruction. Immediate investments in foundational skills and guided reading practices are recommended.
- **Progress in Grades 4 and 5** signals some systems are working. These gains should be studied, celebrated, and scaled districtwide.
- **Disparities with Region 10 and State** underscore systemic inequities that require culturally responsive instruction, bilingual resource alignment, and intensive small-group support.

Possible Instructional Responses:

- Launch intensive interventions in Grade 3, including early literacy coaching and Spanish phonics foundations.
- Monitor fidelity and impact of Spanish literacy programs that are yielding gains in Grades 4 and 5.
- Strengthen instructional coherence across bilingual classrooms, ensuring instructional materials and teacher development align with the science of reading in Spanish.
- Expand data tracking by language proficiency level to better understand performance patterns across student subgroups.

Irving ISD has begun to close gaps in Spanish reading, particularly in the upper elementary grades, but **performance at the Meets Grade Level and Above standard remains well below peers**. Focused and sustained support in early grades—especially Grade 3—will be essential to ensuring emergent bilingual students are on track to meet or exceed grade-level expectations.

Data Source: https://txresearchportal.com/results

Mathematics Performance (English Version) (Grades 3–8 – *Meets Grade Level and Above*)

The Math STAAR performance in Irving ISD for Meets Grade Level and Above shows **modest improvement in Grades 3 and 8**, but mixed trends overall. Despite some gains, Irving ISD continues to **underperform compared to Region 10 and the State**, indicating persistent gaps in math proficiency, particularly in middle school.

Entity	Grade	Spring 2023	Spring 2024	Spring 2025	Gap vs Region 10	Gap vs State
IRVING ISD	3	29%	28%	33%	-15%	-12%
	4	32%	33%	32%	-16%	-14%
	5	35%	34%	35%	-14%	-11%
	6	25%	24%	24%	-17%	-14%
	7	21%	25%	5%	-34%	-26%
	8	33%	26%	42%	-2%	-3%
REGION 10	3	47%	44%	47%		2%
	4	50%	47%	48%		2%
	5	54%	52%	49%		3%
	6	42%	41%	41%		3%
	7	40%	38%	39%		8%
	8	45%	40%	44%		-1%
STATE	3	43%	41%	45%	-2%	
	4	47%	45%	46%	-2%	
	5	50%	49%	46%	-3%	
	6	37%	37%	38%	-3%	
	7	35%	32%	31%	-8%	
	8	44%	40%	45%	1%	

Performance Trends

- **Grade 3**: Improved 4 percentage points from 2024 to 2025 after a slight decline, showing early signs of recovery.
- **Grade 4–5**: Stable, but **flatlining performance** suggests need for stronger vertical alignment and enrichment.
- **Grade 6**: Continues to stagnate at 24–25%, showing no growth across three years.
- **Grade 7**: **Severe drop** from 25% to 5% in 2025, indicating a **major instructional or assessment breakdown**.
- **Grade 8**: Rebounded sharply from 26% to 42%, the **only grade to outperform Region 10** by 2025.

Comparison to Region and State

- **Grades 3–6**: Irving ISD trails Region 10 by **14–17 percentage points**, and the state by **11–14 percentage points**.

- **Grade 7**: Alarming 34-point gap with Region 10 and 26-point gap with the state.
- **Grade 8**: A **bright spot**—Irving ISD narrowed the gap to only 2 points vs Region 10 and 3 vs State, suggesting effective supports or practices at this level.

Areas of Strengths and Growth:

- **Grade 8 Math** is a major success, jumping 16 points in one year.
- **Grade 3** shows potential recovery from prior year regression.
- **Grade 7** is the most urgent concern due to a dramatic performance collapse.
- **Grades 4–6** show no measurable progress and are consistently behind peers.
- **Mathematics instruction** across Grades 3–7 needs diagnostic review and aligned intervention.

Instructional Implications

- Grade 7 requires immediate triage: instructional audit, reteach cycles, and strategic staffing.
- Investigate and scale strategies from Grade 8 that yielded substantial growth.
- Strengthen curriculum alignment and pacing in Grades 3–5 with scaffolded acceleration strategies.
- Enhance math content development and data use training for teachers in Grades 4–6.

Possible Instructional Responses

- **Rapid response plan** for Grade 7, including tutoring, small group intervention, and curriculum evaluation.
- Launch **cross-grade math data teams** to study trend data and design targeted supports.
- Provide intensive **content-specific coaching** for 4th–6th grade math teachers to build instructional precision.
- Review vertical alignment and supports across math pathways to ensure readiness for Algebra I.

Data Source: https://txresearchportal.com/results

Mathematics Performance (Spanish Version) (Grades 3–5 – *Meets Grade Level and Above*)

The performance data reflects a **slow and inconsistent growth pattern** for Irving ISD's emergent bilingual students. Despite some movement in Grades 3 and 4, performance remains **well below Region 10 and the State**, with persistent achievement gaps.

Entity	Grade	Spring 2023	Spring 2024	Spring 2025	Gap vs Region 10	Gap vs State
IRVING ISD	3	12%	12%	18%	-3%	-10%
	4	9%	16%	17%	-3%	-6%
	5	13%	13%	15%	-1%	-4%

Entity	Grade	Spring 2023	Spring 2024	Spring 2025	Gap vs Region 10	Gap vs State
REGION 10	3	17%	14%	21%		-7%
	4	14%	13%	20%		-3%
	5	19%	16%	16%		-3%
STATE	3	23%	20%	28%	7%	
	4	22%	19%	23%	3%	
	5	23%	19%	19%	3%	

Performance Trends

- **Grade 3**: Grew from 12% to 18% over three years (+6 pts), showing modest acceleration, particularly in 2025.
- **Grade 4**: Improved from 9% to 17% (+8 pts), showing the strongest gain, although performance plateaued between 2024 and 2025.
- **Grade 5**: Virtually stagnant with only a +2-point gain over three years, and flat growth between 2023–2024.

Comparison to Region 10 and State

Grade 3:

- Irving: 18%
- Region 10: 21% (3-point gap)
- State: 28% (10-point gap)
- **Grade 4**:
    - Irving: 17%
    - Region 10: 20% (3-point gap)
    - State: 23% (6-point gap)
- **Grade 5**:
    - Irving: 15%
    - Region 10: 16% (1-point gap)
    - State: 19% (4-point gap)

Areas of Strength and Growth:

- **Grade 4** improved by +8 points from 2023 to 2025, suggesting **instructional gains or successful interventions**.
- **Grade 3** also showed growth (+6 points), particularly in the most recent year.
- Performance across all grades is below 20%, indicating **systemic challenges in Spanish math proficiency**.
- **Grade 5** continues to show minimal growth, raising concern about math conceptual development by upper elementary.

Instructional Implications

- **Grade 5** may require an overhaul of instructional strategies, particularly around math problem-solving and bilingual scaffolded instruction.
- **Grades 3 and 4** show signs of progress; strategies driving these gains should be documented and shared.
- Teachers may need more support with dual-language math pedagogy, including academic vocabulary and mathematical discourse.

Possible Instructional Responses

Immediate support for Grade 5: Consider implementing math intervention blocks, high-leverage instructional routines, and tutoring.

- **Extend and scale practices** from Grades 3–4 that contributed to performance gains.
- **Professional learning** on bilingual math instruction: number sense, vocabulary acquisition, and small-group support.
- Disaggregate data by language proficiency and campus to better target supports.

Irving ISD is **making progress** in Grades 3 and 4, but performance remains **well below peers** across all Spanish-tested math grades. The district must address these equity gaps by **strengthening bilingual math instruction, enhancing early numeracy supports, and scaling promising practices** systemwide.

Data Source: https://txresearchportal.com/results

Advanced Placement Participation Results

In the **2023–2024 school year**, Irving ISD students participated in Advanced Placement (AP) exams at a rate consistent with or slightly above the state average. However, **student passage rates—defined as scoring 3 or higher on AP exams—remained significantly below the state average**. IISD students passed **33.4%** of all AP exams taken, compared to the **state average of 52.0%**, reflecting an **18.6 percentage point gap** .

Data Source: 2023-2024 Texas Academic Performance Report

College, Career, and Military Readiness (CCMR)

In the **2023–2024** school year, Irving ISD's overall **CCMR rate improved** for the second consecutive year, rising from 73**% in 2022–2023 to 93%**, surpassing the **state average (82%)**. However, our TSI-met through assessment remains below the state average (34%) at 17.8%

Disaggregated Student Group Data:

- **African American students**: 43.6% CCMR readiness (down from 46.5% in 2022–23).
- **Emergent Bilingual students**: 40.4%, continuing to lag behind the district average.
- **Special Education students**: 60.7%, a notable decrease from 66.0%, yet still above the district average and a relative strength.

Career and Military Readiness Contributions:

- **33.9%** of students met **career/military readiness** criteria, a slight increase from **33.2%** the previous year.
- **Industry-Based Certification (IBC)** achievement rose from **30.9% to 31.6%**, continuing a positive trend.
- **Special Education students** earning IBCs increased to **19.3%**.
- **African American students**: 29.1% earned IBCs.
- **Emergent Bilingual students**: 23.0% earned IBCs.

Data Source: 2023-2024 Texas Academic Performance Report

College Readiness

College readiness remains a **persistent area of concern** for Irving ISD. The percentage of students meeting college readiness indicators (as defined by SAT, ACT, TSIA, or College Prep Course benchmarks) **declined again**, dropping from **38.5% in 2022–2023 to 37.0% in 2023–2024**. This shift further expands the gap with the **state average of 50.9%**, now at a **13.9 percentage point difference**.

Subgroup Performance:

- **African American** students: 28.0% college ready (a slight decline from 29.2% the previous year).
- **Emergent Bilingual** students: 27.1%, continuing to fall well below both district and state averages.

These subgroups remain significantly underrepresented in college readiness achievement, underscoring the need for targeted academic supports, early college awareness programs, and culturally responsive college preparation strategies.

Data Source: 2023-2024 Texas Academic Performance Report

Student Retention (2023–2024)

Retention rates across **Irving ISD** remain **well below state averages** in early grades for both **non-special education** and **special education** students, with **Grade 9** continuing to show significantly elevated rates.

Non-Special Education Students

- **Early Grades (K–2)**:
    - **Kindergarten**: 0.3% (vs. **State**: 1.7%)
    - **Grade 1**: 0.4% (vs. **State**: 2.1%)
    - **Grade 2**: 0.6% (vs. **State**: 1.3%)
    - **Grades 3–8**: Remain consistently low, ranging from **0.1% to 0.3%**, and remain below state benchmarks.
    - **Grade 9**: Retention rate of **9.8%**, which is **2.1 percentage points higher** than the **state average of 7.9%**, continuing a multi-year trend of disproportionately high 9th grade retention.

Special Education Students

- **Grades K–2**: Very low retention rates: **0.3%–0.6%**, significantly below state rates of **1.3%–3.9%**.
- **Grades 3–8**: All at or near **0.0%**, far below state averages.
- **Grade 9**: Retention rate of **13.1%**, **1.2 points higher** than the state's **11.9%**, signaling continued challenges in supporting Special Education students through the high school transition.

Summary of Analysis

While **early grade retention remains low and favorable** compared to the state, **Grade 9 retention is a persistent concern**, especially among **Special Education students**. These data emphasize the need for:

- Strengthened academic supports during the **middle-to-high school transition**,
- Early warning systems to flag students at risk of retention, and
- Proactive interventions targeting **incoming 9th graders**, particularly those with IEPs or below-grade-level academic performance.

Student Learning Strengths

Early Literacy (Grades K–2, English and Spanish)

- **High Early Proficiency in Spanish (Lectura) Kindergarten**
  Irving ISD's bilingual Kindergarten students consistently perform above 70% *at or above benchmark* across BOY, MOY, and EOY in Spanish reading. This indicates strong early literacy development for students in dual language programs, despite recent slight declines.
- **Strong Finish in Grade 2 (Lectura)**
  The 2024–2025 cohort ended the year at **70% at benchmark**, the highest second-grade Spanish reading score in three years—evidence that growth is occurring even when early-year gains are limited.

- **First Grade (English) Shows Year-End Growth**
  DIBELS EOY results in first grade improved to **52% in 2025**, a **10-point increase** from the previous year and nearly back to 2021–22 levels. This indicates recovery and momentum in reading proficiency by the end of the year.

- **Kindergarten Readiness Is Improving in English**
  The Kindergarten BOY score rose to 43% in 2024–2025, the strongest BOY in four years—indicating improved readiness upon entry and potential effectiveness of Pre-K literacy preparation.

Reading STAAR Grades 3–5 (English and Spanish)

- **Steady Growth in Early STAAR Reading Grades (English)**
  - Grade 4: Increased from **29% to 38%** Meets from 2023–2025 (+9 points)
  - Grade 5: Grew from **39% to 44%** in the same timeframe, the highest in three years
    These gains suggest that **foundational reading instruction is improving** and beginning to show results on STAAR performance.

- **Cohort Growth in Grade 4**
  Students who were in Grade 3 in 2023 (32%) grew to 38% by Grade 4 in 2025, showing **positive longitudinal growth** that reflects the impact of sustained literacy supports.

- **Spanish STAAR Reading Gains in Grades 4 & 5**
  - Grade 5: Gained **14 points** over three years (13% to 27%)
  - Grade 4: Gained **8 points** (16% to 24%)
    These gains highlight **momentum in Spanish-language instruction** at the upper elementary level.

Math STAAR Performance Highlights

- **Grade 8 Math Is a Clear Success Story**
  A dramatic rebound in 2025, with scores increasing **16 points** from 26% to **42%**, positioning Irving ISD just **2 points below Region 10** and **3 below the state average**—a remarkable closing of historic achievement gaps.

- **Growth in Grade 3 Math (English and Spanish)**
  - English: Rose from 28% to 33%
  - Spanish: Rose from 12% to 18%
    These indicate **positive trends in early numeracy instruction** and the potential impact of recent math initiatives.

- **Spanish Math Grade 4 Shows the Largest Gain**
  A +8 point increase from 2023 to 2025 (9% to 17%) indicates that **bilingual math supports are starting to gain traction**, particularly in early grades.

College, Career & Advanced Academics

- **AP Participation On Par With State**
  Irving ISD's AP participation rate matches or exceeds the state average, indicating **access and equity efforts are working** to ensure more students are enrolling in rigorous coursework.

- **Industry-Based Certifications (IBCs) Trending Up**
  - Overall IBC rate increased to **31.6%**, up from 30.9%.
  - Special Education students earning IBCs rose to **19.3%**, signaling **strong inclusivity in career-readiness pathways**.

Student Retention and Early Intervention

- **K–2 Retention Rates Are Significantly Lower Than the State**
  Retention rates in grades K–2 are consistently below 1%—well beneath the state average—which shows **effective early identification and support systems** that reduce the need for retention.

- **Special Education Retention K–8 Nearly Zero**
  Exceptionally low retention across all elementary and middle grades (near 0%) for Special Education students demonstrates **strong early intervention and inclusive instructional practices**.

Summary of Strengths

Instructional Impact

- Strong early reading foundation in Spanish for bilingual Kindergarteners
- Growth in Grade 4 and 5 reading and math performance (both English and Spanish)
- Impressive recovery in Grade 8 math signals successful targeted intervention

Systems and Supports

- High AP access and growing certification rates
- Low retention in early grades across general and Special Education populations
- Signs of cohort growth across multiple content areas, suggesting long-term investments are beginning to pay off

Equity and Access

- Special Education students outperforming district average on CCMR
- Industry certification access is expanding across key subgroups

- Early literacy programs are showing success, particularly in dual language settings

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region).
Root Cause: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 2 (Prioritized): Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects.
Root Cause: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 3 (Prioritized): Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading.
Root Cause: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 4 (Prioritized): CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers.
Root Cause: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 5 (Prioritized): Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%.
Root Cause: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 6 (Prioritized): MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25.
Root Cause: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 7 (Prioritized): Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels
Root Cause: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8 (Prioritized): High Percentage of Students Identified as At-Risk
Root Cause: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9 (Prioritized): Identification and Support for Newcomer Students
Root Cause: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 10 (Prioritized): Gaps in CTE Participation at the Middle School Level
Root Cause: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 11: Inconsistency in Representation of Certain Student Groups in Special Programs
Root Cause: Inadequate screening systems, unconscious bias, or limited outreach efforts may result in disparities in identification for services such as Special Education, Gifted/ Talented, and Advanced Academics--particularly for multilingual learners.

Problem Statement 12 (Prioritized): Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes.
Root Cause: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 13 (Prioritized): Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support.
Root Cause: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 14: While most departments collect robust data, the consistent use of that data to drive targeted interventions and adjustments at the campus level is uneven, impacting the district's ability to close learning gaps in a timely and effective manner.
Root Cause: # Data is collected but not routinely translated into actionable campus-level strategies. # Limited capacity or training among campus leaders and teachers to interpret and use data effectively. # Overreliance on compliance reporting rather than strategic data use. # Fragmented data systems that don't easily integrate academic, behavioral, and attendance metrics.

Problem Statement 15: Despite a variety of rigorous programs such as AVID, CTE, Fine Arts, and Dual Language, secondary participation and sustained engagement--especially among at-risk, EB, and special education students--may be limited by entry barriers, scheduling conflicts, or lack of awareness.
Root Cause: # Scheduling conflicts or lack of flexibility in master schedules. # Limited recruitment or onboarding efforts targeting underrepresented student groups. # Rigid entry or exit criteria for programs like AVID, Dual Language, or CTE. # Insufficient family awareness or communication regarding opportunities for student counseling around program benefits.

Problem Statement 16: Chronic absenteeism/loss of enrollment, despite active monitoring and goal-setting, remains a challenge and directly impacts learning, funding, and overall student performance--especially among historically underserved populations.
Root Cause: A large mobility rate within the community. Community and family fatigue post-pandemic impacting re-engagement. Higher costs of living within the city.

Problem Statement 17 (Prioritized): High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.
Root Cause: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18 (Prioritized): Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025).
Root Cause: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 19 (Prioritized): Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies.

Root Cause: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 20 (Prioritized): Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math.
Root Cause: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 21: Professional development in bilingual and dual language pedagogy has not kept pace with the growing needs of Emergent Bilingual students or performance gaps in Spanish Reading and Math.
Root Cause: Inconsistent access to biliteracy-specific training across campuses. Limited bilingual instructional coaching capacity. Lack of districtwide standardization of high-leverage strategies in Spanish instruction. Gaps in vertical alignment between bilingual early literacy and upper elementary instruction.

Problem Statement 22: Professional development related to data use and formative assessment remains underutilized by teachers, particularly in using data to adjust Tier I instruction.
Root Cause: Inconsistent training on data interpretation and classroom-level application. Lack of structured time and tools for collaborative data review cycles. Gaps in teacher confidence or skill with progress monitoring systems. Over-reliance on summative data instead of embedded formative practices.

Problem Statement 23 (Prioritized): Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs.
Root Cause: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 24 (Prioritized): Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences.
Root Cause: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

The Curriculum and Instruction team directly impacts all 30,000 students in Irving ISD every day. This team not only provides a viable and high quality curriculum and high quality resources for teachers and students, but also supports the implementation of research based instructional practices. This team is driven by the mission statement: We empower Irving ISD educators with quality curriculum and effective instructional support to ensure high levels of learning for all. Funding for the department is local, federal, and through grants.

It is the duty of the department to provide all students access to high quality, on grade level, tier 1 resources and instruction. This opportunity should be provided to all students within Irving ISD. We hope to grow and graduate college and career ready students.

The positive impact from the department is felt in a multitude of ways by directly providing access to new knowledge for Irving ISD students and adequate resources for instructors. This includes the opportunity for all students to engage with new, enriching language and ideas in a variety of content areas. The impact of this program is measured through multiple layers of assessment and progress monitoring which drives student learning.

Campus Operations

The mission statement of campus operations is to serve and support the students of Irving ISD by removing barriers while working collaboratively with families, community stakeholders and district resources to improve attendance and enhance student success.

Our department is committed to helping families overcome barriers and reconnect to schools. The heart of this connection is regular, on-time daily attendance. If a student is not present at school, they are not able to learn. Average Daily Attendance (ADA) also impacts school funding. ADA is measured and reported weekly. Campuses build goals around ADA because attendance is a critical component to effective teaching and learning. Attendance is also measured on the Texas Education Agency's school report card.

Campus Operations oversees an assortment of district wide-services and provides guidance and support to administrators in matters related to school operations which include: discipline, attendance, dropouts, transfers, enrollment, grievances, graduation, and title IX issues.

Guidance and Counseling

The vision of the Guidance, Counseling and College Readiness Department is "Excellence in counseling services while enhancing and fostering personal growth with equity for all students." Our mission is to challenge learners to become critical thinkers, leaders and contributors in a diverse and competitive world. Funding for our services comes from locally established budgets.

Our school counselors implement the Texas Model for Comprehensive school Counseling Program to provide equal access for all students to counseling resources and services. The counselor's role is to support all students' academic, social-emotional, and personal development. The school counselor meets with students to provide an individualized approach to supporting them academically and personally/socially while also implementing small groups and providing ongoing guidance of campus and classroom lessons. Each year our counselors use data to set SMART goals to support students in 3 areas: Achievement, Behavior and Attendance. Counselors create a plan that is evaluated at the end of the year to see if they met their goal/s. We strive to help students become contributing members of our community.

Counselors provide guidance lessons to all students to address achievement, behavior, and attendance issues. Small groups are used to support students who are struggling and not making progress. Counselors use pre- and post- assessments to measure if interventions are making a difference. All campus counseling departments provide a needs assessment to evaluate needs of their campus. We review the district climate survey to address needs of our community and to adjust as needed.

Bilingual ESL Services

The Bilingual, ESL & Language Services Department at Irving ISD is dedicated to fostering linguistic and cultural proficiency in our diverse student population. With a focus on empowering over 18,000 students, we strive to ensure that every learner becomes a confident and fluent communicator in both English and their primary language.

Our department operates with funding from state and federal sources, allowing us to provide comprehensive language services tailored to individual student needs. From elementary to high school, we offer a range of programs designed to support bilingualism and biliteracy.

At the elementary level, students have the option to participate in Dual Language One-Way or Dual Language Two-Way programs, laying the foundation for language acquisition and cultural understanding. As students progress to middle and high school, our Dual Language Two-Way program continues to nurture bilingualism and biliteracy, preparing students for success in a global society.

To ensure that students receive appropriate support, we conduct thorough language proficiency assessments in both English and Spanish. These assessments guide placement in our bilingual and ESL programs, which are available at all campuses throughout the district. Students exit the program upon achieving state standards for language proficiency.

Our ESL and Bilingual programs offer comprehensive language support, with program effectiveness evaluated through state assessments and district-provided progress monitoring. Graduates of our Bilingual Program have the opportunity to earn the prestigious Seal of Biliteracy, recognizing their proficiency in both languages.

In addition to academic support, we provide enrichment opportunities such as Spanish and English spelling bees, as well as a unique debate competition for newcomer students. We also prioritize family engagement, offering orientations and hosting events like Newcomer Family Night to connect families with community resources.

Through our commitment to linguistic and cultural enrichment, we aim to empower students to excel academically and thrive in an increasingly interconnected world.

Mission: The Bilingual, ESL & Language Services Department will empower students and stakeholders with support services that educate, enrich, and embrace unique cultural contributions.

STEM and Innovation

Through the use of local funds, the STEM & Innovation Department works in conjunction with Digital Learning to serve every student in Irving ISD with quality, TEKS-based instruction. STEM programming, which focuses on integrating Science, Technology, Engineering, and Math, is supplemental and open to all. STEM learning and innovative programs dramatically impact all students and schools.

Our elementary STEM programming is available to all students Pre-K through fifth grade through integration in science instruction during the school day. The range of services offered in elementary includes an embedded Tier 1 curriculum covering design thinking concepts through engineering practices, coding, and robotics. We provide professional development related to utilizing STEM curricula and devices to educators.

Middle school students may select Verizon Innovative Learning Schools (VILS) courses as part of their electives, including advanced technology and devices such as 3D printers, laser cutters, and robotics. We provide professional support to VILS lab teachers in implementing the secondary curriculum.

At the high school level, we continue to partner with CTE in both our labs and to provide each high school with STEM resources, teacher training and engaging student experiences.

The department develops and runs STEM summer camps, which are open to selected grade levels according to district needs evaluated yearly. The department also supports campus initiatives related to STEM, including STEM parent nights.

This year our department has gained national recognition in numerous areas. Our elementary STEM Connections curriculum was recognized by LEGO Education and featured in an instructional video when the president of the company visited learning in action. The partnership with Verizon was chosen to be part of a BBC documentary series on schools successfully integrating technology into the classroom. STEM & Innovation personnel presented over 20 sessions at our most recent statewide conference. STEM labs continue to

be opened across our elementary schools.

Fine Arts

Fine Arts provides a variety of performance and learning activities based on the needs of each individual student, the needs of the individual program and the needs of the district. The department serves all grade levels PK through 12. The funding from this program is both through public/private partnerships as well as allocated state funding. Fine Arts promotes a learning environment in which all directors and teachers work to foster students artistically and emotionally so they are capable of performing/ producing in all activities attaining the highest standards of performance in Art, Dance, Music and Theatre.

Goals and Objectives:

- Develop thinking skills to include decision-making, reasoning, problem-solving, creativity, and self-expression
- Foster cooperative learning through self-discipline, integrity, and responsibility
- Promote a positive image; to instill a feeling of confidence and sensitivity
- Provide an opportunity for recognition by encouraging group and individual achievement
- Instill in students the understanding of their role and commitment to the pursuit of excellence in the arts through teamwork, goal setting and tenacity

All elementary students participate in an art and music program rotation. Students must earn a Fine Arts credit in middle school and high school. Middle and high school students participate through recruitment and student choice. Students earn positions in ensembles and programs through advancement. Courses are offered in Music, Dance, Theatre and Visual Art.

Student outcomes are positively affected through the arts. The arts raise academic readiness, attendance and graduation rates. Participation in the arts strengthens positive relationships and encourages student morale.

Rubric based state evaluations provide measurable success rates for program effectiveness.

Career and Technical Education

Irving ISD Career and Technical Education (CTE) provides in-depth, real-life career experiences for students through 34 unique and comprehensive four-year programs of study with the goal of helping students find their career of choice. CTE prepares over 7,100 students to be career ready. CTE receives both state and federal funding to ensure equipment, instructional supplies, and facilities remain state of the art as industries and careers evolve over time.

Career and Technical Education programs are open to all Irving ISD students with no barriers of entry. CTE programming is offered at all three comprehensive high schools with options in Arts AV, Computer Science, Business and Marketing, Education, Cosmetology, Automotive Technology, Collision Repair, Diesel Technology, and Hospitality and Culinary Arts. Each high school has established signature programs unique to their campus. Biomedical Science, Aviation Maintenance, and Drone Engineering are offered at Irving High School. Nimitz High School offers Plant and Animal Science, and Sustainable Engineering. While MacArthur High School includes Entrepreneurship, Real Estate, and Construction and Architecture. All programs have an enrollment cap. If the cap is exceeded, students are entered into a randomized lottery to determine acceptance into a specific program. Singley Academy is a Career focused high school with pathways in Robotic Manufacturing, Computer Programming and Maintenance, Legal Studies, Law Enforcement, Nursing, Dental, Physical Therapy, and Advanced Hospitality and Culinary Arts. Singley Academy utilizes a lottery system to determine who is accepted into each program. Students are encouraged to complete the entire four-year pathway and earn an industry-based certification before exiting their program.

Students have the opportunity to graduate from their four-year CTE program of study with industry recognized certifications and licenses giving them the credentials to enter the workforce better prepared and ahead of their peers. Many CTE programs offer senior internships as a capstone course allowing students to work in the industry of their chosen career field gaining true hands-on experiences. In addition to gaining industry experience and credentials CTE programs are taught by industry professionals in and out of the classroom. State data indicates Career and Technical Education students outperform those students not in CTE courses in most statewide metrics providing evidence CTE programs better prepare students to not only be career ready but also college ready.

Special Education Services

Irving ISD serves over 3,800 students in special education. The funding for special education comes from both state and federal funding. The mission of the Special Education Department is to provide our students with the tools and support necessary to be prepared and successful for life outside of the classroom and reach their greatest potential.

The vision of the Special Education program is to provide caring teachers and staff with expert knowledge in special education instruction that understands the needs of each student, develop strong and meaningful relationships with parents and the community.

There is a two-part test for determining whether your child is eligible for special education and related services: (1) your child must have a disability; and (2) as a result of the disability, your child must need special education and related services to benefit from education.

The Admission, Review, and Dismissal (ARD) Committee will convene within 30 calendar days within completion of the Initial Full and Individual Evaluation (FIE). The ARD Committee will determine eligibility for special education services and also which services are appropriate to meet the student's needs. Irving ISD offers a continuum of special education services always focused on your child being in the least restrictive environment.

Special education provides support for students that help them to succeed in the least restrictive environment. Individual impact is measured through monitoring of goal progress in the IEP. STAAR and STAAR Alt 2 data and CCMR graduation readiness. Special education showed marked improvement on STAAR passing rate in almost all content areas.

Library Services

Irving ISD Library Services is committed to helping students thrive academically and prepare for the future. Our mission is to empower students to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens. We achieve this by providing equal access to engaging library spaces, robust print and digital resources, and library programming that promotes thinking, creating, sharing, and growing.

Through Irving ISD Library Services, every student gains access to a wide range of print and digital resources combined with personalized support from knowledgeable library specialists. We offer instruction in essential skills such as information literacy, STEM fluency, and digital citizenship, equipping students with the tools they need to succeed in today's world. Our aim is to create an environment where students can explore, create, and collaborate, promoting a culture of curiosity and academic excellence.

To gauge the effectiveness of our program, we measure various factors, including student engagement with library resources, participation in programs, and utilization of online materials. By monitoring student checkouts, resource usage, and academic performance, we ensure that Irving ISD Library Services continues to make a meaningful impact on students' academic success and lifelong learning journey. Ultimately, the library program empowers Irving ISD graduates to become lifelong readers and learners who have the skills necessary to achieve college, career, and life success.

AVID

AVID, Advancement Via Individual Determination is funded through our local Irving ISD budgets. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness in a global society. The minimum impact would serve 10% of secondary students, in Irving we serve approximately 14% of students to prepare them for college and career success.

The average AVID student is a student in the "academic middle" ready to be challenged and supported for higher level courses. Students interested in AVID can apply with the understanding that if accepted they will be enrolled in a course of rigor: honors, Dual Credit, AP. Services include academic support (in class tutoring), career exploration, college exposure, testing support, post-secondary study skills. Students do have an exit process that includes the parent, student, counselor, and AVID teacher.

Students in AVID develop study habits, leadership skills, and confidence to take on challenges of rigorous academic courses. Students become college and career ready and are experiencing collegiate level learning in the 11th and 12th grade seminar. Impact is measured through success on college readiness exams such as SAT/ ACT/ TSIA-2, AP courses

and exams, Dual Credit courses completed, and via senior data collection. Students in AVID are typically accepted to multiple colleges, receive scholarship offers, and are awarded leadership opportunities.

Professional Learning

The Department of Professional Learning is supported by local, state, and federal funds and serves approximately 4,000 employees. Our vision is to cultivate equitable professional learning environments where both educators and students excel. Our mission is to empower educators through meaningful and sustained learning. We believe that effective professional learning is driven by results, standards, and job-embedded, and is fundamental to student success.

The team collaborates closely with all campuses and departments within Irving ISD to address the diverse needs of the staff in alignment with campus and district objectives. This encompasses tailored programs catering to novice teachers, instructional coaches, and district leaders overseeing adult learning initiatives. Additionally, district-wide learning events such as Learn2Inspire, district-wide learning days, and purposeful planning sessions are offered. Each of these services is designed to enhance the capabilities of adults in effectively meeting their professional goals and the educational needs of their students.

Learning is designed to address three key areas: adult and student well-being, fostering a positive culture, and improving instructional pedagogy and practice. Session and program evaluation surveys are conducted throughout the year to gather valuable feedback. This information drives instructional adjustments and guides program development.

Human Resources

The HR & Employee Services department at Irving ISD plays a pivotal role in ensuring operational efficiency and compliance within the district's workforce. Their mission continues to revolve around supporting supervisors' collective cultivation of a diverse and skilled workforce to support students and staff.

By prioritizing and supporting campus and department efforts in workforce reorganization and upholding protocols that promote employee safety, professionalism, and ethical conduct, the HR & Employee Services department supports all departments and campuses in building and maintaining strong working environments for teachers and leaders that serve students in a variety of capacities.

Key goals include upholding Board policies and legally sound practices when conducting investigations into employee misconduct, managing employee grievances, streamlining employee hiring and exit processes, mitigating district personnel and property risks, navigating complex legal and financial employee and supervisor needs, calculating and auditing employee salaries/pay, managing benefits and claims, managing various employee leaves, and optimizing position control, and maintaining each employee’s personnel records. These goals and functions directly align with the district's ongoing priorities around department and campus leaders strengthening employee recruitment and retention, thus enhancing educational outcomes for 2024-2025 by securing a strong workforce and fostering a conducive learning environment for students, staff, and other stakeholders.

District Processes & Programs Strengths

Curriculum and Instructional Excellence

- Provides a *viable, high-quality curriculum* aligned with research-based instructional practices.
- Ensures *access to Tier 1 instruction and grade-level content* for all students, promoting equity.
- Implements *multiple layers of progress monitoring and assessments* to inform instruction.
- Leverages *local, federal, and grant funding* to strengthen curriculum resources and delivery.

Inclusive and Equitable Student Services

- Bilingual/ESL services offer *comprehensive support for over 18,000 Emergent Bilingual students*, fostering bilingualism and biliteracy from elementary through high school.
- Special Education provides *individualized supports aligned to least restrictive environments* and uses data-based monitoring through IEP goals and state indicators.
- Counseling services align with the *Texas Comprehensive School Counseling Model* and use SMART goals, pre/post assessments, and needs assessments to guide programming.

Future-Ready Pathways and Innovation

- CTE programs provide *real-world experiences* with industry certifications and capstone internships across 34 programs of study.
- STEM & Innovation fosters *early and sustained exposure* to engineering, robotics, and technology, with districtwide K-12 integration.
- AVID supports the *academic middle* with rigorous coursework, leadership development, and college readiness preparation.
- Fine Arts builds *confidence, creativity, and self-expression* through inclusive programs across all grade levels.

Strategic Operational Support

- Campus Operations focuses on *removing barriers to student success*, especially through proactive attendance initiatives.
- Human Resources provides *comprehensive compliance, hiring, salary, and retention supports*, reinforcing a culture of safety and excellence.
- Library Services ensure *equal access to digital and print resources*, building critical thinking, information literacy, and academic engagement.

Embedded Professional Growth Systems

- Professional Learning offers *sustained, standards-driven development* aligned to district goals and educator needs.
- Learning opportunities address *well-being, pedagogy, and culture-building*, ensuring whole-educator and whole-student growth.
- Regular *program evaluation and feedback loops* allow for responsive and relevant professional learning design.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes.
Root Cause: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 2 (Prioritized): Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support.

Root Cause: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 3: While most departments collect robust data, the consistent use of that data to drive targeted interventions and adjustments at the campus level is uneven, impacting the district's ability to close learning gaps in a timely and effective manner.
Root Cause: # Data is collected but not routinely translated into actionable campus-level strategies. # Limited capacity or training among campus leaders and teachers to interpret and use data effectively. # Overreliance on compliance reporting rather than strategic data use. # Fragmented data systems that don't easily integrate academic, behavioral, and attendance metrics.

Problem Statement 4: Despite a variety of rigorous programs such as AVID, CTE, Fine Arts, and Dual Language, secondary participation and sustained engagement--especially among at-risk, EB, and special education students--may be limited by entry barriers, scheduling conflicts, or lack of awareness.
Root Cause: # Scheduling conflicts or lack of flexibility in master schedules. # Limited recruitment or onboarding efforts targeting underrepresented student groups. # Rigid entry or exit criteria for programs like AVID, Dual Language, or CTE. # Insufficient family awareness or communication regarding opportunities for student counseling around program benefits.

Problem Statement 5: Chronic absenteeism/loss of enrollment, despite active monitoring and goal-setting, remains a challenge and directly impacts learning, funding, and overall student performance--especially among historically underserved populations.
Root Cause: A large mobility rate within the community. Community and family fatigue post-pandemic impacting re-engagement. Higher costs of living within the city.

Problem Statement 6 (Prioritized): High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.
Root Cause: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7 (Prioritized): Persistent Decline in Student Enrollment
Root Cause: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8 (Prioritized): Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels
Root Cause: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9 (Prioritized): High Percentage of Students Identified as At-Risk
Root Cause: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10 (Prioritized): Identification and Support for Newcomer Students
Root Cause: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 11 (Prioritized): Gaps in CTE Participation at the Middle School Level
Root Cause: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 12: Inconsistency in Representation of Certain Student Groups in Special Programs
Root Cause: Inadequate screening systems, unconscious bias, or limited outreach efforts may result in disparities in identification for services such as Special Education, Gifted/

Talented, and Advanced Academics--particularly for multilingual learners.

Problem Statement 13 (Prioritized): Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region).
Root Cause: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 14 (Prioritized): Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects.
Root Cause: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 15 (Prioritized): Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading.
Root Cause: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 16 (Prioritized): CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers.
Root Cause: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 17 (Prioritized): Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%.
Root Cause: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 18 (Prioritized): MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25.
Root Cause: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19 (Prioritized): Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025).
Root Cause: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 20 (Prioritized): Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies.
Root Cause: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 21 (Prioritized): District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues.
Root Cause: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 22 (Prioritized): Perceptions of well-being support at the district level remain low across employee groups. Teacher agreement that "the district has my well-

being in mind" was 45% in 2024, recovering to 63% in 2025.
Root Cause: # Reactive, rather than proactive, wellness initiatives. # High workloads and competing initiatives with minimal relief. # Lack of districtwide wellness framework or dedicated programming.

Problem Statement 23 (Prioritized): Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue.
Root Cause: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 24 (Prioritized): There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility.
Root Cause: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 25 (Prioritized): Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math.
Root Cause: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 26: Professional development in bilingual and dual language pedagogy has not kept pace with the growing needs of Emergent Bilingual students or performance gaps in Spanish Reading and Math.
Root Cause: Inconsistent access to biliteracy-specific training across campuses. Limited bilingual instructional coaching capacity. Lack of districtwide standardization of high-leverage strategies in Spanish instruction. Gaps in vertical alignment between bilingual early literacy and upper elementary instruction.

Problem Statement 27: Professional development related to data use and formative assessment remains underutilized by teachers, particularly in using data to adjust Tier I instruction.
Root Cause: Inconsistent training on data interpretation and classroom-level application. Lack of structured time and tools for collaborative data review cycles. Gaps in teacher confidence or skill with progress monitoring systems. Over-reliance on summative data instead of embedded formative practices.

Problem Statement 28 (Prioritized): Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs.
Root Cause: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 29 (Prioritized): Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue.
Root Cause: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 30 (Prioritized): Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences.
Root Cause: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Perceptions

Perceptions Summary

Climate and Culture Needs Assessment Narrative

Over the past four years, Irving ISD has conducted comprehensive annual climate surveys to assess the perceptions and experiences of students, families, teachers, campus leaders, and district leadership. These data provide valuable insights into how well the district conducts its work and fosters a culture of learning, trust, and support. The results point to clear strengths that serve as a foundation for progress, alongside critical areas of growth that must be addressed to ensure continued alignment with district priorities and Board Goals.

Strengths

Irving ISD continues to demonstrate strong relational trust across key stakeholder groups. Students consistently report high levels of encouragement, care, and academic expectations from their teachers, with over 90% agreement sustained from 2022 through 2025. Similarly, parents express confidence in the quality of instruction, reporting strong satisfaction with how teachers care for, support, and challenge their children. Parent perceptions of student safety and feeling respected at school have also shown steady improvement, nearing or surpassing pre-pandemic levels.

Teachers and campus leaders report high levels of collegial support and strong relationships within their teams. Teacher job satisfaction has steadily increased, reaching 84% in 2025. There have also been marked gains in teachers' perceptions of campus leaders' visibility, empowerment, and use of data to support instructional decisions. Campus leaders feel empowered to make decisions that impact student learning and report high satisfaction with their roles. At the district level, leadership has made notable progress in improving communication, professional empowerment, and visibility, with district leaders increasingly seen as data-informed and supportive of decision-making at the campus level.

Areas of Growth

Despite these positive trends, the data also highlight critical opportunities for growth. A consistent pattern across all stakeholder groups reveals that perceptions become less favorable when evaluating leadership farther removed from direct contact. For example, while teachers express high confidence in campus leaders, fewer than 55% feel the district understands or addresses employee concerns or seeks their input in key decisions. Similarly, district-level perceptions of financial decision-making and employee well-being have declined or remained low across multiple years.

Students' perceptions of whether teachers ensure they are learning dropped sharply between 2022 and 2023 and have only partially recovered by 2025. This suggests a potential misalignment between instruction and student learning clarity that warrants deeper investigation. While most students report feeling cared for, a significant percentage still cite issues related to stress, fatigue, and bullying—particularly cyberbullying—as ongoing challenges.

Parental engagement remains an area of concern. Fewer than 60% of parents report receiving sufficient information about what their child is learning or how to help at home, and a notable percentage do not feel adequately included in school improvement efforts. These gaps in communication and partnership could impact trust and support across school communities.

Additionally, concerns around staff well-being persist. While campus-level support is improving, district-level perceptions of well-being support have fluctuated, especially among teachers. Data also point to disparities in data literacy and instructional alignment, particularly at secondary campuses and among less experienced staff.

Stakeholder Group Surveyed	Key Strengths	Key Areas of Growth
Students	- High teacher care, encouragement, and expectations - Improved safety perceptions (2025) - Strong sense of belonging from staff	- Learning assurance dropped since 2022 - Bullying and cyberbullying concerns persist - Absence awareness still needs attention
Parents	- High satisfaction with teacher interactions - Improved school safety perception - Trust in academic expectations	- Limited info on how to help at home (~55%) - Less than 60% feel fully engaged in school planning - Feelings of welcome still below 2022 levels
Teachers	- Strong collegial support (92%) - Campus leaders viewed as data-informed and supportive - Improved job satisfaction	- District support for well-being and finances low (63% and 54%) - Fewer than 50% felt district leaders are aware of issues
Campus Leadership	- High job satisfaction (90%) - Strong team culture (95%) - Empowerment in decision-making	- District perception decline in financial decisions and well-being support - Communication with District leadership varies year to year
District Leadership	- High empowerment and data-informed leadership (85%+) - Improved visibility and communication - Increased employee input seeking (61%)	- Slight decline in job satisfaction and well-being - Disconnect remains between leadership levels - Lower financial decision support (67%)

Potential considerations to inform the next steps in planning, communication, and strategic improvement:

Great question. Below are **considerations for all five key stakeholder groups**—Students, Parents, Teachers, Campus Leadership, and District Leadership—based on the climate survey data. These are written to support strategic planning, culture-building efforts, and alignment to Board Goals and DIP objectives.

STUDENTS

Consideration 1: Rebuild Confidence in Instructional Assurance

- While expectations and care are high, only 75% of students feel teachers ensure they are learning—down significantly from 95% in 2022.
  Consider professional learning that equips teachers to regularly check for understanding and communicate progress clearly to students.

Consideration 2: Address Student Wellness and Belonging

- Top distractions include stress, fatigue, and hunger. Additionally, 1 in 3 students reports bullying or cyberbullying concerns.
  Consider expanding SEL supports, counseling access, peer mentoring, and targeted anti-bullying campaigns at secondary campuses.

Consideration 3: Improve Adult Awareness of Student Struggles

- Only 63% of students feel their teachers are aware of their daily challenges.
  Build in more intentional time for relationship-building through advisory periods or restorative circles.

PARENTS

Consideration 1: Strengthen Instructional Communication

- Under 60% of parents feel they understand what their child is learning or how to support at home.
  Enhance curriculum transparency via newsletters, videos, parent nights, and home learning tools.

Consideration 2: Expand Opportunities for Parent Voice

- Parents feel under-involved in planning and improvement efforts.
  Use surveys, town halls, and campus family teams to collect and act on feedback.

Consideration 3: Rebuild a Sense of Welcome

- While improving, perceptions of feeling welcome/respected are still below 2022 levels.
  Train campus teams in hospitality and develop family engagement standards across all schools.

TEACHERS

Consideration 1: Maintain Campus-Level Momentum

- Teachers report strong campus support and collegiality.
  Continue investing in shared leadership, visibility, and professional trust at the school level.

Consideration 2: Address District-Level Disconnect

- Fewer than half believe the district supports well-being, seeks input, or understands teacher concerns.
  Increase district transparency and create teacher voice structures in district-level decision-making.

Consideration 3: Invest in Teacher Wellness

- Work-related stress remains high; 56% reported taking time off due to stress in prior years.
  Integrate wellness into PD, coaching, and HR systems, and evaluate workload intensities.

CAMPUS LEADERSHIP

Consideration 1: Continue Empowering Leadership at the Campus Level

- Campus leaders report high job satisfaction, visibility, and support from their teams.
  Maintain autonomy and support structures that promote strategic decision-making at the campus level.

Consideration 2: Improve Perception of District Support

- Only 66% feel the district has their well-being in mind; financial decision support is still below 65%.
  Clarify how decisions are made, communicate rationale transparently, and check in with leaders frequently.

Consideration 3: Balance Autonomy with Collaboration

- Leaders feel empowered but may feel siloed.
  Create space for campus leaders to co-design district initiatives or participate in solution-focused networks.

DISTRICT LEADERSHIP

Consideration 1: Sustain Gains in Visibility and Empowerment

- District leaders report high scores for treating employees professionally and supporting data-driven decision-making.
  Leverage this trust to drive high-impact instructional or systems initiatives.

Consideration 2: Close the Loop on Feedback

- Only 61% feel input is sought in decision-making, and this is lower from other groups.
  Develop a cycle of "you said, we did" feedback loops that demonstrate responsiveness.

Consideration 3: Refocus on Employee Well-Being and Support

- Perceptions of well-being support declined from 77% in 2022 to 71% in 2025.
  Explore root causes through focus groups and assess workload, benefits, and wellness supports for all staff levels.

Summary

Irving ISD is grounded in strong relationships and a culture of high expectations for students and staff. Significant strides have been made in leadership visibility, data-driven decision-making, and school-level climate. However, the district must address perceptual gaps in district-level decision-making, strengthen communication with families, enhance student support systems, and prioritize staff well-being. These focus areas are essential for ensuring alignment to the district's long-term goals and sustaining a positive culture that supports academic achievement and whole-child success.

Perceptions Strengths

As Irving ISD continues its commitment to excellence in instruction, leadership, and community engagement, the results of the 2022–2025 Climate Surveys offer a clear reflection of the district's core strengths. These multi-year data trends reveal strong relational trust between students, families, and staff, as well as a deep investment in student learning and staff empowerment. From high teacher expectations and care, to growing confidence in campus leadership and data-informed decision-making, the feedback across all stakeholder groups affirms that Irving ISD is cultivating a positive, mission-driven culture. These strengths not only validate the district's strategic direction but also provide a solid foundation upon which to build targeted improvement efforts aligned with Board Goals and the District Improvement Plan.

Instructional Relationships and Classroom Culture

- **High levels of care, encouragement, and expectations from teachers** reported by both students and parents across all four years.
- Students report **consistent teacher encouragement (91%)** and **academic expectations (95%)**, demonstrating strong classroom culture.

- Parents report **continued trust in instructional quality**, with over 89% agreeing teachers care about and challenge their children academically.

Campus Leadership Effectiveness

- Teachers consistently report **strong collegial support (92%)** and **increased empowerment from campus leadership**.
- Campus leaders show **high confidence in using data to guide instruction (84%)**, as well as strong agreement that they are empowered and supported.
- Positive trends in **campus visibility**, culture promotion, and responsiveness continue to rise year-over-year.

Improving Student Safety and Belonging

- After a dip in 2023, **student perception of safety improved significantly to 77%** by 2025.
- Parents' confidence in school safety increased to **86%** in 2025, showing a growing sense of trust in school environments.
- Cyberbullying and disciplinary concerns are acknowledged and are being met with growing awareness and responsive systems.

District Leadership Growth in Key Areas

- District leaders report **strong visibility, communication, and data-informed decision-making**, reaching over 85% in recent years.
- Staff express **increased comfort approaching district leadership** and improvements in **being treated professionally and empowered**.
- Leadership is seen as **increasingly responsive and strategic**, particularly at the division level.

Staff Morale and Job Satisfaction

- **Teacher job satisfaction increased from 69% in 2022 to 84% in 2025**, one of the most significant gains districtwide.
- Campus leaders report **very high morale (90%)**, and over 95% of both teachers and leaders feel supported by coworkers during stressful times.

Student-Centered Practices

- Student attendance awareness and adult support show **steady growth**, indicating a stronger focus on monitoring and responding to student needs.
- The majority of students feel **motivated and supported** to grow and progress in their learning, even amid challenges.

Data-Driven Decision-Making

- Across all leadership levels, there is a growing emphasis on **data use for school improvement**, with leadership scores in this area reaching as high as 87%.
- Campus and district teams are increasingly aligning decisions with board goals and performance data, demonstrating strategic alignment.

Continued Growth in Parent Satisfaction

- **Parent perceptions of safety, teacher relationships, and respect improved** in 2024 and 2025 after prior-year dips.
- Over 80% of parents feel they are provided timely information about events, and many feel their voice is welcomed in decisions about their child.

These strengths provide a strong foundation for targeted improvement. Irving ISD can build on this momentum by addressing areas such as two-way communication, district-level trust-building, data literacy, and wellness systems—while celebrating the relational and instructional strengths that define the district culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025).
Root Cause: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 2 (Prioritized): Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies.
Root Cause: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 3 (Prioritized): District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues.
Root Cause: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 4 (Prioritized): Perceptions of well-being support at the district level remain low across employee groups. Teacher agreement that "the district has my well-being in mind" was 45% in 2024, recovering to 63% in 2025.
Root Cause: # Reactive, rather than proactive, wellness initiatives. # High workloads and competing initiatives with minimal relief. # Lack of districtwide wellness framework or dedicated programming.

Problem Statement 5 (Prioritized): Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue.
Root Cause: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 6 (Prioritized): There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility.
Root Cause: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 7 (Prioritized): Persistent Decline in Student Enrollment
Root Cause: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8 (Prioritized): Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels

Root Cause: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9 (Prioritized): High Percentage of Students Identified as At-Risk
Root Cause: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10 (Prioritized): Gaps in CTE Participation at the Middle School Level
Root Cause: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 11 (Prioritized): Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region).
Root Cause: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 12 (Prioritized): Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects.
Root Cause: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 13 (Prioritized): Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading.
Root Cause: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 14 (Prioritized): CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers.
Root Cause: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 15 (Prioritized): Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%.
Root Cause: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 16 (Prioritized): MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25.
Root Cause: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 17 (Prioritized): Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support.
Root Cause: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 18: Chronic absenteeism/loss of enrollment, despite active monitoring and goal-setting, remains a challenge and directly impacts learning, funding, and overall student performance--especially among historically underserved populations.

Root Cause: A large mobility rate within the community. Community and family fatigue post-pandemic impacting re-engagement. Higher costs of living within the city.

Problem Statement 19 (Prioritized): High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.
Root Cause: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 20: Professional development related to data use and formative assessment remains underutilized by teachers, particularly in using data to adjust Tier I instruction.
Root Cause: Inconsistent training on data interpretation and classroom-level application. Lack of structured time and tools for collaborative data review cycles. Gaps in teacher confidence or skill with progress monitoring systems. Over-reliance on summative data instead of embedded formative practices.

Problem Statement 21: Professional development in bilingual and dual language pedagogy has not kept pace with the growing needs of Emergent Bilingual students or performance gaps in Spanish Reading and Math.
Root Cause: Inconsistent access to biliteracy-specific training across campuses. Limited bilingual instructional coaching capacity. Lack of districtwide standardization of high-leverage strategies in Spanish instruction. Gaps in vertical alignment between bilingual early literacy and upper elementary instruction.

Problem Statement 22 (Prioritized): Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs.
Root Cause: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 23 (Prioritized): Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue.
Root Cause: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 24 (Prioritized): Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences.
Root Cause: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Professional Development Implementation

Professional Development Implementation Summary

Building Capacity to Support Student Achievement and Organizational Excellence

Irving ISD recognizes that effective professional learning is one of the most powerful levers for improving student outcomes. Grounded in the belief that sustained, job-embedded development enhances instructional practice, leadership effectiveness, and employee well-being, the district has committed to a strategic, responsive professional development model that aligns with the district's mission, Board Goals, and identified areas of need. Irving ISD cultivates professional learning environments where both educators and students thrive and empower educators through meaningful and sustained learning—is reflected in the design of districtwide initiatives, targeted training programs, and leadership capacity-building efforts that directly support improved instruction, culture, and student growth.

Core Design Principles

Professional development in Irving ISD is grounded in the following design principles:

- **Results-Driven:** Aligned to student achievement and instructional quality goals.
- **Standards-Based:** Reflects state and national standards for professional learning.
- **Job-Embedded:** Supports educators in their real-time instructional contexts.
- **Responsive:** Informed by data, staff feedback, and emerging student needs.

Implementation Highlights

In 2024–2025, the district offered a diverse array of professional learning opportunities that addressed three key areas: instructional practice, adult/student well-being, and positive school culture. Offerings included:

- **Districtwide Learning Events:** Learn2Inspire, Summer Institutes, and District Learning Days drew thousands of participants across roles and campuses, featuring sessions on the science of reading, bilingual strategies, social-emotional learning, and equity in practice.
- **Novice Teacher Support:** Tailored induction programs and coaching cycles supported new educators, resulting in improved retention and higher reported confidence in classroom management and lesson delivery.
- **Leadership Development:** Campus leaders and instructional coaches engaged in leadership academies, PLC development, data-use workshops, and collaborative inquiry practices aligned to the district's improvement strategies.
- **Content-Specific Training:** Teachers received ongoing training in reading and math instruction, including implementation of Tier I curriculum resources, guided reading structures, progress monitoring, and data-driven planning.
- **SEL and Wellness Integration:** Sessions on trauma-informed practice, restorative practices, and staff well-being were offered in response to ongoing climate survey feedback highlighting stress and burnout concerns.

Measured Impact

The impact of professional development is tracked through multiple measures, including session evaluations, teacher retention data, walkthrough observations, and student performance indicators. Notable successes in 2024–2025 include:

- Increased teacher confidence in literacy and math instruction at the elementary level.
- Improved principal ratings on teacher data use and instructional responsiveness.
- Enhanced campus culture and teacher collaboration, as reported on climate surveys.
- Positive feedback from over 85% of participants indicating sessions were relevant and immediately applicable.

Areas for Growth

Despite the progress made, the district recognizes key areas that require deeper investment:

- **Secondary Instructional Support:** Middle school literacy and math outcomes suggest a need for more targeted and intensive PD for Grades 6–8 teachers.
- **Bilingual and Dual Language Pedagogy:** Continued performance gaps in Spanish Reading and Math highlight a need for bilingual content coaching and language-specific instructional strategies.
- **Data Literacy:** Gaps in formative assessment use and instructional alignment point to the need for deeper training in data interpretation and responsive planning.
- **Personalized Learning Pathways:** Survey data suggest that some staff desire more voice and flexibility in choosing learning opportunities that match their needs and aspirations.

Next Steps

To ensure continued growth and alignment with district priorities, Irving ISD will:

1. **Expand Content-Specific Coaching** in secondary ELA and math, especially at underperforming campuses.
2. **Scale Dual Language and Biliteracy PD** for bilingual educators and administrators.
3. **Develop Tiered Leadership Learning Pathways** aligned to career stages and leadership competencies.
4. **Launch a Personalized PD Platform** to increase educator choice, autonomy, and engagement.
5. **Integrate Wellness into All Learning Structures** to support sustainable practice and staff retention.

Conclusion

Professional learning is at the heart of Irving ISD's strategy to drive instructional excellence, leadership growth, and organizational health. By aligning development efforts with clear goals, listening to stakeholder feedback, and responding to student needs, the district remains committed to building the collective capacity necessary to transform outcomes for every learner.

Professional Development Implementation Strengths

Irving ISD's professional learning system is a cornerstone of its strategy to improve student achievement, strengthen instructional practice, and build sustainable leadership capacity across all campuses. The district has made significant strides in aligning professional development to its Board Goals, District Improvement Plan (DIP), and stakeholder-identified needs, resulting in a robust and responsive professional learning framework.

A key strength of Irving ISD's approach lies in its comprehensive and differentiated offerings. From novice teacher induction and mentor support to advanced leadership academies and campus-based coaching, professional development is tailored to meet the evolving needs of educators across all experience levels and content areas. Specialized training is also provided for bilingual, CTE, and special education teachers, ensuring that all staff have access to relevant, job-embedded learning that supports their roles and responsibilities.

The district has institutionalized a culture of continuous learning through high-impact events such as Learn2Inspire, District Learning Days, and Summer Institutes. These districtwide learning experiences consistently draw strong participation and are highly rated by staff for their immediate relevance and practical application. Teachers and leaders report increased confidence in instructional delivery, data use, and student engagement as a result of these sessions.

Irving ISD's professional development model is also distinguished by its responsiveness to climate survey data and staff feedback. Recognizing the growing need for balance and support, the district has intentionally integrated adult wellness, social-emotional learning, and trauma-informed practices into its PD offerings. These efforts have not only addressed stress and burnout but have also contributed to stronger campus culture and collaboration.

Instructional coaching, PLC facilitation, and real-time support systems remain central to implementation. Coaches work alongside teachers to apply evidence-based strategies, monitor student progress, and refine practice. This model of job-embedded support ensures that professional learning translates directly into classroom impact.

Additionally, the district has developed a strong leadership pipeline by investing in campus leaders through targeted professional development, collaborative networks, and decision-making autonomy. As a result, principals and assistant principals report high levels of satisfaction, empowerment, and instructional clarity—contributing to sustained improvements in school climate and student outcomes.

Cross-departmental collaboration further enhances professional learning in Irving ISD. The Department of Professional Learning partners closely with Curriculum and Instruction, Special Education, Bilingual/ESL, Counseling, and Technology to ensure that PD offerings are coherent, aligned, and strategically coordinated.

Finally, the district has made a concerted effort to elevate internal expertise. By empowering teacher leaders and campus teams to present at professional learning events, Irving ISD fosters a peer-to-peer culture of excellence, innovation, and recognition.

In summary, Irving ISD's professional learning system reflects a thoughtful balance of strategy, responsiveness, and empowerment. It is rooted in the belief that when educators are equipped, supported, and inspired—students thrive. The district remains committed to refining and expanding this work to ensure every staff member has the tools and confidence to meet the evolving needs of learners.

Problem Statements Identifying Professional Development Implementation Needs

Problem Statement 1 (Prioritized): Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math.
Root Cause: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 2: Professional development in bilingual and dual language pedagogy has not kept pace with the growing needs of Emergent Bilingual students or performance gaps in Spanish Reading and Math.
Root Cause: Inconsistent access to biliteracy-specific training across campuses. Limited bilingual instructional coaching capacity. Lack of districtwide standardization of high-

leverage strategies in Spanish instruction. Gaps in vertical alignment between bilingual early literacy and upper elementary instruction.

Problem Statement 3: Professional development related to data use and formative assessment remains underutilized by teachers, particularly in using data to adjust Tier I instruction.
Root Cause: Inconsistent training on data interpretation and classroom-level application. Lack of structured time and tools for collaborative data review cycles. Gaps in teacher confidence or skill with progress monitoring systems. Over-reliance on summative data instead of embedded formative practices.

Problem Statement 4 (Prioritized): Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs.
Root Cause: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 5 (Prioritized): Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue.
Root Cause: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 6 (Prioritized): Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences.
Root Cause: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 7 (Prioritized): Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region).
Root Cause: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 8 (Prioritized): Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects.
Root Cause: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 9 (Prioritized): Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading.
Root Cause: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 10 (Prioritized): CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers.
Root Cause: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 11 (Prioritized): Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%.
Root Cause: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 12 (Prioritized): MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25.

Root Cause: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 13 (Prioritized): Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes.
Root Cause: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 14 (Prioritized): Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support.
Root Cause: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 15: While most departments collect robust data, the consistent use of that data to drive targeted interventions and adjustments at the campus level is uneven, impacting the district's ability to close learning gaps in a timely and effective manner.
Root Cause: # Data is collected but not routinely translated into actionable campus-level strategies. # Limited capacity or training among campus leaders and teachers to interpret and use data effectively. # Overreliance on compliance reporting rather than strategic data use. # Fragmented data systems that don't easily integrate academic, behavioral, and attendance metrics.

Problem Statement 16: Despite a variety of rigorous programs such as AVID, CTE, Fine Arts, and Dual Language, secondary participation and sustained engagement--especially among at-risk, EB, and special education students--may be limited by entry barriers, scheduling conflicts, or lack of awareness.
Root Cause: # Scheduling conflicts or lack of flexibility in master schedules. # Limited recruitment or onboarding efforts targeting underrepresented student groups. # Rigid entry or exit criteria for programs like AVID, Dual Language, or CTE. # Insufficient family awareness or communication regarding opportunities for student counseling around program benefits.

Problem Statement 17: Chronic absenteeism/loss of enrollment, despite active monitoring and goal-setting, remains a challenge and directly impacts learning, funding, and overall student performance--especially among historically underserved populations.
Root Cause: A large mobility rate within the community. Community and family fatigue post-pandemic impacting re-engagement. Higher costs of living within the city.

Problem Statement 18 (Prioritized): High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.
Root Cause: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19 (Prioritized): Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025).
Root Cause: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Priority Problem Statements

Problem Statement 1: Persistent Decline in Student Enrollment

Root Cause 1: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 1 Areas: Demographics - District Processes & Programs - Perceptions

Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels

Root Cause 2: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 2 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 3: Gaps in CTE Participation at the Middle School Level

Root Cause 3: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 4: Identification and Support for Newcomer Students

Root Cause 4: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: High Percentage of Students Identified as At-Risk

Root Cause 5: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 5 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 6: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region).

Root Cause 6: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 6 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 7: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects.

Root Cause 7: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 7 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 8: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading.

Root Cause 8: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 8 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 9: CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers.

Root Cause 9: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 9 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 10: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%.

Root Cause 10: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 10 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 11: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25.

Root Cause 11: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 11 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes.

Root Cause 12: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 12 Areas: Demographics - Student Learning - District Processes & Programs - Professional Development Implementation

Problem Statement 13: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support.

Root Cause 13: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent

communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 13 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 14: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs.

Root Cause 14: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 14 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 15: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025).

Root Cause 15: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 15 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 16: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies.

Root Cause 16: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 16 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 17: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues.

Root Cause 17: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 17 Areas: District Processes & Programs - Perceptions

Problem Statement 18: Perceptions of well-being support at the district level remain low across employee groups. Teacher agreement that "the district has my well-being in mind" was 45% in 2024, recovering to 63% in 2025.

Root Cause 18: # Reactive, rather than proactive, wellness initiatives. # High workloads and competing initiatives with minimal relief. # Lack of districtwide wellness framework or dedicated programming.

Problem Statement 18 Areas: District Processes & Programs - Perceptions

Problem Statement 19: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue.

Root Cause 19: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in

proactive digital citizenship and peer accountability systems.

Problem Statement 19 Areas: District Processes & Programs - Perceptions

Problem Statement 20: There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility.

Root Cause 20: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 20 Areas: District Processes & Programs - Perceptions

Problem Statement 21: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math.

Root Cause 21: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 21 Areas: Student Learning - District Processes & Programs - Professional Development Implementation

Problem Statement 22: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue.

Root Cause 22: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 22 Areas: District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 23: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs.

Root Cause 23: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 23 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences.

Root Cause 24: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 24 Areas: Student Learning - District Processes & Programs - Perceptions - Professional Development Implementation

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: September 2, 2025

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 1: STAAR Reading - All Reading Teachers will implement daily evidence-based literacy instruction aligned to the Science of Reading and district curriculum, with 100% of classrooms demonstrating alignment as measured by the LIT Rubric and other walkthroughs providing instructional coaching feedback.

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough data, MAP progress monitoring, PD attendance logs, coaching feedback forms/documentation, observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Key Practice Strategies: Facilitation of PLCs dedicated to data-driven planning using MAP, other district assessments, and classroom assessments to monitor reading growth. Literacy interventionists/coaches provide tiered support to students and coaching for Reading Teachers. Campus leaders provide actionable feedback during LIT/Instructional walkthroughs Provide coaching cycles every 3 weeks and facilitate monthly campus-based literacy data reviews. Alignment to practices as outlined in the Leadership Definition, TPESS, and T-TESS: TPESS: Instructional Leadership, Strategic Planning, and Learning-Centered Leadership T-TESS: Dimension 2.2 (Content Knowledge), 2.4 (Differentiation), 4.3 (Professional Development) Leadership Definition Competencies: Plan and Execute with Purpose - setting measurable goals for literacy practices Promote Continuous Learning - coaching and PD cycles Develop Relationships - building trust with teams to improve literacy outcomes **Strategy's Expected Result/Impact:** -Weekly PLCs using MAP, other district assessments, and common assessment data - Teachers will tailor instruction to meet student needs, resulting in increased reading proficiency and targeted interventions for struggling students. -Biweekly coaching cycles for all K-3 ELAR teachers - Strengthened instructional quality and consistency across classrooms, leading to improved student comprehension and decoding skills. -Walkthroughs with feedback loops - Increased fidelity to the district's reading framework and real-time instructional adjustments, improving classroom instruction quality. Teachers will build greater capacity to support adolescent readers through targeted, research-based strategies. As a result, students will demonstrate increased engagement, comprehension, and reading stamina, leading to measurable growth in reading performance on formative and summative assessments. Over time, the consistent implementation of new strategies each quarter will contribute to a positive shift in classroom instruction and a narrowing of reading achievement gaps at the middle school level. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Demographics 2, 3, 4, 7 - Student Learning 1, 3, 5, 6, 7, 8, 9, 12, 18, 20, 23, 24 - District Processes & Programs 1, 8, 9, 10, 13, 15, 17, 18, 19, 25, 28, 29, 30 - Perceptions 1, 8, 9, 11, 13, 15, 16, 22, 23, 24 - Professional Development Implementation 1, 4, 5, 6, 7, 9, 11, 12, 13, 19				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 1 Problem Statements:

Demographics

Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 3: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 4: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 7: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Student Learning

Problem Statement 1: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 3: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 5: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 6: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 7: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Student Learning

Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 23: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

District Processes & Programs

Problem Statement 1: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 13: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 15: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 17: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 18: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

District Processes & Programs

Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 28: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 29: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 30: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 11: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 13: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 15: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 16: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 22: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Perceptions

Problem Statement 23: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Professional Development Implementation

Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 4: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 5: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 6: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 7: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 9: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 11: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 12: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 13: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Professional Development Implementation

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 2: STAAR Math: All Math Teachers will engage students in structured math routines that develop conceptual understanding and mathematical discourse, with 100% of classrooms demonstrating high-quality math instruction as measured by the LIT Rubric and other walkthroughs.

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough data, MAP progress monitoring, PD attendance logs, coaching feedback forms/documentation, observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Key Practice Strategies: Instructional planning includes TEKS unpacking and use of anchor tasks, PLCs focused on unpacking TEKS, analyzing common assessment data with a focus on student growth and adjust Tier I instruction accordingly. All Teachers receive targeted PD and follow-up coaching on math instructional strategies and productive struggle, and help with co-planning of rigorous math tasks. Principals and APs use a Math Walkthrough Look-For Tool aligned to instructional framework Alignment to Leadership Definition, TPESS, and T-TESS: TPESS: Instructional Leadership, Talent Management T-TESS: 2.1 (Achieving Expectations), 2.3 (Communication), 3.1 (Data-Driven Instruction) Leadership Definition Competencies: Foster a Shared Vision - unifying teams around the goal of numeracy Cultivate Talent - growing teacher capacity through coaching and calibration Plan and Execute with Purpose - aligning instruction to measurable goals **Strategy's Expected Result/Impact:** Instructional planning with TEKS unpacking and anchor tasks - Deepened teacher understanding of grade-level expectations and improved alignment between tasks and assessments, resulting in stronger student mastery of concepts. Targeted PD and coaching on math routines and productive struggle - Increased student engagement and perseverance in solving complex problems, building confidence and skills needed for STAAR success. Use of Walkthrough Look-For Tool - Consistent instructional monitoring will identify gaps early, ensure alignment to high-leverage practices, and increase the percentage of effective math instruction observed. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Demographics 2, 3, 4, 7, 9 - Student Learning 1, 2, 3, 5, 6, 7, 8, 9, 12, 17, 18, 20, 23, 24 - District Processes & Programs 1, 6, 8, 9, 10, 13, 14, 15, 17, 18, 19, 25, 28, 29, 30 - Perceptions 1, 8, 9, 11, 12, 13, 15, 16, 19, 22, 23, 24 - Professional Development Implementation 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 18, 19				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 2 Problem Statements:

Demographics
Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.
Problem Statement 3: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Demographics

Problem Statement 4: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 7: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 1: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 2: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 3: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 5: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 6: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 7: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Student Learning

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 23: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

District Processes & Programs

Problem Statement 1: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 13: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 14: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

District Processes & Programs

Problem Statement 15: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 17: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 18: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 28: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 29: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 30: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 11: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Perceptions

Problem Statement 12: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 13: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 15: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 16: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 22: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 23: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Professional Development Implementation

Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 4: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 5: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Professional Development Implementation

Problem Statement 6: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 7: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 8: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 9: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 11: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 12: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 13: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 3: Enhance vertical alignment between elementary and secondary literacy curricula to ensure a seamless transition and continuity in literacy instruction.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of the vertical alignment strategy will be measured through analysis of curriculum maps and pacing guides for coherence across grade levels, documentation from vertical team meetings (including agendas and notes), teacher feedback surveys on alignment and instructional support, and review of student work samples that reflect progression in literacy skills. Additional data sources will include STAAR, MAP, and benchmark assessment results--particularly across transitional grade levels--along with walkthrough observation data to assess strategy implementation, and professional development participation logs to monitor engagement in alignment efforts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Create a cross-grade literacy team composed of elementary and middle school teachers to review and align literacy curricula. This team will meet quarterly to discuss curriculum alignment and share best practices. **Strategy's Expected Result/Impact:** Establishing a cross-grade literacy team will promote greater vertical alignment between elementary and middle school literacy instruction, ensuring smoother transitions for students and reducing instructional gaps. Quarterly collaboration will lead to shared understanding of grade-level expectations, improved coherence in curriculum delivery, and the identification of best practices that can be scaled across campuses. Ultimately, this will support more consistent student progress in reading proficiency from elementary through middle school. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 1 - District Processes & Programs 13 - Perceptions 11 - Professional Development Implementation 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Develop a shared literacy framework that outlines key skills and concepts to be taught at each grade level, ensuring consistency and progression in literacy instruction from elementary to middle school. **Strategy's Expected Result/Impact:** The development of a shared literacy framework will provide a clear, cohesive roadmap for literacy instruction across grade levels, ensuring that key skills and concepts are intentionally built upon year over year. This consistency will reduce instructional gaps and redundancies, support smoother academic transitions for students, and empower teachers with aligned expectations and strategies. Over time, the framework will lead to improved literacy outcomes, greater instructional coherence, and a stronger foundation for college and career readiness. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 1 - District Processes & Programs 13 - Perceptions 11 - Professional Development Implementation 7				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Implement joint professional development sessions for elementary and middle school teachers to facilitate collaboration and understanding of the literacy continuum. **Strategy's Expected Result/Impact:** Joint professional development sessions will foster collaboration and shared understanding between elementary and middle school teachers, strengthening the continuity of literacy instruction across grade levels. These sessions will break down silos, promote alignment of instructional practices, and build a collective knowledge of the literacy continuum. As a result, students will benefit from more cohesive instruction, and educators will be better equipped to address literacy gaps and support academic transitions. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 1 - District Processes & Programs 13 - Perceptions 11 - Professional Development Implementation 7				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 3 Problem Statements:

Student Learning
Problem Statement 1: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

District Processes & Programs

Problem Statement 13: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Perceptions

Problem Statement 11: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Professional Development Implementation

Problem Statement 7: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 4: Establish a comprehensive intervention system for struggling readers in Grades K-8 to improve reading proficiency.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of the comprehensive intervention system for struggling readers in Grades K-8 will include analysis of student participation records, progress monitoring data, and pre- and post-intervention assessment results to measure individual growth. STAAR Reading scores will be reviewed to assess overall impact on grade-level proficiency. Implementation fidelity will be evaluated through walkthrough observations and intervention checklists. Additional data sources will include student work samples to demonstrate literacy development, and feedback from teachers and interventionists to inform ongoing improvement and effectiveness of the intervention system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Offer targeted reading intervention programs for students identified as struggling readers, utilizing small group instruction and personalized learning plans. **Strategy's Expected Result/Impact:** Targeted reading intervention programs using small group instruction and personalized learning plans will provide students with focused, differentiated support tailored to their specific reading gaps. This approach will accelerate skill development, increase student confidence, and foster greater engagement in reading. As a result, struggling readers are expected to demonstrate measurable growth in reading proficiency, improved performance on formative and summative assessments, and increased likelihood of meeting grade-level expectations. Over time, this targeted support will contribute to narrowing achievement gaps and enhancing overall literacy outcomes. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 1 - District Processes & Programs 13 - Perceptions 11 - Professional Development Implementation 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Utilize data from formative assessments to identify students in need of intervention and monitor their progress regularly. Adjust intervention strategies based on data analysis to ensure effectiveness. **Strategy's Expected Result/Impact:** Using formative assessment data to identify students in need of intervention and monitor their progress will enable timely, data-informed instructional decisions. Regular analysis and adjustment of intervention strategies will ensure that support remains responsive to individual student needs, leading to more effective interventions. As a result, students will experience accelerated growth in targeted reading skills, improved outcomes on benchmark and summative assessments, and increased likelihood of closing proficiency gaps. This continuous improvement cycle will also strengthen teacher capacity for data-driven instruction. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 1 - District Processes & Programs 13 - Perceptions 11 - Professional Development Implementation 7				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 4 Problem Statements:

Student Learning
Problem Statement 1: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers
District Processes & Programs
Problem Statement 13: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers
Perceptions
Problem Statement 11: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Professional Development Implementation

Problem Statement 7: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 5: Increase the availability and effectiveness of elementary and secondary content specialists and instructional coaches to support Grades K-8 ELA and math teachers.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of the increased availability and effectiveness of elementary and secondary content specialists and coaches in Grades K-8 ELA and math will be measured through multiple data sources, including coaching logs, teacher feedback surveys, and pre- and post-coaching self-assessments. Student achievement data from MAP, STAAR, and common assessments will be analyzed to assess the impact of instructional support. Classroom observation and walkthrough data will provide insight into implementation fidelity, while artifacts such as lesson plans and student work will reflect the influence of coaching. Additional measures, including teacher retention data and stakeholder focus group feedback, will offer a comprehensive view of the program's effectiveness and inform ongoing improvements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Develop a mentorship program where experienced content specialists and coaches provide guidance and support to new hires, focusing on effective instructional strategies and curriculum implementation. **Strategy's Expected Result/Impact:** The mentorship/PD program will accelerate the development and confidence of new hires by providing consistent guidance, modeling, and support from experienced content specialists and coaches. This targeted mentorship will promote the early adoption of effective instructional strategies and curriculum fidelity, leading to improved instructional quality and student outcomes. Additionally, the program will foster a collaborative professional culture, enhance teacher retention, and build a stronger instructional pipeline within the district. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Implement a system for regular feedback and evaluation of content specialists and coaches, using a rubric to measure effectiveness and identify areas for professional growth. **Strategy's Expected Result/Impact:** Implementing a system for regular feedback and evaluation of content specialists and coaches will promote accountability, continuous improvement, and professional growth. The use of a clear, standards-based rubric will provide consistent expectations and actionable insights, enabling leaders to identify strengths and target areas for development. Over time, this system will enhance the overall effectiveness of coaching and support, leading to more impactful instructional practices, improved teacher performance, and increased student achievement. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 5 Problem Statements:

Student Learning
Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
District Processes & Programs
Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
Professional Development Implementation
Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 6: Expand professional development offerings to include more content-specific training for elementary and secondary teachers, particularly in Grades K-8 ELA and math.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of the expanded content-specific professional development for Grades 6-8 ELA and math teachers will be conducted using a variety of data sources. These will include attendance records, pre- and post-training self-assessments, and participant feedback surveys to measure immediate learning and perceived value. Implementation will be monitored through classroom observations, lesson plan audits, and collaboration logs. Additionally, student achievement data from MAP, STAAR, and common assessments will be analyzed to assess instructional impact. Teacher retention data and student work samples will provide further insight into the effectiveness of the training and its influence on instructional quality and student outcomes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Offer ongoing, job embedded professional development sessions focused on Grades K-8 ELA and math, incorporating workshops, webinars, and collaborative learning communities. **Strategy's Expected Result/Impact:** Ongoing, job-embedded professional development for Grades 6-8 ELA and math teachers will build sustained instructional capacity by integrating learning directly into educators' daily practice. Through workshops, webinars, and collaborative learning communities, teachers will have continuous opportunities to deepen content knowledge, refine instructional strategies, and engage in reflective dialogue with peers. This consistent support is expected to lead to improved instructional effectiveness, increased teacher confidence, and enhanced student achievement in core content areas. Over time, it will also foster a culture of continuous learning and collaboration across campuses. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Implement a professional development calendar that includes sessions led by external experts in secondary ELA and math, ensuring a diverse range of topics and teaching strategies are covered. **Strategy's Expected Result/Impact:** Implementing a professional development calendar that features sessions led by external experts in secondary ELA and math will expose teachers to innovative, research-based strategies and diverse instructional approaches. This variety of expertise will enrich teacher practice, expand their pedagogical toolkit, and ensure alignment with current educational trends. As a result, teachers will be better equipped to meet the needs of diverse learners, increase student engagement, and drive improved academic outcomes in Grades 6-8 ELA and math. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Establish a system for teachers to provide feedback on professional development sessions, using this data to continuously improve and tailor future offerings to meet teachers' needs. **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 6 Problem Statements:

Student Learning
Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
District Processes & Programs
Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
Professional Development Implementation
Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 7: Develop diagnostic structures to identify content-specific gaps at the elementary and secondary level and allocate time for collaborative planning.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of the development of diagnostic structures and collaborative planning time at the elementary and secondary level will be based on multiple data sources. These include results from diagnostic assessments and curriculum gap analysis reports to identify specific instructional needs. Collaborative planning agendas, logs, and meeting minutes will document how data is used to inform instructional decisions. Teacher reflection forms and instructional adjustment logs will provide insight into the application of strategies. Additional evaluation will include student work samples, progress monitoring tools to track improvement in targeted areas, and observation data to confirm alignment between identified gaps and classroom instruction.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Use NWEA MAP effectively to inform elementary and secondary ELA and math instruction and identify student learning gaps. **Strategy's Expected Result/Impact:** With the MAP diagnostic assessment system already in place for secondary ELA and math, the focus will shift to building teacher capacity in effectively analyzing and using MAP data to identify student learning gaps and inform instruction. Strengthening teacher data literacy will enhance their ability to implement targeted interventions, differentiate instruction, and monitor student progress over time. As a result, instruction will become more responsive and personalized, leading to improved content mastery, higher student achievement, and a narrowing of learning gaps across elementary and secondary. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Allocate dedicated time within the school schedule for elementary and secondary teachers to engage in collaborative planning sessions, focusing on analyzing assessment data and developing targeted instructional strategies. **Strategy's Expected Result/Impact:** Allocating dedicated time within the school schedule for elementary and secondary teachers to engage in collaborative planning will foster a culture of data-driven instruction and professional collaboration. With structured time to analyze assessment data and co-develop targeted instructional strategies, teachers will be better equipped to address student learning needs in a timely and effective manner. This focused collaboration will lead to more aligned instruction, improved consistency across classrooms, and ultimately, stronger academic outcomes for students in Grades K-8. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 7 Problem Statements:

Student Learning
Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
District Processes & Programs
Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
Professional Development Implementation
Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 8: Increase collaborative opportunities for elementary and secondary teachers to engage in content-specific planning and curriculum development.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluation of increased collaborative opportunities for elementary and secondary teachers to engage in content-specific planning and curriculum development will be conducted through multiple data sources. These include meeting agendas and attendance logs to document frequency and focus of collaboration, as well as teacher surveys and reflections to assess the perceived effectiveness and impact of planning sessions. Instructional artifacts such as co-developed lesson plans and assessments will provide evidence of collaboration outcomes, while classroom observation data will verify implementation. Additional sources such as student assessment results, instructional coach or administrator notes, and teacher retention metrics will offer insight into the broader impact on instructional quality, professional growth, and student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Ensure that professional learning communities (PLCs) are effectively facilitated for elementary and secondary teachers focused on ELA and math, where teachers can share best practices and collaboratively develop lesson plans. **Strategy's Expected Result/Impact:** Establishing professional learning communities (PLCs) for elementary and secondary ELA and math teachers will foster a collaborative culture focused on continuous improvement in instructional practices. Through regular collaboration, teachers will share best practices, align on content delivery, and co-develop high-quality lesson plans tailored to student needs. This collective effort will lead to greater instructional consistency, increased teacher efficacy, and more targeted, engaging learning experiences for students. Over time, the PLC structure is expected to contribute to improved student achievement, reduced learning gaps, and enhanced professional growth among teachers. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Schedule regular content-specific planning days throughout the school year, allowing teachers to work together on curriculum alignment and instructional strategies. **Strategy's Expected Result/Impact:** Scheduling regular content-specific planning days throughout the school year will provide teachers with dedicated time to align curriculum, refine instructional strategies, and address student learning needs collaboratively. These focused sessions will strengthen coherence across grade levels and courses, promote instructional consistency, and support the development of rigorous, standards-aligned lessons. As a result, teachers will be better prepared and more confident in their instruction, leading to improved student engagement, deeper content understanding, and increased academic achievement in elemenetary and secondary ELA and math. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 8 Problem Statements:

Student Learning
Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
District Processes & Programs
Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.
Professional Development Implementation
Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 9: Implement a system to monitor and evaluate the impact of professional development on teacher practice and student outcomes in elementary and secondary ELA and math.

High Priority

Evaluation Data Sources: Evaluation of the system designed to monitor the impact of professional development on teacher practice and student outcomes in elementary and secondary ELA and math will draw from multiple data sources. These will include pre- and post-professional development self-assessments, participant feedback surveys, and classroom observation data to assess changes in instructional practice. Lesson plan reviews and instructional artifacts will provide evidence of implementation, while student achievement data from STAAR, MAP, and common assessments will be analyzed to determine the effect on academic outcomes. Additional sources such as PLC and coaching logs, administrator feedback, and teacher retention and engagement metrics will offer a comprehensive view of both short- and long-term impact on teaching effectiveness and student learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Develop a set of metrics to evaluate the effectiveness of professional development sessions, including teacher feedback, changes in instructional practice, and student performance data. **Strategy's Expected Result/Impact:** Establishing clear metrics to evaluate professional development will create a consistent and data-informed approach to measuring its effectiveness. By analyzing teacher feedback, instructional practice changes, and student performance data, district and campus leaders will gain actionable insights into which PD initiatives are most impactful. This will lead to more intentional planning, targeted support, and the refinement of future PD offerings--resulting in improved teaching quality and stronger student outcomes over time. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Conduct follow-up observations and coaching sessions to support teachers in implementing new strategies learned during professional development. **Strategy's Expected Result/Impact:** Follow-up observations and coaching sessions will reinforce learning from professional development and bridge the gap between theory and practice. Ongoing support will increase the likelihood of consistent implementation, build teacher confidence, and provide timely feedback for instructional refinement. As a result, professional development will have a deeper, more sustained impact on classroom practice, leading to enhanced instructional quality and improved student achievement in secondary ELA and math. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Create a feedback loop where teachers can share their experiences and outcomes from implementing new strategies, contributing to a continuous improvement cycle for professional development. **Strategy's Expected Result/Impact:** Establishing a feedback loop will empower teachers to reflect on and share their experiences implementing new strategies, creating a culture of collaboration and shared learning. These insights will inform the refinement of professional development offerings, making them more relevant and responsive to classroom realities. Over time, this continuous improvement cycle will lead to more effective PD, greater teacher ownership of learning, and increased alignment between professional development and instructional impact. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 20 - District Processes & Programs 25 - Professional Development Implementation 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 9 Problem Statements:

Student Learning
Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

District Processes & Programs

Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Professional Development Implementation

Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 10: Ensure consistency of support and implementation of CCMR readiness system that increases access, advising, and aligned certifications. All high schools will ensure consistency in the implementation and monitoring a multi-tiered CCMR readiness plan, including student tracking systems, targeted interventions for TSIA/SAT/ACT, and expanded access to industry certifications, resulting in at least a 5% increase in students meeting at least one CCMR indicator.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR tracker, advising logs, TSIA/SAT/ACT pass rates, certification completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Key Practice Strategies: Monthly CCMR data reviews with leadership teams and counselors Implementation of a district-wide student advising log system Ongoing collaboration between CTE, counselors, and campus leadership to remove barriers to access Supporting Practice Targets: 100% of juniors receive CCMR advising through individual conferences. Each high school offers at least 3 new pathways or certifications aligned to high-wage careers. Monthly data reviews with counselors and CCMR coordinators to track student progress. Alignment to Leadership Definition, TPESS, and T-TESS: TPESS: Strategic Planning, Human Capital, Goal Setting T-TESS: 1.1 (Standards and Alignment), 3.2 (Goal Setting), 4.1 (Professional Demeanor) Leadership Definition Competencies: Inspire Shared Leadership - distributed leadership across counselors, teachers, and leaders Influence and Manage Change - adapting systems to meet CCMR goals Establish a Culture of Trust - ensuring equitable access to pathways **Strategy's Expected Result/Impact:** Monthly data reviews with leadership and counselors - Increased accuracy in CCMR tracking, allowing for early intervention and course correction, improving students' chances of meeting indicators. Use of student advising logs districtwide - Personalized student guidance will increase participation in college entrance exams, CTE pathways, and dual credit. Increased student awareness and preparation for college and career pathways. Cross-collaboration between CTE, counseling, and leadership - More efficient scheduling and removal of access barriers will lead to increased enrollment and completion of certifications, dual credit, and exam participation. Early identification of students needing TSIA, SAT, or CTE certification support will increase CCMR Meets. **Project Lead:** Dr. Olga Romero, Executive Director of Learning Services **Chief Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Demographics 1, 2, 3, 4, 5, 7, 9 - Student Learning 4, 7, 8, 9, 10, 12, 17, 18, 20 - District Processes & Programs 1, 6, 7, 8, 9, 10, 11, 16, 19, 25 - Perceptions 1, 7, 8, 9, 10, 14, 19 - Professional Development Implementation 1, 10, 13, 18, 19				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 10 Problem Statements:

Demographics

Problem Statement 1: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 3: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 4: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 5: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 7: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 4: CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers. **Root Cause**: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 7: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Student Learning

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

District Processes & Programs

Problem Statement 1: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 11: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 16: CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers. **Root Cause**: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 14: CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers. **Root Cause**: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Professional Development Implementation

Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 10: CCMR rates have increased, there are race/ethnicity disparities: African American (43.6%) and Emergent Bilingual (40.4%) performing significantly below other peers. **Root Cause**: Inequitable access to advanced coursework, dual credit, and test preparation * Inconsistent alignment between high school courses and career pathways * Lack of targeted supports for historically underserved groups * Inconsistency in early tracking, advising, and exposure to postsecondary opportunities

Problem Statement 13: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 11: By the end of the 25-26 school year, the number of disciplinary incidents for which students spend time outside the classroom will decrease by 5% for students in grades K-12.

High Priority

Evaluation Data Sources: Climate survey results, discipline dashboard, MTSS campus check ins with leadership teams, in class observations, collaborative meetings, and walkthroughs with behavior deans. We will monitor weekly progress through available reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: We will implement MTSS Learning Environment Practices with fidelity, using the RISE framework: Restorative Practices, Incentive Systems, Supportive Culture, and Engagement through Learning Environment Practices, together with behavior interventions to ensure consistent discipline and a positive, engaging school climate across campuses. **Strategy's Expected Result/Impact:** We selected this problem due to the key elements for MTSS focusing on tier 3 behavior and decreasing ISS, OSS, and the district referrals along with our role in ensuring we are supporting the district behavior improvement goals. **Project Lead:** Executive Director, Intervention and Support Services **Chief Responsible for Monitoring:** Deputy Superintendent of Leadership and Learning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Sub Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading from 29% to 44% by June 2029.
Sub Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math from 25% to 38% by June 2029.
Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 72% to 90% by 2029.

Performance Objective/Specific Result 12: We will close learning gaps by implementing and monitoring evidence-based Tier 2 and Tier 3 interventions, using district-approved resources and the MTSS dashboard to identify needs, provide targeted support, and track progress toward grade-level benchmarks.

High Priority

Evaluation Data Sources: Tier 3 academic resources, progress monitoring, academic dashboard, intervention resources, BOY, MOY, EOY assessments, STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Ensure consistent use and implementation of district-approved Tier 2 and Tier 3 resources such as Amplify, Lexia, Bridges, and Amira by providing clear expectations, fidelity monitoring, and targeted professional learning for staff. **Strategy's Expected Result/Impact:** Close student achievement gaps, decrease number of students in need of Tier 3 intervention **Project Lead:** Executive Director, Intervention and Support Services **Chief Responsible for Monitoring:** Deputy Superintendent of Leadership and Learning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Use the MTSS dashboard every 4-6 weeks to drive data-based intervention cycles where teams review progress, adjust student groups, and set short-term measurable goals aligned to grade-level benchmarks. **Strategy's Expected Result/Impact:** Close student achievement gaps, decrease number of students in need of Tier 3 intervention **Project Lead:** Executive Director, Intervention and Support Services **Chief Responsible for Monitoring:** Deputy Superintendent of Leadership and Learning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Strengthen accountability by embedding regular progress monitoring for Tier 3 students into the MTSS dashboard, using "student progress snapshots" to communicate with campus staff and interventionists highlighting Tier3 trends in leadership meetings. **Strategy's Expected Result/Impact:** Close student achievement gaps, decrease number of students in need of Tier 3 intervention **Project Lead:** Executive Director, Intervention and Support Services **Chief Responsible for Monitoring:** Deputy Superintendent of Leadership and Learning				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective/Specific Result 1: By Summer of 2026, Irving ISD will complete four of the six total construction projects of the May 2023 Bond Election--resulting in modern, flexible, and safe learning environments that support student well-being and future-ready instruction.

High Priority

Evaluation Data Sources: Project milestone reports from the Facilities Department (design-complete, groundbreaking, construction progress)

Monthly Bond Steering Committee minutes and status dashboards

Walkthrough reports and design verification checklists validating flexible learning spaces, small-group zones, technology integration

Construction budget and timeline summaries (cost vs. projection, on-time delivery metrics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: -Form Future-Ready Learning Design Teams: Cross-functional teams (campus leaders, teachers, instructional coaches, tech leads) co-design instructional use of new flexible spaces. -Pilot Future-Ready Classrooms: Set up 1-2 classrooms per impacted campus that simulate the design, furniture, and tech of the new facilities to model and refine best practices. -Provide Professional Learning on Space Utilization: Train teachers and staff on effective use of movable walls, flexible seating, learning hubs, and integrated instructional technology. -Conduct Operational Onboarding for Support Staff: Walkthroughs and mock setups for custodians, front office, IT, and nutrition services staff to ensure clarity on workflows, equipment, and systems. -Establish Campus Transition Planning Committees: Develop detailed move-in timelines, classroom assignments, packing plans, and setup logistics at each impacted school site. -Coordinate Traffic Flow & Arrival/Dismissal Plans: Collaborate with Transportation and Safety to design safe, efficient bus and car loop patterns for each new facility. -Facilitate Inventory & Furniture Planning Walkthroughs: Confirm classroom configurations, storage needs, and technology placement ahead of delivery and installation. -Host Virtual & In-Person "Coming Soon" Tours: Share renderings, progress updates, and guided previews with students and families to build excitement and reduce uncertainty. -Create Student Advisory Teams: Involve students in naming learning spaces, selecting classroom features, or helping lead orientation experiences. -Hold Monthly Coordination Meetings for Principals & Central Admin: Monitor construction milestones, align transition steps, and resolve cross-campus issues proactively. -Develop School Branding & Culture Reestablishment Plans: For schools undergoing relocation or identity shifts, create new mission statements, logos, and culture-building traditions aligned to the new space. **Strategy's Expected Result/Impact:** -All bond projects remain on track and within budget parameters -Openings for Barton ES, Farine ES, and Crockett MS Summer 2026 -Collaborate with teaching & learning team on instructional design integration; learning spaces will be flexible, tech-enabled, and aligned with collaborative instructional practices -Advance construction timelines for Baby University sites and the Transportation & Logistics Center -Increases access to early childhood care and improves districtwide operational efficiency -Ground breaking and begin construction of the new Career & Technical Education (CTE) Center -Expands career-aligned pathways for students; increases student access to workforce certifications -Incorporate adaptable learning environments, small-group spaces, and tech hubs into all designs -90% of new classrooms support project-based and blended learning per walkthroughs and teacher feedback -Ensure routine oversight via Bond Steering Committee and milestone reporting **Project Lead:** Bond Department, Finance, Communications **Chief Responsible for Monitoring:** Chief Financial Officer, Chief of Communications, Marketing, and Strategic Initative, and Chief of Staff **Problem Statements:** Demographics 1, 9 - Student Learning 13, 17, 23, 24 - District Processes & Programs 2, 6, 7, 21, 23, 24, 28, 29, 30 - Perceptions 3, 5, 6, 7, 17, 19, 22, 23, 24 - Professional Development Implementation 4, 5, 6, 14, 18				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Offer a series of community engagement events to showcase the planned construction projects and gather feedback. These events could include open houses, virtual tours, and informational sessions to keep the community informed and involved in the progress of the projects. **Strategy's Expected Result/Impact:** Hosting a series of community engagement events will foster transparency, build trust, and increase public awareness of planned construction projects. By providing accessible opportunities--such as open houses, virtual tours, and informational sessions--stakeholders will feel more informed and valued in the decision-making process. Gathering feedback from these events will promote two-way communication, ensure that community voices are considered, and strengthen support for the projects. Ultimately, this engagement will lead to greater community buy-in, smoother implementation, and a stronger partnership between the district and its stakeholders. **Project Lead:** Chief Financial Officer, Chief of Administrative Services, Chief of Marketing, Communications, and Strategic Initatives **Chief Responsible for Monitoring:** Chief of Marketing, Communications, and Strategic Initatives **Problem Statements:** Demographics 1 - District Processes & Programs 7 - Perceptions 7				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Develop a marketing campaign to highlight the benefits of the new facilities and attract families to the district. This campaign could include testimonials from students and teachers, virtual tours of the new spaces, and information on how the facilities support future-ready instruction and student well-being. **Strategy's Expected Result/Impact:** A strategic marketing campaign will elevate public awareness of the new facilities and their positive impact on student learning, well-being, and future-ready instruction. By featuring authentic testimonials, engaging visuals, and clear messaging, the campaign will build excitement and pride within the community. This increased visibility is expected to enhance the district's reputation, strengthen enrollment efforts, and attract new families by showcasing the district's commitment to innovation, excellence, and student-centered learning environments. **Project Lead:** Chief of Marketing, Communications, and Strategic Initatives, Chief of Staff **Chief Responsible for Monitoring:** Chief of Marketing, Communications, and Strategic Initatives **Problem Statements:** Demographics 1 - District Processes & Programs 7 - Perceptions 7				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 1 Problem Statements:

Demographics
Problem Statement 1: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Demographics

Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 13: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 23: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

District Processes & Programs

Problem Statement 2: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 21: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 23: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

District Processes & Programs

Problem Statement 24: There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility. **Root Cause**: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 28: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 29: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 30: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Perceptions

Problem Statement 3: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 5: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 6: There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility. **Root Cause**: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 17: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 22: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 23: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Perceptions

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Professional Development Implementation

Problem Statement 4: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 5: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 6: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 14: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Goal 2: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective/Specific Result 2: All other Irving ISD campuses not receiving full replacement will complete designated bond-funded renovations--such as roofing, HVAC, classroom modernization, technology infrastructure, and safety upgrades--ensuring that campuses meet baseline facility standards for safety, functionality, and future-ready learning environments.

High Priority

Evaluation Data Sources: Facilities Status: Renovation project trackers (e.g., Gantt charts and dashboards) will be used to monitor project timelines and completion milestones across all campuses. Work order and completion logs will document the specific upgrades completed at each campus (e.g., HVAC, roofing, flooring). Capital improvement budget reports will verify that bond funds are allocated appropriately and spent efficiently across renovation projects.

Instructional Environment: Classroom readiness walkthrough checklists will confirm that learning spaces are fully functional, safe, and equipped for instructional use post-renovation. Staff and principal surveys will collect feedback on the usability, comfort, and instructional impact of renovated facilities.

Technology Readiness: IT infrastructure audit reports will ensure updated classroom technology (e.g., cabling, Wi-Fi, AV systems) is installed and operational.

Safety and Functionality: Post-renovation safety audit reports will assess whether upgraded facilities meet district safety and accessibility standards. Energy efficiency reports will track performance improvements or cost reductions from updated lighting, HVAC, and environmental systems.

Stakeholder Communication: Monthly facilities department updates will provide school leaders with transparent progress reports and help align operational planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Campus Renovations Strategy: Irving ISD is implementing a districtwide renovation plan that prioritizes equity, safety, and instructional readiness by coordinating campus-specific upgrades--including roofing, HVAC, lighting, technology infrastructure, and classroom improvements--using a phased construction schedule that minimizes instructional disruption and ensures all campuses meet modern facility standards. **Strategy's Expected Result/Impact:** -Conduct campus-specific renovation assessments with prioritized project lists to ensure that every campus receives tailored upgrades aligned with age, condition, and instructional needs -Coordinate construction work outside instructional hours (nights/weekends/summer): Minimizes disruption to teaching and learning -Monitor project progress using a centralized facilities renovation dashboard: Maintains transparency and accountability; 100% of campuses complete at least one major renovation element by expected timelines -Update technology infrastructure in classrooms (e.g., cabling, Wi-Fi, AV systems): Enhances student access to digital tools and improves instructional delivery consistency across campuses -Complete HVAC, roofing, and lighting improvements at targeted campuses: Improves classroom comfort, air quality, and energy efficiency -Share progress with campus leaders through monthly facilities updates: Builds ownership and ensures alignment between operations and academic leadership **Project Lead:** Bond Department, Finance, Communications **Chief Responsible for Monitoring:** Chief of Administrative Services, Chief Financial Officer, Chief of Marketing, Communications, and Strategic Initiatives **Problem Statements:** Demographics 1, 5, 9 - Student Learning 10, 17, 18 - District Processes & Programs 6, 7, 11, 19, 21, 23 - Perceptions 1, 3, 5, 7, 10, 19 - Professional Development Implementation 18, 19				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 2 Problem Statements:

Demographics
Problem Statement 1: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.
Problem Statement 5: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.
Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

District Processes & Programs

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 11: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 21: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 23: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 3: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 5: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Perceptions

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Professional Development Implementation

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective/Specific Result 1: Irving ISD will increase the percentage of parents who feel welcome and respected at their child's school as measured by the district climate survey.

Evaluation Data Sources: Climate Survey (focus on respect/welcome items)

Event participation demographics

Campus climate walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Launch a districtwide focus with required training for front office staff, family liaisons, and campus leaders on inclusive practices, greeting protocols, and restorative engagement. **Strategy's Expected Result/Impact:** Parents experience increased relational trust, leading to higher turnout, advocacy, and volunteerism. **Project Lead:** All District Staff **Chief Responsible for Monitoring:** Chief of Marketing, Communications, and Strategic Initiatives **Problem Statements:** Demographics 1, 2, 3, 4, 5, 7, 9 - Student Learning 7, 8, 9, 10, 12, 13, 17, 18, 19, 20, 23, 24 - District Processes & Programs 1, 2, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30 - Perceptions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 19, 22, 23, 24 - Professional Development Implementation 1, 4, 5, 6, 13, 14, 18, 19				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 1 Problem Statements:

Demographics
Problem Statement 1: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.
Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.
Problem Statement 3: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.
Problem Statement 4: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Demographics

Problem Statement 5: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 7: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 7: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 13: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 19: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Student Learning

Problem Statement 20: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 23: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

District Processes & Programs

Problem Statement 1: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 2: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 11: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 20: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

District Processes & Programs

Problem Statement 21: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 22: Perceptions of well-being support at the district level remain low across employee groups. Teacher agreement that "the district has my well-being in mind" was 45% in 2024, recovering to 63% in 2025. **Root Cause**: # Reactive, rather than proactive, wellness initiatives. # High workloads and competing initiatives with minimal relief. # Lack of districtwide wellness framework or dedicated programming.

Problem Statement 23: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 24: There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility. **Root Cause**: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 25: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 28: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 29: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 30: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 2: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 3: District-level leadership is perceived as less responsive and disconnected from employee concerns. Fewer than 50% of teachers and campus leaders agree that district leaders are aware of or seek input on employee issues. **Root Cause**: # Limited direct engagement between district leaders and front-line staff. # Lack of formalized feedback cycles or "closing the loop" communication. # Perceived decision-making without inclusive processes.

Problem Statement 4: Perceptions of well-being support at the district level remain low across employee groups. Teacher agreement that "the district has my well-being in mind" was 45% in 2024, recovering to 63% in 2025. **Root Cause**: # Reactive, rather than proactive, wellness initiatives. # High workloads and competing initiatives with minimal relief. # Lack of districtwide wellness framework or dedicated programming.

Perceptions

Problem Statement 5: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 6: There is a growing divergence in perception between immediate supervisors and upper-level leadership. Employees view campus and division leadership more favorably than district-level leadership, especially in empowerment, decision-making, and visibility. **Root Cause**: # "Proximity bias" due to limited face-to-face interaction with senior leaders. # Communication bottlenecks between district departments and campuses. # Unclear visibility of how district decisions connect to campus realities.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 17: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 22: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Problem Statement 23: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 24: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Professional Development Implementation

Problem Statement 1: Secondary teachers report inconsistent access to targeted professional development aligned to content-specific needs, particularly in Grades 6-8 ELA and math. **Root Cause**: Limited availability of secondary content specialists and coaches. PD offerings disproportionately focused on elementary foundational skills. Lack of diagnostic structures to identify content-specific gaps at the secondary level. Inadequate time for collaborative planning and deep dives into secondary curricula.

Problem Statement 4: Despite high participation, some staff report professional development lacks personalization, flexibility, or relevance to their individual learning needs. **Root Cause**: Predominantly one-size-fits-all session formats. Limited use of personalized PD platforms or choice-based learning paths. Insufficient needs assessment data collected at the teacher level. Lack of time for teacher-driven inquiry or exploration outside required sessions.

Professional Development Implementation

Problem Statement 5: Staff wellness integration into professional learning is inconsistent and does not fully address ongoing burnout, workload concerns, and emotional fatigue. **Root Cause**: Limited session time allocated for wellness topics during instructional PD. Disconnect between district-level wellness messaging and day-to-day teacher experiences. Lack of embedded systems (coaching, reflection, wellness breaks) in PD design. High workloads and accountability pressures that limit capacity to engage in wellness activities.

Problem Statement 6: Teacher voice and feedback are underutilized in shaping professional learning design, resulting in perception gaps between district intentions and staff experiences. **Root Cause**: Lack of ongoing PD feedback loops tied to action or visible changes. Minimal inclusion of teachers in PD planning committees or pilot designs. Professional learning goals often set at the district level without campus-based tailoring. Insufficient structures for "you said, we did" communication cycles.

Problem Statement 13: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 14: Many departments function effectively in silos, but there is a need for deeper cross-departmental collaboration to ensure programs, data practices, and support services are integrated to maximize student achievement and staff support. **Root Cause**: # Departmental silos hinder collaboration and coordinated service delivery. # Lack of shared planning structures or data-sharing protocols. # Inconsistent communication systems across central and campus teams. # District goals not consistently translated into aligned action plans across departments.

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective/Specific Result 2: Irving ISD will increase the percentage of parents who report receiving clear information on what their child is learning.

Evaluation Data Sources: Parent communication audits

Parent/Family communication or newsletter analytics

Parent survey items on curriculum awareness

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Implement standardized academic communication templates across district and all schools, including quarterly family guides translated. **Strategy's Expected Result/Impact:** Parents feel more equipped to support learning at home, strengthening academic outcomes and alignment. **Project Lead:** Chief Academic Officer, Chief of Schools **Chief Responsible for Monitoring:** Chief of Marketing, Communications, and Strategic Initiatives **Problem Statements:** Demographics 1, 2, 3, 4, 5, 7, 9 - Student Learning 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 17, 18, 19 - District Processes & Programs 1, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 23 - Perceptions 1, 2, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 19 - Professional Development Implementation 7, 8, 9, 11, 12, 13, 18, 19				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective/Specific Result 2 Problem Statements:

Demographics
Problem Statement 1: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.
Problem Statement 2: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.
Problem Statement 3: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.
Problem Statement 4: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Demographics

Problem Statement 5: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 7: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 9: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Student Learning

Problem Statement 1: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 2: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 3: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 5: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 6: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 7: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 8: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 9: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Student Learning

Problem Statement 12: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 17:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 18: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 19: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

District Processes & Programs

Problem Statement 1: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 6: High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Problem Statement 10: Identification and Support for Newcomer Students **Root Cause**: Challenge in developing and training of a centralized system to track students new to U.S. schools and varying levels of staff preparedness in addressing foundational literacy needs, especially for Spanish-speaking newcomers.

Problem Statement 11: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 13: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

District Processes & Programs

Problem Statement 14: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 15: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 17: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 18: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 20: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 23: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Perceptions

Problem Statement 1: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Problem Statement 2: Parents report limited understanding of what their children are learning and how to support them at home. Fewer than 60% of parents agree they receive adequate information on academic content and home support strategies. **Root Cause**: # Communication tools and formats may not be user-friendly or multilingual. # Curriculum transparency may be limited at the campus level. # Lack of consistent systems for home-school academic partnership.

Problem Statement 5: Students and parents continue to express concern about safety and bullying, particularly at secondary levels. In 2024, 33% of students reported their school has a bullying problem; 22% cited cyberbullying as an issue. **Root Cause**: # Inconsistent implementation of anti-bullying practices across campuses. # Social-emotional support systems may not be adequately scaled or staffed. # Gaps in proactive digital citizenship and peer accountability systems.

Problem Statement 7: Persistent Decline in Student Enrollment **Root Cause**: School Choice, population shifts, declining fertility rates, housing affordability, and family relocation trends post-pandemic have reduced the number of school-aged children residing within district boundaries.

Problem Statement 8: Chronic Absenteeism and Inconsistent Attendance Rates Across Campus Levels **Root Cause**: A combination of socioeconomic stressors, limited access to health and transportation services, and disengagement from school culture has impacted daily student attendance.

Problem Statement 9: High Percentage of Students Identified as At-Risk **Root Cause**: Elevated poverty levels, academic gaps upon enrollment, and external factors such as food insecurity and trauma increase the number of students meeting at-risk criteria.

Perceptions

Problem Statement 10: Gaps in CTE Participation at the Middle School Level **Root Cause**: Limited access to information and awareness, or alignment of Career and Technical Education offerings in earlier grades reduces early student exposure and engagement in career pathways.

Problem Statement 11: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 12: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 13: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 15: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Problem Statement 16: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 19:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Professional Development Implementation

Problem Statement 7: Irving ISD students in Grades 6-8 continue to significantly underperform in Reading STAAR, with Meets Grade Level scores trailing Region 10 by 15-26 points, especially in Grade 8 (33% vs 59% region). **Root Cause**: * Lack of adolescent-specific reading strategies in Tier I instruction * Insufficient vertical alignment between elementary and secondary literacy curricula * Limited intervention systems for struggling readers in Grades 6-8 * Inconsistent literacy coaching and professional development for middle school teachers

Problem Statement 8: Grade 7 Math STAAR performance dropped from 25% to 5% at Meets in one year--the steepest decline across all grade levels and subjects. **Root Cause**: * Instructional breakdown (curriculum gaps, pacing, or planning) * Staffing instability or lack of content expertise * Insufficient monitoring of student mastery and instructional response * Potential mismatch between instruction and state assessment rigor

Problem Statement 9: Second-grade students have shown flat performance over four years, with DIBELS EOY scores hovering around 41-45%, signaling a lack of momentum before students transition to more complex reading. **Root Cause**: * Limited fluency, vocabulary, and comprehension instruction * Gaps in foundational decoding support * Lack of early, intensive intervention for below-benchmark readers * Inconsistent implementation of evidence-based reading routines

Problem Statement 11: Even with some growth in STAAR Reading Grades 4 and 5, Spanish STAAR Meets performance remains 6-14 points below Region and State averages. Grade 3 performance is stagnant at 13%. **Root Cause**: * Inconsistent delivery of Spanish-language literacy aligned to the Science of Reading * Insufficient bilingual instructional materials and teacher training * Fragmented support systems for dual language and bilingual programs * Gaps in small group and language scaffolding for emerging bilingual students

Professional Development Implementation

Problem Statement 12: MOY performance in Kindergarten and First Grade shows either decline or plateau, signaling instructional gaps during the critical mid-year window. Kindergarten DIBELS dropped from 43% BOY to 33% MOY in 2024-25. **Root Cause**: * Misaligned curriculum pacing with mid-year assessments * Inconsistent phonics and decoding instruction * Lack of timely data-driven intervention before MOY * Inadequate teacher support and monitoring during foundational skill months

Problem Statement 13: Despite having strong curricular resources and instructional models, there is variability in how Tier 1 instruction and program expectations are implemented across campuses, potentially leading to unequal student learning experiences and outcomes. **Root Cause**: # Variability in principal leadership capacity and instructional oversight. # Lack of ongoing coaching or monitoring systems to ensure implementation fidelity. # Differences in teacher readiness and professional development access. # Limited systems for calibrating instructional expectations across campuses.

Problem Statement 18:
High turnover or varying levels of staff experience and expertise--particularly in specialized roles (e.g., STEM, CTE, Dual Language, Special Education)--may affect the continuity, innovation, and fidelity of district programs. **Root Cause**: National and statewide educator shortages, especially in specialized content areas. High demands on educators persist, and despite IISD's sustained wellness supports, embedding wellness as a consistent cultural priority remains a work in progress. Limited career advancement opportunities or incentives for specialized roles. Disparities in campus-level climate, leadership, and support.

Problem Statement 19: Teachers and students report a decline in confidence that instruction consistently ensures learning is occurring. Student agreement on "My teachers make sure I am learning" dropped from 95% (2022) to 75% (2025). **Root Cause**: # Emphasis on content coverage over learning mastery in some classrooms. # Inconsistent use of formative assessments and progress checks. # Lack of structured time for reflective instructional planning or feedback loops.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Irving ISD

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024

Title	Person Responsible	Review Date	Addressed By	Addressed On
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

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)*

BULLYING INVESTIGATION FORM

FFI (LOCAL)

Complainant	Alleged victim	Alleged bully
Warning against retaliation	Warning against retaliation	Warning against retaliation

Investigator		
Date of incident	Reported to	
Parents informed:	Victim (within 3 days)	Bully (reasonable time)
	Date of report	Suspected child abuse to be reported to CPS? (See FFG (LEGAL))
	Oral/written	Oral report reduced to writing
Summary of report		

Is report, if proven:	○ Discrimination	○ Harassment	○ Retaliation
	Referred to (official):	Referred to (official):	Referred to (official):
Action taken to prevent bullying during course of investigation, if appropriate			

WITNESSES INTERVIEWED	Signed statement	Retaliation warning

LOCATION:
On school property, at school event, in school or private vehicle used for school activities, or online?

Does victim or bully have a disability?

Does act interfere with a student's educational opportunities or substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity?

Do actions exploit an **imbalance of power** between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school?

©EICHELBAUM WARDELL HANSEN POWELL & MUÑOZ, P.C. 2021

				Are actions sufficiently severe, persistent or pervasive that the action or threat creates an intimidating, threatening or abusive educational environment for child?
				Do actions have effect or reasonably will have effect of physically harming student, student's property or put student in reasonable fear of same?
				Are actions sufficiently severe, persistent, or pervasive enough that they create an intimidating, threatening, or abusive educational environment for a student?
				Do the actions materially and substantially disrupt the educational process or the orderly operation of a classroom or school?
				Do the actions infringe on the rights of the victim at school?
				Are the actions cyberbullying that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity?

REPORTED ACTIONS	Hazing	Threats	Taunting	Teasing
Confinement	Assault	Money demands	Property destruction	Valued possessions stolen
Name calling	Rumor spreading	Ostracism	Cyberbullying	Encouraging suicide/violence
Release of visual material				

Determination of bullying?	Notice to complainant/ reporter	Notice to victim's parents	Notice to perpetrator's parents
Physical altercation between victim and alleged bully?	Victim disciplined?	Did victim use reasonable self-defense?	
Determination of false claim, false statement, or refusal to cooperate?	Disciplinary action:		

©EICHELBAUM WARDELL HANSEN POWELL & MUÑOZ, P.C. 2021

<table>
<tr><td>Date investigation concluded
(absent extenuating circumstances should be completed within 10 business days)</td><td>Date written report finished</td><td colspan="2">Report filed with Superintendent or designee</td><td>Report summary to:
parents of victim
parents of alleged bully</td></tr>
<tr><td>Counseling options explained to:</td><td>Victim</td><td colspan="2">Bully</td><td>Witnesses</td></tr>
<tr><td>Corrective actions</td><td>Extra training for victim

Extra training for bully

Expulsion</td><td colspan="2">Stay-away agreement

Staff monitoring</td><td>Reaffirm policy

DAEP</td></tr>
<tr><td>Transfer recommendation or request? (See FDB (LEGAL))</td><td colspan="2">Victim</td><td colspan="2">Bully</td></tr>
<tr><td>Improper conduct discipline?
See Student Code of Conduct.</td><td colspan="4"></td></tr>
<tr><td>APPEAL</td><td colspan="4">A student who is dissatisfied with the outcome of this investigation may appeal through FNG (LOCAL).</td></tr>
<tr><td>Record of investigation stored</td><td colspan="4">See Local Schedule SD, Record Nos. SD3350-01a (5 years if record related to a student's removal to DAEP, suspension, or expulsion) and SD 3350-016 (AV if record relates to forms of discipline other than removal to DAEP, suspension or expulsion).</td></tr>
</table>

©EICHELBAUM WARDELL HANSEN POWELL & MUÑOZ, P.C.
2021

The Protectors Student Group

The Protector Student group will be part of Student Council and they will hold a minimum of 1 session per semester to help plan out anti-bullying week in the fall and kindness/mental health awareness week in the spring.

These special sessions will also include parents and campus administration to address bullying by focusing on prevention efforts and health and wellness initiatives. They will also review the district's data on bullying perspective by the students and plan on building a positive school culture that focuses on building healthy relationships between students and staff.

IRVING

Independent School District

Protectors Student Group

Engage Youth

- School staff needs help in order to prevent bullying and protect students.
- School staff cannot do it alone.
- Youth also has a role to play in preventing bullying at school.

Benefits of Youth Engagement

- **Research shows that school leaders can play a powerful role in bullying prevention.**
  - But again, they cannot do it alone
- **When students are involved in the problem solving process:**
  - Students feel safer and can focus on learning.
  - Teachers and staff can focus on their work.
  - Schools can develop more responsive solutions because students are more likely to see or hear about bullying than adults.
  - School climate improves because students are engaged in taking action to stop bullying.

How Youth Can Contribute

- **Schools can set the stage for meaningful youth involvement, but it does take time. Our youth needs to feel valued and be given opportunities to provide their input.**
- **To continue youth involvement, schools need to provide meaningful roles for them.**
  - Students can contribute their views and experiences with bullying. They can take leadership roles in school to promote respect and inclusion, communicate about bullying prevention with their peers, and help develop rules and policies.

Protectors Group

- **A small group of people focused on school safety concerns is one strategy to engage youth, as well as others, in bullying prevention. The following people can make positive contributions to the Protectors Group.**
  - Administrators can answer questions about the policies that are in currently in place.
  - Inventive, respected teachers with strong classroom and "people" skills can give insights.
  - Other school staff, like counselors, school nurses, librarians, bus drivers can bring diverse perspective on bullying.
  - Students can bring fresh views and help identify real-life challenges to prevention.
  - Other community stakeholders, such as police officers, elected officials, and health care providers can provide a broader perspective.

Protectors Group

- Plan bullying prevention and intervention programs. Set measurable goals.
- Implement a bullying prevention effort. Meet often enough to keep the momentum and address barriers.
- Develop, communicate, and enforce bullying prevention policies and rules.
- Educate the school community about bullying to ensure everyone understands the problem and their role in stopping it.
- Conduct school-wide assessments and review other data, such as incident reports.
- Evaluate bullying prevention efforts and refine the plan if necessary.
- Advocate for the school's work in bullying prevention to the entire school community.
- Sustain the effort over time.

Reminder

- During the meetings please do not discuss individual student behaviors.
- We need to keep the privacy of all our students safe.

Article

- https://www.nbcdfw.com/news/local/More-Students-Embrace-Peer-Led-Kindness-Initiative-Lewisville-ISD-492158881.html

Examples of previous activities

- **Create anti-bullying campaign posters.**
- **Create posters with positive messages.**
- **Lunch Buddy program, have students join other students sitting by themselves.**
- **Random acts kindness and celebrate them.**
  - Use a hashtag on Tweeter to post the acts.
  - Use a bulletin in a common area.
- **Record videos of students providing motivational quotes.**
- **Door decorating contests.**
- **Toiletries drive to donate to Irving Cares**
- **Fundraisers to buy shirts.**
- **Build leadership skills.**
- **Monthly school wide projects.**
- **Read anti-bullying quotes during the month of October.**
- **Unity day on campus-everyone wears blue.**
- **Students keep an eye on social media and report cyber-bullying**

Source

- www.Stopbullying.gov

IRVING
Independent School District
IRVING
INDEPENDENT SCHOOL DISTRICT

BULLYING
DAVID'S LAW

STATE COMPLIANCE TRAINING

DAVID'S LAW
STATE COMPLIANCE TRAINING

- David's Law was passed and signed during the Texas 85th Legislative Session, Senate Bill 179.

- This was after David Molak, a 16-year-old high school student from San Antonio, died by suicide in January 2016 after being harassed online by classmates who mocked his appearance and threatened physical violence.

- The purpose of David's Law is to bring awareness and the implementation of policies to schools to battle cyberbullying.

Senate Bill 179

- David's Law

David's Law

- Requires schools to report and intervene in any suspected cyberbullying cases involving harassment or assault/bodily injury (or threat of)
- Courts can hold parents accountable if they could've taken reasonable actions to get their child to cease engaging in cyberbullying and failed to do so.

Bullying

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

- Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, 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;
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Interferes with a student's education opportunities or substantially disrupts the orderly operation of a classroom, school, or school-related activity.

Is It Bullying or a Conflict?

Bullying vs. Conflict

- **Bullying** behavior is very different from **conflict**. Bullying is behavior that is intended to cause harm.
- There is always an imbalance of power (physical or social) or strength between the person doing the **bullying** and the target of the behavior.
- Most **conflicts** arise in the moment because people of the **same relative amount of power** see the same situation from two different points of view.

Bullying

Bullying is one of the most talked about topics related to school safety and security

A survey from the Youth Risk Behavior Surveillance System reported the following for High School students:

- 14.3% of students in Texas had been bullied on school property
- 12.2% of students had been electronically bullied
- Another study reported that 90% of all youth who had been victimized by cyberbullying did not tell adults

Students that are bullied have an increased risk for psychological and physical issues, including depression and substance misuse.

Cyberbullying

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

Applies to cyberbullying that occurs off school property or outside of a school sponsored or school-related activity.

Cyberbullying may have consequences if it…

- Interferes with a student's educational opportunities
- Substantially disrupts the orderly operation of a school classroom or school sponsored or related activity
- Engages by encouraging suicide
- Incites violence through group bullying
- Releases or threatens to release "intimate visual material" without consent

Cyberbullying = misdemeanor

By classifying cyberbullying as a misdemeanor, the law can

- Increase penalties for those who encourage someone to die by suicide or engage in serious bodily injury
- Allows the court to issue subpoenas to unmask people who anonymously harass minors online

Signs a child is being bullied

Please keep in mind that not all children exhibit warning signs

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
  (i.e., Kids may come home from school hungry because they did not eat lunch)
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

Source: Stopbullying.org

Signs a child is bullying others

Please keep in mind that not all children exhibit warning signs

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Parental Notification

School must notify the parent of the target and the parent of the accused no later than the next school day after the incident is reported.

Parental Notification must contain:

- Actions the student can take to obtain assistance and intervention in response to the bullying
- Set out available counseling options for the target, the accused, and any involved bystanders
- Explain to the parent how the investigating process works
- Explain how to report (include anonymously)
- Explain consequences for those who retaliate (or get someone else to retaliate)

Required reporting, including anonymous reporting

Schools must promote a method for students to report

- Anonymously –The campus will be notified as soon as an anonymous report is made
    - SpeakUp for Safety Email Address: speakup@stu.irvingisd.net
    - SpeakUp for Safety Phone # (Voicemail & Text): (469) 923-3002

- Campus Reporting - Talk with Teacher, School Counselor, Administrator
- Advertise – Posters, The Protectors Student Group
- Weekly Reminders – Bullying Awareness

Harassment

Harassment is threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, and 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.

Bullying and Harassment Awareness

Bullying and Harassment are about a person or people using power and intimidation to physically or emotionally hurt the other person.

Bullying and Harassment Awareness

ID – Identify and Do!

Provide Support

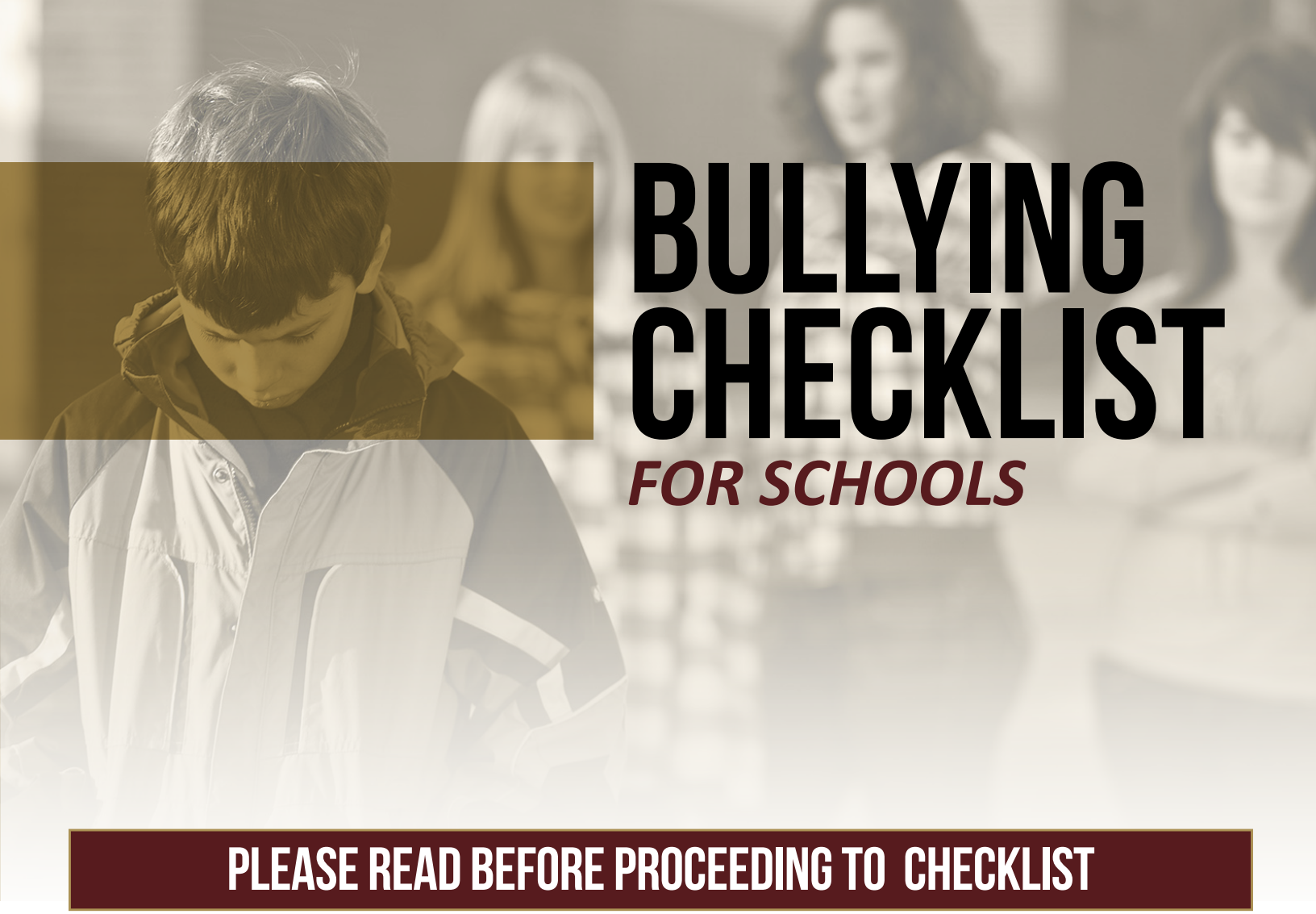
WE WILL MAKE A DIFFERENCE

Questions or Comments

Please contact your campus school counselors or administrators if you have questions about any of the information in this presentation.

Also, feel free to contact

Sofia Galvan
At-Risk and Responsive Services Director
Irving ISD Administration Building
972-600-5025
sogalvan@irvingisd.net



BULLYING CHECKLIST

FOR SCHOOLS

PLEASE READ BEFORE PROCEEDING TO CHECKLIST

- If you determine that the situation is an imminent threat to life or safety, notify the police and your school's *Safe and Supportive School Program Team** immediately.
- If you determine that the situation meets bullying or cyberbullying criteria, notify your school's *Safe and Supportive School Program Team**.
- If you are still unsure if the situation meets bullying or cyberbullying criteria, speak with your school's *Safe and Supportive School Program Team** for guidance.
- If the incident being screened doesn't meet bullying or cyberbullying criteria, student social-emotional support may still be needed. Consult with your school's *Safe and Supportive School Team** for guidance.

***Safe and Supportive School Program Team** is a state mandated team that conducts threat assessments. It is responsible for collecting and analyzing harmful, threatening, and violent behavior, which includes bullying, to assess threat and risk levels and determine appropriate interventions. Every Texas public school must be served by a Safe and Supportive School Program Team.*

TEXAS STATE
Texas School Safety Center
txssc.txstate.edu

BULLYING CHECKLIST
FOR SCHOOLS

PLEASE READ BEFORE USING CHECKLIST

To determine whether an act is bullying or cyberbullying by law, proceed down the checklist and provide a checkmark for each true statement. If any identified section does not receive at least one checkmark, then the act is not considered bullying by state law.

SB 179, "David's Law" expanded authority to school districts, allowing public and charter schools to address cyberbullying off-campus and outside of school-related or school-sponsored activities based on specific criteria. In order to address this legislative change, this checklist may help parents, educators, and administrators determine if a student at their school has been bullied according to the legislative definition. Please follow the conditional 'yes/no' logic for the questions regarding the use of electronic communication devices in possible bullying scenarios.

IS IT BULLYING?

- Was it a single significant act? ☐
- Was it a pattern of acts? ☐

By one or more students directed at another student that **exploits an imbalance of power** ☐

- Through physical contact ☐
- Using verbal expression ☐
- Using written expression ☐
- Using electronic means ☐

- Physically harms a student or damages their property ☐
- Creates reasonable fear of harm to student or damage to their property ☐

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:

- Intimidating educational environment ☐
- Threatening educational environment ☐
- Abusive educational environment ☐

- Materially and substantially disrupts the educational process or operation of school ☐
- Infringes on rights of victim at school ☐

Was the act committed by using any type of electronic communication device?

(i.e. Cellular or other phone, computer, camera, e-mail, text or instant messaging, social media app, Internet website, Internet communication tool)

Yes

- On school property ☐
- At a school-sponsored or school-related activity (on or off campus) ☐
- On school bus or vehicle used to transport students ☐

No

Did the act occur outside of a school-sponsored or school-related activity?

(This is an important distinction, as David's Law expands a school district's authority to include cyberbullying incidents that occur off campus and outside a school-sponsored or school-related activity, as long as it meets one of the below criteria.)

Yes

Did the act interfere with a student's educational opportunities; or substantially disrupt the orderly operation of a classroom, school, or school-sponsored/related activity?

Yes

YES, IT'S BULLYING
(Cyberbullying is bullying)

No

According to law, if the act **DID NOT** meet the criteria above, it is not under the school district's authority.

TEXAS STATE®
TEXAS SCHOOL SAFETY CENTER
www.txssc.txstate.edu

(Updated 2021)

BULLYING CHECKLIST EXAMPLES

The examples provided below are not an exhaustive list. They are provided to support you through the checklist to determine whether the act(s) meet the legal definition of bullying.

Was it a single significant act? What makes a single act 'significant' is the severe or pervasive effect it has on the target (victim) of the bullying. Examples of single significant acts include a student who is severely physically injured by their bully or a student who is told to kill themself. It can occur electronically, for example, an intimate photo is stolen and posted online, or a video showing a student being ridiculed is uploaded onto social media. With social media, it can be difficult to determine whether an act of bullying occurred once or was a pattern of acts. This is one reason why David's Law amended the Texas Education Code to include a single significant act. As hurtful comments, images, or videos may be posted one time, each comment, like, or share, as well as the permanent nature of the internet and technology adds additional pain to the target of the bullying. The important thing to focus on is not whether the act meets 'significant' status, but whether it is significant to the target of the bullying.

Was it a pattern of acts? There is no timeline for bullying behavior to be considered a pattern of acts. Repeated acts can occur within a short period of time or they can span months or even years. For example, a student is physically bullied in sixth grade, and is then cyberbullied in seventh grade when altered images and hurtful comments are posted online by the same student who bullied them in sixth grade. Or a student is repeatedly called hurtful names and has things thrown at them every time they walk down the school hallway.

By one or more students directed at another student that exploits an imbalance of power. An imbalance of power is a subjective determination and can include physical, social, emotional, informational, or other threats to a students' emotional wellbeing. This can change over time even if it involves the same students.

Power may include physical strength and stature, social status at school or on social media, or having access to embarrassing photos or personal information. For example, a student threatens to tell everyone at school that the target of their bullying lives at a shelter, or that the target's parents are unemployed. Another example is a student with a large social media following who has access to unflattering photos of the target and threatens to post the photos online.

Through physical contact Bullying through physical contact can include pinching, flicking, poking, punching, slapping, hitting, or being pushed down the stairs. Bullying through physical contact, such as flicking or pinching, can sometimes be dismissed as immature or childish behavior. Avoid minimizing or dismissing the behavior, especially when it meets all bullying checklist criteria.

Using verbal expression Bullying through verbal expression can include name calling, derogatory comments, ridiculing, threats to cause harm, or threats to take away friendship. It is important to distinguish between when a student is being rude or mean, and when they are bullying. Rude and mean comments hurt, but for it to rise to the level of bullying it would need to meet all checklist criteria.

Using written expression Bullying through written expression can include writing hurtful comments or threats in notes, on photos, lockers, mirrors, walls, or on paper or other material.

Using electronic means Bullying through electronic means includes using technology such as smartphones or computers to bully others. It can also include the use of a camera, e-mail, text or instant messaging, social media application, or internet website. Examples include spreading rumors or gossip through social media, taking and sending embarrassing pictures or videos without permission, creating a fake profile and pretending to be another student, threatening violence through group bullying, photoshopping someone's image to humiliate, harass, or embarrass, or recording and posting fight videos. The technology and devices used can be personal, or school issued.

BULLYING CHECKLIST EXAMPLES

Physically harms a student or damages their property Physical harm could include bruises, cuts, burns, or a broken bone. Bullying can also include damage to property, including clothing, bookbags, smartphones, or laptops.

Creates reasonable fear of harm to student or damage to their property It is important to understand the fear of harm that bullying causes, either to a person or their property. For example, a student is told "you'll be sorry if you come to school tomorrow" and as a result the student is in fear of going to school. In this context, 'reasonable' fear of harm applies to whether other people in the same situation would feel similarly.

Intimidating educational environment The target of the bullying feels intimidated at school, and as a result, the school environment is not a safe place for them. For example, the student is fearful of going to class because the student who is bullying them is in the same class.

Threatening educational environment The target of the bullying feels threatened at school, and as a result, the school environment is not a safe place for them. For example, the student is threatened online for asking a particular girl to prom and is fearful to return to school. Or the student is told that they will "regret it" if they try out for the track team.

Abusive educational environment The target of the bullying feels abused at school, and as a result, the school environment is not a safe place for them. For example, the student is pushed down the stairs, or the student's friends are told to not sit with them at lunch.

Materially and substantially disrupts the educational process or operation of school The bullying or the impact of the bullying is significant enough to disrupt or interfere with the education process, the classroom, or school operations. For example, a teacher is unable to cover instructional content as a significant amount of class time is spent addressing the student who is bullying. Or students, even those who may not be a target, are fearful to go to class or have difficulty receiving instruction because of the behavior of the student who is bullying.

Infringes on the rights of the victim at school The bullying or impact of the bullying restricts the rights of the target who is being bullied. For example, a student is afraid to go to the restroom or try out for a team because of being bullied.

[Parent Notification Letter of Alleged Bullying
All information in red/italics within the [ ] must be replaced with the correct information in black font color before issuing to guardian]

[Date]

[Parent/Guardian Name
Address
City, State, Zip]

Dear [*Parent/Guardian*],

This letter is to inform you that your child has been involved in a report of a bullying incident. A report has been made that alleges your child as the *[victim/perpetrator/witness, select one]* of the bullying. I encourage you to discuss the incident with your child. Please review the Student Code of Conduct for the complete definition of bullying, if needed.

Complaints of bullying and cyberbullying are taken seriously by administration and investigated in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.

An investigation regarding the alleged bullying incident has been initiated. You will be notified of the outcome of the investigation and any actions taken pertaining to your child.

Sincerely,

[Administrator Signature or Electronic Signature]

[Parent Notification Letter of Bullying Outcome
All information in red/italics within the [ ] must be replaced with the correct information in black font color before issuing to guardian]

[Date]

[Parent/Guardian Name
Address
City, State, Zip]

Dear [*Parent/Guardian*],

This letter is to inform you of the outcome of the bullying investigation that was conducted involving your child. A thorough investigation was completed and the act of bullying [was/was not] verified. As a result, we have taken the appropriate actions to support all the students involved in the incident.

Your student [*will/has/participated (list any actions taken pertaining to their student, such as: discipline, counseling, restorative practices, alternatives to suspension, change of schedule, safety measures, and/or etc. Be thorough but DO NOT mention any actions that were taken pertaining to other students].*

Please review the Student Code of Conduct for the complete definition of bullying, if needed.

Complaints of bullying and cyberbullying are taken seriously by administration and investigated in a fair, thorough, and just manner. Every effort has been made to protect the due process rights of all victims and all alleged offenders.

Sincerely,

[Administrator Signature or Electronic Signature]

The District shall provide a safe and disciplined environment conducive to learning. Conduct or activity that is inimical to a safe and disciplined environment shall not be tolerated.

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 ex-

tracurricular 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 informed of the behavior that allegedly constitutes a violation and shall be given an opportunity to explain his or her version of the incident.
3. 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.
4. Disciplinary practices shall not have the effect of discriminating based on race, color, ethnicity, national origin, disability, or religion.
5. Accurate disciplinary records shall be maintained to establish the basis for a claim of discrimination or lack thereof.

Detention

For violations of the Student Code of Conduct or campus or classroom rules, a teacher or administrator may detain a student after school hours on one or more days, as provided by the discipline management program and/or the Student Code of Conduct. The period of time for which a student is assigned to detention shall be used for educational purposes.

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, physically forced, or subjected to physical activity as a means of discipline for violations of the Student Code of Conduct.

Local Law Enforcement

The District shall cooperate with local law enforcement agencies in maintaining a safe environment. [See GRA and GRAA]

Physical Restraint

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

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. Protect property from serious damage.
4. 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.

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

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

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

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

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

policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

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

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

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

Policy

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

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

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

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

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

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

Internet Posting

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

Education Code 37.0832

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

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

Prohibited Conduct

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

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

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

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

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

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

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

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

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

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

Dating Violence

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

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples — Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

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

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

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

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

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

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

Alternative Reporting Procedures — An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

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

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

Initial Assessment

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

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

Interim Action

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

District Investigation

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

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

Criminal Investigation

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

Concluding the Investigation

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

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

Notification of Outcome

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

District Action

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.

Prohibited 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, harassment, and retaliation.

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 has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment — 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 or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

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

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

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

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

School Health Advisory Council

The board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See EHAA regarding duties of the SHAC.]

Meetings

The SHAC shall meet at least four times each year. For each meeting the SHAC shall:

1. At least 72 hours before the meeting post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the district; and ensure that the required notice is posted on the district's internet website, if the district has an internet website;
2. Prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the council during the meeting;
3. Make an audio or video recording of the meeting; and
4. Not later than the tenth day after the meeting, submit the minutes and audio or video recording of the meeting to the district.

As soon as practicable after receipt of the minutes and audio or video recording, the district shall post the minutes and audio or video recording on the district's internet website, if the district has an internet website.

Education Code 28.004(d-1), (d-2)

Composition

The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.

The board also may appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by the district;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by the district;
3. School administrators employed by the district;
4. District students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;

6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations; and
11. Local domestic violence programs.

Education Code 28.004(d)

Physical Activity and Fitness Planning Subcommittee

The SHAC shall establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students. *Education Code 28.004(l-1)*

Annual Report

In addition to its other duties, the SHAC shall submit to the board, at least annually, a written report that includes:

1. Any SHAC recommendation concerning the district's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the board;
2. Any suggested modification to a SHAC recommendation previously submitted to the board;
3. A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report; and
4. Any recommendations made by the physical activity and fitness planning subcommittee.

Education Code 28.004(m)

Public Statement

A district shall publish in the student handbook and post on the district's internet website, if the district has an internet website, a statement of:

1. The policies and procedures adopted to promote the physical health and mental health of students, the physical health and mental health resources available at each campus, contact information for the nearest providers of essential public health services under Health and Safety Code Chapter 121, and the contact information for the nearest local mental health authority;
2. The policies adopted to ensure that elementary school, middle school, and junior high school students engage in at least

the amount and level of physical activity required by Education Code 28.002(l) [see EHAB and EHAC];

3. The number of times during the preceding year the SHAC has met;

4. Whether the district has adopted and enforces policies to ensure that district campuses comply with the Texas Education Agency's vending machine and food service guidelines for restricting student access to vending machines;

5. Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of e-cigarettes, as defined by Education Code 38.006, and tobacco products by students and others on school campuses or at school-sponsored or school-related activities [see DH and GKA];

6. Notice to parents that they can request in writing their child's physical fitness assessment results at the end of the school year [see FFAA]; and

7. Whether each campus in the district has a full-time nurse or full-time school counselor.

Education Code 28.004(k)

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the District's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Patriotic Customs Students in PreK-5 shall be instructed in the Patriotic Customs promulgated by the U.S. Congress regarding the Flag of the United States, which are published at 36 USCA Sections 172-177, including provisions for daily recitation of the Pledge of Allegiance to the U.S. flag. No student shall be compelled or coerced into reciting the Pledge of Allegiance because of religious or First Amendment objections. [See EHAB(EXHIBIT)]

Values Education Students in PreK-5 shall be instructed in the values and principles that are fundamental to the continuation of a free society. [See EHAB(EXHIBIT)] The basic values shall be integrated into the core curricular areas of instruction.

Prekindergarten A major portion of the instructional day for prekindergarten students shall involve the development of emergent literacy skills and most specifically oral language. Integrated within this development shall be basic concept development, which is the fundamental basis for all of the disciplines which are a part of the elementary curriculum.

Kindergarten No less than 40 percent of the instructional day in kindergarten shall be devoted to language arts instruction, while 20 percent of the day shall involve instruction in mathematics. Also included in the student's instructional program shall be social studies, science, art, music, and physical education. Teachers are strongly encouraged to integrate these disciplines in order for students to make connections between content areas as well as utilize language arts and mathematics skills at the application level.

Grades 1-3 Instruction in grades 1-3 shall include a minimum of 150 minutes of language arts daily and 90 minutes of mathematics daily. Also included in the student's instructional program shall be social studies, science, art, music, and physical education. Teachers are strongly encouraged to integrate these disciplines in order for students to make connections between content areas as well as utilize language arts and mathematics skills at the application level.

Grades 4-5 Instruction in grades 4-5 shall include a minimum of 120 minutes of language arts daily and 90 minutes of mathematics daily. Also included in the student's instructional program shall be social studies, science, art, music, and physical education. Teachers are strongly encouraged to integrate these disciplines in order for students to make connections between content areas as well as utilize language arts and mathematics skills at the application level.

Patriotic Customs

Students in grades 6–8 shall be instructed in the Patriotic Customs promulgated by the U.S. Congress regarding the flag of the United States, which are published at 36 USCA Sections 172–177, including provisions for daily recitation of the Pledge of Allegiance to the U.S. flag. [See CLE and EC] No student shall be compelled or coerced into reciting the Pledge of Allegiance because of religious or First Amendment objections. [See EC and EHAB(EXHIBIT)]

Values Education

Students in grades 6–8 shall be instructed in the values and principles that are fundamental to the continuation of a free society. [See EHAB(EXHIBIT)] The basic values shall be integrated into the core curricular areas of instruction.

Grade 6 at the Middle School

The District shall schedule at least the equivalent of a seven-period day. The District shall provide, and each student shall take, the following units:

1. English language arts (1 unit shall be reading or humanities GT)—2 units
2. Mathematics—1 unit
3. Science—1 unit
4. Social studies—1 unit
5. Health (no unit requirement, but student shall receive instruction in essential elements through other courses)

Grades 7–8

In grades 7–8, students shall take a minimum of 12 total units. The District shall teach, and each student shall take, the following units:

1. English language arts—2 units
   Limited English proficient students shall receive English language arts instruction through an English as a second language (ESL) class.
2. Mathematics—2 units
3. Science I—1 unit
   A minimum of 40 percent of the instructional time shall be devoted to laboratory/field activities. The Science I course shall include a three-week unit per semester of health education with the specified essential elements.
4. Science II—1 unit
   A minimum of 40 percent of the instructional time shall be devoted to laboratory/field activities.
5. Texas history/geography (grade 7)—1 unit
6. U.S. history/citizenship (grade 8)—1 unit

7. Computer literacy—0 or .5 unit.
   A middle school that integrates computer literacy into all courses does not require a .5 unit.

8. Reading/humanities GT/reading improvements—1.5 units
   One-half unit of reading or humanities GT is required in grade 8 unless there are extenuating circumstances approved by the principal.

9. Electives from State Board-approved courses for grades 7–8 sufficient to complete 12 units.

Grades 6–8

Physical education and fine arts requirements for grades 6–8 are as follows:

1. Physical education—1.5 units
   Competitive athletics scheduled during, before, or after school may substitute for the unit of physical education. Competitive athletics may substitute either year for physical education for no more than one period during the regular school day. Students shall not enroll in more than one athletic or physical education period during the regular school day.

   As provided in 19 TAC Chapter 74, the District may award state credit for physical education for appropriate private or commercially sponsored physical activity programs not offered by the District. All such programs may be conducted either on or off campus, must be approved by the Commissioner of Education, and must meet District administrative guidelines.

2. Fine arts (selected from art, theater arts, or music, for which band, choral music, or orchestra may be offered in lieu of music)—one Texas Essential Knowledge and Skills-based fine arts course.

High School Courses at Middle School

The District may offer any of the courses designated for grades 9–12 in grades 7 and 8 and shall verify that students who take these courses have satisfactorily completed the prerequisite grades 7 and 8 essential elements. The academic achievement record shall reflect that students have satisfactorily completed the courses in grades 7 and/or 8 and have been awarded state graduation credit.

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

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

Development, Implementation, and Review of Guidelines and Goals

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

[See BDF for required membership of the SHAC.]

Wellness Plan

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

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

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

Nutrition Guidelines

Foods and Beverages Sold

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

Foods and Beverages Provided

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

Wellness Goals

Nutrition Promotion and Education

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

The District establishes the following goal for nutrition promotion: The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.

The District establishes the following goal for nutrition education: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Physical Activity

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

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. Physical education classes shall regularly emphasize moderate to vigorous activity.

Other School-Based Activities

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

1. The District shall promote wellness for students and their families at suitable District and campus activities.
2. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The Superintendent or designee shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

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

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

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

Physical Fitness Assessment

Annually, a district shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the commissioner of education (currently FitnessGram®). *Education Code 38.101(a), .102(a)*

A district is not required to assess a student for whom, as a result of disability or other condition identified by commissioner rule, the assessment instrument is inappropriate. *Education Code 38.101(b)*

The assessment instrument must be based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31 [see EHAA]. *Education Code 38.102(b)(1); 19 TAC 103.1001(b)*

Report

A district shall provide the results of individual student performance on the physical fitness assessment to the Texas Education Agency (TEA). The results may not contain the names of individual students or teachers or a student's social security number or date of birth.

Confidentiality

The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

Education Code 38.103

A district may accept donations made to facilitate implementation of this subchapter. *Education Code 38.105*

Vision and Hearing Screening

As soon as possible after admission and within a period set by rule, a student required to be screened shall undergo approved screening for vision and hearing disorders and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS). *Health and Safety Code 36.005(a)*

District Responsibility

A superintendent shall ensure that each student admitted to a district complies with the screening requirements set by TDSHS or submits an affidavit of exemption (see below). *Health and Safety Code 36.005(c)*

Screening Schedule

Routine Screening

Children enrolled in prekindergarten and kindergarten must be screened each year within 120 days of enrollment. Children enrolled in the first, third, fifth, and seventh grades must receive vision and hearing screening in each of those grade years (can be done at any time during each of those years). Upon written request

	approved by TDSHS, the screening of vision and hearing may instead occur in prekindergarten; kindergarten; and first, second, fourth, and sixth grades. *25 TAC 37.25(a)(2), (a)(3), (a)(6)*
Screening on Enrollment	Students four years of age and older, who are enrolled in a district for the first time, must be screened for possible vision and hearing problems within 120 calendar days of enrollment. If the student is enrolled within 60 days of the date school closes for the summer, the student must be tested within 120 days of the beginning of the following school year. Students enrolled who turn four years of age after September 1 of that year are exempt from screening until the following September. *25 TAC 37.25(a)(1), (5)*
Outside Screening	Except for students enrolled in prekindergarten, kindergarten, or first grade, a district shall exempt a student from screening if the student's parent, managing conservator, or legal guardian, or the student under Family Code 32.003 submits a record showing that a professional examination was properly conducted during the grade year in question or during the previous year. The record must be submitted during the grade year in which the screening would otherwise be required. *25 TAC 37.25(a)(4)*
Provisional Admission	A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening (or that a licensed professional shall conduct an examination) as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. *25 TAC 37.25(b)*
Exemption — Religious Beliefs	A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit on or before the day of admission an affidavit stating the objections to screening. *Health and Safety Code 36.005(b); 25 TAC 37.25(c)*
Records	A superintendent shall maintain on a form prescribed by TDSHS in accordance with TDSHS rules, screening records for each student in attendance, and the records are open for inspection by TDSHS or the local health department. *Health and Safety Code 36.006; 25 TAC 37.26*
Transfer of Records	A student's screening records may be transferred among districts without the consent of the student or minor student's parent, managing conservator, or guardian. *Health and Safety Code 36.006(c); 25 TAC 37.26(b)(4)*

Annual Report	On or before June 30 of each year, a district shall submit to TDSHS a report on the vision and hearing screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. *Health and Safety Code 36.006(d); 25 TAC 37.26(b)(6)*
Risk Assessment for Type 2 Diabetes	As soon as possible after admission and as required by rule, each student required to be assessed shall undergo approved risk assessment for type 2 diabetes. The risk assessment should: 1. Identify students with acanthosis nigricans; and 2. Further assess students identified under paragraph 1 to determine the students': a. Body mass index; and b. Blood pressure. The risk assessment shall be performed at the same time hearing and vision screening or spinal screening is performed. *Health and Safety Code 95.002(d), .003(a)*
District Responsibility	A superintendent shall ensure that each student admitted to a district complies with the risk assessment requirements or submits an affidavit of exemption. *Health and Safety Code 95.003(c)*
Applicability	Students who attend public schools located in TEA Regional Education Service Centers 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, and 20 shall be subject to risk assessment. *Health and Safety Code 95.002(b)*
Outside Screening	The student or minor student's parent, managing conservator, or guardian may substitute a professional examination for the risk assessment. *Health and Safety Code 95.003(a)*
Exemption — Religious Beliefs	A student is exempt from risk assessment if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the risk assessment process an affidavit stating the objections to the risk assessment. *Health and Safety Code 95.003(b)*
Records	A superintendent shall maintain the risk assessment records for each student in attendance and enter the risk assessment information for each student on the surveillance software selected by the University of Texas—Rio Grande Valley Border Health Office (the Office). The risk assessment records are open for inspection

by the Office or the local health department. *Health and Safety Code 95.004(a)*

Transfer of Records: A student's risk assessment records may be transferred among schools without the consent of the student, or, if the student is a minor, the student's parent, managing conservator, or guardian. *Health and Safety Code 95.004(c)*

Annual Report: A district shall submit to the Office an annual report on the risk assessment status of the students in attendance during the reporting year and shall include in the report any other required information. *Health and Safety Code 95.004(e)*

Spinal Screening: Each student required by TDSHS rule to be screened shall undergo approved screening for abnormal spinal curvature. *Health and Safety Code 37.002(a)*

Notification: The superintendent is responsible for notifying a parent, managing conservator, or guardian of the requirement to conduct spinal screening, the purpose and the reasons for spinal screening and potential risk to the child if declined, the method used to perform the screening, and the method to decline spinal screening based on a religious belief exemption. *25 TAC 37.144(a)*

District Responsibility: A superintendent shall ensure that each student admitted to a district complies with the screening requirements or submits an affidavit of exemption (see below). *Health and Safety Code 37.002(c), 25 TAC 37.144(c)*

Screening Schedule

Routine Screening: Students who meet the criteria outlined in TDSHS policy shall be screened for abnormal spinal curvature before the end of the school year. *25 TAC 37.144(c)(1)*

Screening on Enrollment: If a student is enrolled within 60 days of the date a school closes for the summer, the student's screening must be conducted within 120 days of the beginning of the following school year. Districts may offer a student the opportunity for spinal screening if the student has no record of having been screened previously. *25 TAC 37.144(c)(2), (3)*

Outside Screening: The screening requirements may also be met by a professional examination as defined in 25 Administrative Code 37.142(6). *25 TAC 37.144(c)(1)*

Provisional Admission: A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. The

60-day time period is from November 30 to January 30 of each school year. *25 TAC 37.144(d)*

Exemption — Religious Beliefs

A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the screening procedure an affidavit stating the objections to screening. *Health and Safety Code 37.002(b); 25 TAC 37.144(e)*

Records

A district must comply with recordkeeping and reporting requirements set out in 25 Administrative Code 37.145(b). [See FL]

Transfer of Records

Spinal screening records are transferrable between districts without the consent of the student or, if the student is a minor, the minor student's parent, managing conservator, or legal guardian.

25 TAC 37.145(b)(3)

Report of Abnormality

If the spinal screening indicates that a student may have abnormal spinal curvature, the individual performing the screening shall fill out a report on a form prescribed by TDSHS.

The superintendent shall retain one copy of the report and shall mail one copy to the parent, managing conservator, or guardian of the individual screened.

Health and Safety Code 37.003

Annual Report

On or before June 30 of each year, a district shall submit to TDSHS a report on the spinal screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. *25 TAC 37.145(b)(5)*

Policy

As a condition of receiving funds under a program funded in whole or in part by the U.S. Department of Education (ED), a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the administration of physical examinations or screenings that a district may administer to the student. *20 U.S.C. 1232h(c)(1)(D)*

A district shall provide notice of the policies at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies. *20 U.S.C. 1232h(c)(2)(A)(i)*

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). *20 U.S.C. 1232h(c)(3)*

Notification and Opt-Out

At least annually at the beginning of the school year, a district shall directly notify the parent of a student of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening, described below, is scheduled or expected to be scheduled. The required notification applies to nonemergency, invasive physical examinations or screenings that are:

1. Required as a condition of attendance;
2. Administered and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or of other students.

At a minimum, a district shall offer an opportunity for the parent to opt the student out of participation in the examination or screening. *20 U.S.C. 1232h(c)(2)(A)(ii), (C)(iii)*

Exception

These provisions do not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification. *20 U.S.C. 1232h(c)(4)(B)(ii)*

[See EF]

Lice

The board shall adopt a policy requiring an elementary school nurse who determines or otherwise becomes aware that a child enrolled in the school has lice shall provide written or electronic notice of that fact to:

1. The parent of the child with lice as soon as practicable but not later than 48 hours after the administrator or nurse, as applicable, determines or become aware of that fact; and
2. The parent of each child assigned to the same classroom as the child with lice not later than the fifth school day after the date on which the administrator or nurse, as applicable, determines or become aware of that fact.

The notice:

1. Must include the recommendations of the Centers for Disease Control and Prevention for the treatment and prevention of lice; and
2. May not identify the child with lice if the notice is to the parent of each child in the same classroom.

Education Code 38.031

Required Medical Clearance

Prior to participating in a designated University Interscholastic League (UIL) program or other District extracurricular program identified by the Superintendent, a student shall undergo a physical examination annually and shall submit a statement from an authorized health-care provider indicating that the student has been examined and medically cleared to participate in the program.

Additional Screening

The District may provide additional screening as District and community resources permit.

Referrals

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

Notice of Lice

A school nurse or administrator who discovers or becomes aware that a child enrolled in a District elementary school has lice shall provide written or electronic notice to parents within the time frames prescribed in law.

Note: The Board has adopted an innovation plan[1] that affects application of provisions in this legally referenced policy.

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.
Posting	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. *Education Code 37.001(b-1)-(c)*
Notice to Parents	Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. *Education Code 37.001(d)*
Noncustodial Parent	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. *Education Code 37.0091*
Copies to Staff	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. *Education Code 37.018*
Campus Behavior Coordinator	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. The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.
Duties	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.
Notice to Parents	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. 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.

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.

Law Enforcement Duties

"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.

Education Code 37.0021(b)(4), (g)

[For information on seclusion involving students in special education, see FOF.]

Officer or Security Personnel Use of Restraint or Taser

"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.

Definitions

"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.

Prohibition

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.

Education Code 37.0021(b)(1), (b)(5), (j)

[For information on restraint involving students in special education, see FOF.]

Restraint Reports

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]. *Education Code 37.0021(i)*

Corporal Punishment

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. *Education Code 37.0011(b)*

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. *Education Code 37.0011(c)-(d)*
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]. *Education Code 37.0011(a*)
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. *Penal Code 9.62*
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: 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]; 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; 3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face; 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:

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

---

[1] Innovation Plan: https://www.irvingisd.net/

Removal Under Student Code of Conduct

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

Mandatory Placement in DAEP

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

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

School-Related Misconduct

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

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

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

5. Possesses, uses, sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];

6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.

7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.

8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.

9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

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

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

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

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;

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

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

Education Code 37.006(c)

Reasonable Belief

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

Title 5 Felonies

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

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

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

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

c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

d. Place the public or a substantial group of the public in fear of serious bodily injury; or

e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

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

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

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

Sexual Assault of Another Student

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

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;

2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and

3. There is only one campus in a district serving the grade level in which the student is enrolled.

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

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

Permissive Removal

Non-Title 5 Felony

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

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

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

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

Education Code 37.006(d)-(e)

Bullying

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

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;

2. Incites violence against a student through group bullying; or

3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

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

Definitions

Bullying

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

Intimate Visual Material

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

Education Code 37.0052

One Year After Conduct

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

Certain Organization and Gang Membership and Solicitation

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

Older Students

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

district shall revoke the student's admission. *Education Code 25.001(b-1)*

Placement of Younger Students

A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f), .007(e)* [See FOD]

Students Younger Than Six

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. *Education Code 37.006(l), .007(e)(2)*

Process for Removal

Conference

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Right to Request a Special Education Evaluation

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

Term of Removal

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

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

Beyond Grading Period or 60 Days

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

No Appeal

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

Education Code 37.009(b)

Beyond End of School Year

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

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

Education Code 37.009(c)

Order of Removal

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

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

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

Activities

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

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

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

Education Code 37.006(o)

DAEP at Capacity

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

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

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

Completion of Proceedings Upon Withdrawal

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

Enrollment in Another District

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

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

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

Education Code 37.008(j)

Out-of-State Placement

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

1. The student is a threat to the safety of other students or to district employees; or

2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

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

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;

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

Education Code 37.010(c)-(d)

School Activities

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

Placement After Court Disposition

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

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

Education Code 37.010(f)

Not Guilty/ Insufficient Evidence/Charges Dropped

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

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or

2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

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

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

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

Appeal After Placement Upheld

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

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

Education Code 37.006(i)-(j)

120-Day Review of Status

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

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

Additional Proceedings

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

Reporting

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

Note: See FOF for provisions concerning students with disabilities.

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

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

Joint/Contracted DAEP

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

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

Community Organizations

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

Shared Service Arrangements

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

Funding

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

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

Location

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

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

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

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

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

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

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

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

Safety

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

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

19 TAC 103.1201(h)

Staffing

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

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

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

19 TAC 103.1201(i)

Entrance Procedures

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

Academics

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

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

Opportunity to Complete Course

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

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

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

School Day

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

Accountability

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

Academic Assessments

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

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

The assessment instrument:

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

Education Code 37.0082

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

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

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

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

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

19 TAC 103.1203

Special Populations

Special Education

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

Drug and Alcohol Treatment

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

Transition to Regular Classroom

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

Definitions

"Alternative education program" includes:

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

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

Education Code 37.023(a)

After Determination of the Release Date

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

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

Education Code 37.023(b)

Coordination After Release

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

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

Education Code 37.023(c)

Personalized Transition Plan

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

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

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

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

Applicability

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

Education Code 37.023(e)-(f)

Emergency Placements

DAEP

The principal or the principal's designee is not prohibited from ordering the immediate placement of a student in a disciplinary alternative education program (DAEP) if the principal or designee reasonably believes that the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in class, with the ability of students to learn, or with the operation of school or a school-sponsored activity.

Expulsion

A principal or designee may order the immediate expulsion of a student if the principal or designee reasonably believes that such action is necessary to protect persons or property from imminent harm.

Procedure

At the time of an emergency placement or an emergency expulsion, the student shall be given oral notice of the reason for the action. The reason must be a reason for which placement in a DAEP or expulsion may be made on a nonemergency basis. Within a reasonable time, but not later than the tenth day after the placement or expulsion, the student shall be accorded the appropriate due process required for a removal or an expulsion. [See FOA, FOC, and FOD]

Students with Disabilities

If the student is a student with disabilities who receives special education services, the emergency placement is subject to federal law and regulations and must be consistent with the consequences that would apply under Education Code Chapter 37, Subchapter A, to a student without a disability. [See FOF]

Immunity

A principal or designee is not liable in civil damages for an emergency placement.

Education Code 37.019

Title 5 Felony or Aggravated Robbery

A board or designee, after an opportunity for a hearing may expel a student and elect to place the student in an alternative setting as provided below if:

1. The student has been arrested for, charged with, referred to a juvenile court for, received deferred prosecution for, received probation for, received deferred adjudication for, found by a court or jury to have engaged in, or been convicted of, conduct defined as a felony offense in Penal Code, Title 5 [see FOC(LEGAL) at TITLE 5 FELONIES] or the felony offense of aggravated robbery under Penal Code 29.03; and
2. The board or the board's designee determines that the student's presence in the regular classroom:
    a. Threatens the safety of other students or teachers;

b. Will be detrimental to the educational process; or

c. Is not in the best interests of the district's students.

A board or designee may expel the student and order the placement regardless of:

1. The date the conduct occurred;

2. The location of the conduct;

3. Whether the conduct occurred while the student was enrolled in the district; or

4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Alternative Setting

The student must be placed in:

1. A juvenile justice alternative education program (JJAEP), if a district is located in a county that operates a JJAEP or the district contracts with the juvenile board of another county for the provision of a JJAEP; or

2. A DAEP.

Duration of Placement

Notwithstanding Education Code Section 37.009(c) or (d) (placements beyond one year) or any other provision of Education Code Chapter 37, Subchapter C, the student is subject to the placement until:

1. The student graduates from high school;

2. The charges are dismissed or reduced to a misdemeanor offense; or

3. The student completes the term of the placement or is assigned to another program

These provisions continue to apply if the student transfers to another district in the state.

The student is entitled to periodic review [see FOC at 120-DAY REVIEW OF STATUS].

Any decision of a board or designee under the above provisions is final and may not be appealed.

The above provisions apply notwithstanding any other provision of Education Code Chapter 37, Subchapter A, except that Section 37.007 (expulsion) prevails to the extent of a conflict.

Education Code 37.0081

Registered Sex Offenders

The following provisions apply to a student who is required to register as a sex offender under Code of Criminal Procedure, Chapter 62 (Chapter 62), but not to a student who is no longer required to register as a sex offender, including a student who receives an exemption from registration or a student who receives an early termination of the obligation to register.

Applicability

Removal from Regular Classroom

Notwithstanding any provision of Education Code Chapter 37, Subchapter A, on receiving notice under Code of Criminal Procedure article 15.27 or Chapter 62 that a student is required to register as a sex offender, a district shall remove the student from the regular classroom and determine the appropriate placement.

Education Code 37.302–.303

Student Under Court Supervision

A district shall place a student who is a registered sex offender and who is under any form of court supervision, including probation, community supervision, or parole, in the appropriate alternative education program for at least one semester.

If a student transfers to another district during the placement, the district to which the student transfers may:

1. Require the student to complete an additional semester in the appropriate alternative education program without conducting a review of the student's placement for that semester; or
2. Count any time spent by the student in an alternative education program in the district from which the student transfers toward the mandatory placement requirement.

Education Code 37.304

Student Not Under Court Supervision

A district may place a student who is a registered sex offender and who is not under any form of court supervision in the appropriate alternative education program for one semester or in the regular classroom. A district may not place the student in the regular classroom if the board or designee determines that the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Education Code 37.305

Appropriate Program

Except as provided below, a district shall place a student who is required by the board or designee to attend an alternative education program in a DAEP. *Education Code 37.309*

Exception

A district shall place the student in a JJAEP if:

1. The memorandum of understanding between the district and juvenile board provides for the placement of students who are registered sex offenders in JJAEP; or
2. A court orders the placement of the student in a JJAEP.

A JJAEP is entitled to funding for the student in the same manner as for students who are subject to discretionary expulsion.

Education Code 37.309–.310

Review

At the end of the first semester of a student's placement, a board or designee shall convene a committee to review the placement.

Review Committee

The committee must be composed of:

1. A classroom teacher from the campus to which the student would be assigned were the student not placed in an alternative education program;
2. The student's parole or probation officer or, in the case of a student who does not have a parole or probation officer, a representative of the local juvenile probation department;
3. An instructor from the alternative education program to which the student is assigned;
4. A district designee selected by the board or designee; and
5. A school counselor employed by the district.

Recommendation

The committee by majority vote shall determine and recommend to the board or designee whether the student should be returned to the regular classroom or remain in the alternative education program.

If the committee recommends that the student be returned to the regular classroom, a board or designee shall return the student to the regular classroom unless the board or designee determines that the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

If the committee recommends that the student remain in the alternative education program, a board or designee shall continue the student's placement in the alternative education program unless

the board or designee determines that the student's presence in the regular classroom:

1. Does not threaten the safety of other students or teachers;
2. Will not be detrimental to the educational process; and
3. Is not contrary to the best interests of the district's students.

If a board or designee determines that the student should remain in an alternative education program, the board or designee shall reconvene the committee before the beginning of each school year to review the student's placement in an alternative education program.

Education Code 37.306

Appeal

A student or the student's parent or guardian may appeal a decision by a board or designee to place the student in an alternative education program by requesting a conference among the board or designee, the student's parent or guardian, and the student. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62.

If a board or designee determines at the conclusion of the conference that the student is required to register as a sex offender, the student is subject to placement in an alternative education program.

The decision of a board or designee is final and may not be appealed.

Education Code 37.311

Liability

The above provisions regarding placement of a student who is a registered sex offender do not:

1. Waive any liability or immunity of a governmental entity or its officers or employees; or
2. Create any liability for or a cause of action against a governmental entity or its officers or employees.

Education Code 37.312

Special Education Student

The placement of a student with a disability who receives special education services must be made in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The review of the student's placement may be made only by a duly constituted ARD committee [see EHBAB]. The ARD committee

may request that a board or designee convene a review committee to assist in conducting the review.

Education Code 37.307

Transfer Students

Except where a student under court supervision transfers during a mandatory placement, a district shall determine whether to place a transfer student who is a registered sex offender in the appropriate alternative education program or in a regular classroom. A district shall follow the procedures at REVIEW, above, in making the determination. *Education Code 37.308*

IRVING
Independent School District

2025-2026
STUDENT CODE OF CONDUCT

ACKNOWLEDGMENT

Dear Student and Parent/Guardian:

As required by state law, the Board of Trustees has officially adopted the Student Code of Conduct (hereinafter referred to as "Code") in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

The student and parent/guardian should each sign this page in the space provided below, and then return this page to the student's school.

Thank you.

Superintendent Magda Hernandez

We acknowledge that we have been offered the option to receive a paper copy of the Irving Independent Student Code of Conduct for the 2025-26school year or to electronically access iton the district's website: Student Code of Conduct Webpage

We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code. If I have questions regarding the Code of Conduct, I will direct those questions to the campus principal.

We have chosen to:

- ☐ Receive a paper copy of the Student Code of Conduct
- ☐ Accept responsibility for accessing the Student Code of Conduct on the district's website.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

PHILOSOPHY OF DISCIPLINE

It is the expectation of the Irving Independent School District that inappropriate behavior will not be tolerated. Students are expected to follow District and campus rules, respect faculty and staff, and focus on their academic success. Students who choose to not follow these expectations will be disciplined and held accountable.

The Irving Independent School District is committed to the fair and equitable treatment of all students. No teacher, administrator, nor staff shall discriminate against any student on the basis of sex, race, religion, color, or national origin. The District shall monitor disciplinary placements to ensure removals from the regular classroom setting are based on a thorough and careful assessment of the circumstances of each case.

The Irving ISD Student Code of Conduct has been revised to comply with legislation passed by the 89th Texas Legislature. Addenda to the Code may be issued as the District receives updates on changes to the laws that govern school discipline or as changes in Board policy are adopted. The Irving ISD will adhere to the requirements of all laws as they apply to schools and school districts. The Irving ISD Board of Trustees will be adopting policies addressing all provisions of these laws. A copy of the Board Policies referred to in this document may be obtained from the campus principal's office or the District's website at www.irvingisd.net.

The Irving ISD Code of Conduct is the District's specific response to requirements in Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This Code of Conduct provides information and direction tostudents and their parents/guardians regarding expected standards of behavior as well as potential consequences for misconduct. The following factors will be considered:

- seriousness of the offense
- student's age
- the frequency of the misconduct
- student's attitude
- potential effect of the misconduct on school environment
- the requirements of Chapter 37 of the Education Code
- the Student Code of Conduct adopted by the Board
- self defense
- intent or lack of intent at the time the student engages in the conduct
- the student's disciplinary history
- a disability that substantially impairs the student's capacity to appreciate the wrongfulness of thestudent's conduct

No student shall, on the basis of sex, race, religion, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any

education programor activity sponsored by this school District except as specifically provided in the Title IX implementingregulations.

The District makes the Irving ISD Code of Conduct available online at, https://www.irvingisd.net/Page/808 but printed copies are available by request at all districtcampuses and the administration building.

Table of Contents

Student Code of Conduct 1
Accessibility 1
Purpose 1
School District Authority and Jurisdiction 2
Campus Behavior Coordinator 2
Threat Assessment and Safe and Supportive School Team 3
Searches 3
Reporting Crimes 3
Security Personnel 3
“Parent” Defined 3
Participating in Graduation Activities 4
Unauthorized Persons 4
Standards for Student Conduct 5
General Conduct Violations 6
Disregard for Authority 20
Mistreatment of Others 20
Property Offenses 21
Possession of Prohibited Items 22
Possession of Personal Communication Devices 23
Illegal, Prescription, and Over-the-Counter Drugs 26
Misuse of Technology Resources and the Internet 26
Safety Transgressions 29
Miscellaneous Offenses 30
Discipline Management Techniques 36
First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette 36
Students with Disabilities 36
Techniques 36
Prohibited Aversive Techniques 37
Notification 38
Parental Involvement 39
Appeals 39

Removal from the School Bus 40
Removal from the Regular Educational Setting 43
Routine Referral 43
Formal Teacher Removal 43
Returning a Student to the Classroom 44
Appeals of Formal Teacher Removals 44
In-School Suspension 45
Process 45
Out-of-School Suspension 47
Misconduct 47
Process 47
Alternative Assignment 48
Coursework During Suspension 48
Disciplinary Alternative Education Program (DAEP) Placement 49
Discretionary Placement: Misconduct That May Result in DAEP Placement 49
Mandatory Placement: Misconduct That Requires DAEP Placement 50
Sexual Assault and Campus Assignments 51
Process 52
Length of Placement 53
Appeals 54
Restrictions During Placement 54
Placement Review 54
Additional Misconduct 55
Notice of Criminal Proceedings 55
Withdrawal During Process 55
Newly Enrolled Students 56
Emergency Placement Procedure 56
Transition Services 56
Placement and/or Expulsion for Certain Offenses 57
Registered Sex Offenders 57
Expulsion 58
Discretionary Expulsion: Misconduct That May Result in Expulsion 58
Mandatory Expulsion: Misconduct That Requires Expulsion 59

Under Age 10 60
Virtual Expulsion Program 61
Consideration of Virtual Education as Alternative to Expulsion 61
Process 61
Length of Expulsion 62
Withdrawal During Process 63
Additional Misconduct 63
Restrictions During Expulsion 63
Newly Enrolled Students 63
Emergency Expulsion Procedures 64
DAEP Placement of Expelled Students 64
Transition Services 64
Certain Felonies 64
Hearing and Required Findings 65
Length of Placement 65
Placement Review 65
Glossary 66

Irving ISD Student Code of Conduct

2025-26 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Executive Director of Campus Operations at 972-600-5023.

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at please contact the Executive Director of Campus Operations at 972-600-5023.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Irving Independent School Board of trustees and the advice of the district-level planning and decision-making committee which included the Executive Director of Campus Operations, the Executive Directors of School Leadership, and the Chief of Schools.. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and

- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at https://www.irvingisd.net/.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs) and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are: 1) To ensure a safe learning environment is in place and 2) To assist campus administrators with criminal matters.

"Parent" Defined

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion**, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting**.

Levels of Student Misbehaviors and Corrective Actions

General Information

- Irving ISD strives to provide a safe, positive, and educationally- oriented environment in each of its schools, and all students are expected to behave in a manner that supports this goal. Behaviors that disrupt the school and/or educational environment, violate the law, and/or present other health or safety risks will not be tolerated. The *Student Code of Conduct* is Irving ISD's notification of behaviors that are not tolerated. **Possible corrective actions for each level of misbehavior are provided below, but each campus's principal may consider other corrective actions as appropriate for each situation.**
- Irving ISD strives to ensure that all of its students are free from bullying, cyberbullying and harassment, including violence in students' relationships. All charges of bullying, cyberbullying, harassment, sexual harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration, and parents. We will make every effort to handle and respond to each and every charge and complaint filed by our students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.
- Some offenses are serious enough to warrant an automatic assignment to our disciplinary alternative educational placement campus, Student Reassignment Center (SRC) or expulsion from Irving ISD.
- Disciplinary Alternative Educational Placements (SRC placements) may be for 10 school days (for e-cigarette placements), 20 school days, or more depending on severity, and shall be determined based upon the factors listed in this code of conduct, Irving ISD's progressive discipline plan and the specific circumstances of each case. Please note the district reserves the right to assign placements longer than 30 days.
- For specific information regarding: (1) telecommunications devices and other devices (cell phones, etc.); (2) use of technology and the Internet both on and off campus, and; (3) specific requirements regarding student dress code and uniforms, please review the Technology Regulations and Dress Code sections located in this Code of Conduct.
- Corrective actions for disciplinary infractions may vary due to a number of factors. Individual campuses strive for consistency and may apply specific corrective actions for various identified behaviors. Campus site-based decision making committees annually review school-specific discipline procedures and corrective actions, and may develop a range of corrective strategies to employ prior to a corrective action. However, when

deciding whether to order suspension, removal to a disciplinary alternative education program, or expulsion, all campuses shall take into consideration:

- Seriousness of the offense;
- Student's age;
- Student's grade level;
- Ability and functioning level;
- Frequency and level of prior misbehaviors/disciplinary history;
- Student's attitude, including but not limited to student's level of truthfulness during initial investigation under the specific circumstances in each case;
- Effect of the misconduct on the school environment;
- Legal/statutory requirements;
- Self-defense (see Definitions), and;
- Intent or lack of intent at the time student engages in the misconduct.

Positive Behavioral Intervention and Supports

- In an effort to fully implement School-Wide Positive Behavioral Interventions and Supports, along with maximizing students' engagement and instructional time, each school in the Irving Independent School District will utilize corrective strategies in Misbehavior Groups One and Two prior to referring a student to campus administration for an office discipline referral. These corrective strategies include but are not limited to:

- Remove distractions;
- Proximity control;
- Proactively prompt desired behavior;
- Increase opportunities for active participation;
- Increase use of specific praise statements;
- Increase wait time for response;
- Restorative language;
- Redirect student;
- Review/Re-Teach expectations, and;
- Provide opportunities for student to practice expected behaviors and provide descriptive feedback.

- Restorative practices: A relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Due Process

Every student has the right to be treated fairly. This includes any time a student has committed a behavior infraction and discipline consequences are being determined. Due process means that if students break a rule or law, they get to tell their side of the story and complete a written statement. Students who are witnesses to any situation may also be asked to tell their side of the story and complete a written statement. (See appendix for an example of a written statement)

It is important for parents/guardians and the community to understand that the Texas Education Code requires school districts to complete what is termed "administrative processes." These processes are separate and different from what a juvenile or adult court will do when a student breaks the law. To take action, the District has to show only reasonable suspicion or a preponderance of evidence that a student violated

the Student Code of Conduct. The District does not have to show proof beyond a reasonable doubt. When a student is charged by law enforcement with a penal code violation, the District will act on that charge. The District continues the administrative discipline process even if the following occurs:

- The District attorney decides not to prosecute.
- The case is non-suited, reduced in severity, or cleared by exception.
- The police do not file a report.
- The grand jury no-bills in an adult proceeding.

Group Levels of Misbehaviors

GROUP I MISBEHAVIORS *Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Corrective actions may be provided by a Teacher or a Campus Administrator.*	
Behaviors	
· **Disrespect** · **Disruption**	· **Non-Compliance** · **Personal transportation on campus**

General Conduct Violations

· **Dress code violation** · **Misconduct**	· **Tardiness** · **Technology violation** (1st Offense)
Range of Group I Corrective Actions	
• Misbehavior warning (verbal or written) • Parent/Teacher/SEL Support Staff conference • Corrective teaching interaction • Apology • Denial of classroom privileges • Parent contact, by written message or by phone • Reflective assignment • In-Class discipline • Teacher assigned detention	• Extended school detention • Lower citizenship grade • Suspension of access to district electronic communication systems (including internet) • Confiscation of inappropriate item • Restorative practices • Removal from bus *(by Administrator or Transportation personnel)* • Confiscation of telecommunication device • Any other corrective action deemed appropriate by campus administration

GROUP I MISBEHAVIOR DEFINITIONS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

Misbehavior	*Definition*
Disrespect	To act in an insulting way toward another person, not showing respect, acting rude, impolite, and offensive
Disruption	Actions or misbehaviors interrupting the educational environment (i.e., Horseplay – see *Definitions*). This includes behaviors taking place while at school, at school-sponsored events, or on the bus.

General Conduct Violations

Dress code violation	Failure to abide by district or campus dress code. Corrective actions from Group II may be applied as appropriate for repeated/excessive violations.
Misconduct	Misconduct, which includes but is not limited to chewing gum, eating candy or food, not being on task, bothering other students, inappropriate or loud talking, cutting in line, throwing paper wads, note writing, sleeping, selling items for personal profit, and minor defacing of school property. This includes misbehavior on the bus, such as defacing bus property, throwing items in or out of the bus, blocking bus aisle ways, or hanging body parts or materials outside of the bus; it also includes throwing objects in the classroom, cafeteria, hallways, restrooms or campus.
Non-Compliance	Failure to abide by published district, campus or classroom expectations and procedures. This includes failure to abide by bus expectations such as remaining in seat, stowing food/drink, bringing prohibited items on bus.
Personal transportation in buildings	Riding in-line skates, skateboards, hover boards, roller skates, non-medical scooters, skate-shoes, etc. on campus
Tardiness	Arriving to school or class after the designated start time.
Technology Violation *(1st Offense)*	First violation of Administrative Regulations for Telecommunications Devices and Other Devices. The specific corrective actions identified in the Technology Regulations have been included in the range of corrective actions for Group I misbehaviors.

GROUP II MISBEHAVIORS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	
• **Excessive, persistent Group I misbehaviors** • **Academic Dishonesty**	• **Leaving class/ campus** • **PDA** • **Physical branding**

General Conduct Violations

• **Deceit** • **Disobedience** • **Inappropriate materials** • **OTC possession**	• **Physical aggression** • **Teasing/Taunting** • **Continual Technology violation** • **Trespassing** • **Truancy/ Skipping**
Range of Group II Corrective Actions	
• Parent/Teacher/SEL Support Staff conference • Behavior contract • Restitution • A zero may be given for academic dishonesty on class assignments • Restorative practices	• Denial of privilege by administrator • Time in office • Class re-assignment • Removal from extra-curricular activity/activities • Bus suspension • In-school suspension (ISS) for technology violations • Loss of privilege to have any telecommunications device on campus

GROUP II MISBEHAVIOR DEFINITIONS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

Misbehavior	*Definition*
Academic Dishonesty	**Engaging alone or collaborating with others to take part in dishonest or deceitful activities**
Deceit	**Participating in dishonest, deceitful activities**
Disobedience	**Refusing to follow directions and instructions given by school personnel**
Inappropriate materials	**The creation, campus possession, distribution or posting of magazines, books, electronic data or printed material not appropriate for school; OR Drawings depicting tobacco, drugs, alcohol, gangs, guns, weapons or violent activity on self, notebook or other student materials**

General Conduct Violations

OTC possession	**Improper possession of over-the-counter drugs, supplements or medications**
Leaving class/ campus	**Leaving class/campus without school permission which includes before school and during school hours**
PDA	**Inappropriate public display of affection**
Physical branding	**Visible tattoos or brandings depicting tobacco, drugs, alcohol, gang identifiers, guns, weapons or violent activity on self.**
Physical aggression	**Exhibiting unacceptable physical contact not resulting in injury (i.e., pushing, horseplay, slap boxing)**
Teasing/Taunting	**Insulting, irritating, mocking or provoking others with persistent petty distraction**
Continual Technology violation	**Continual violations of Administrative Regulations for Telecommunications Devices and Other Devices**
Trespassing	**Unauthorized access of the campus and/or school, or prohibited areas of the campus and/or school; excludes "Criminal Trespass." See the *Definitions* section for additional information.**
Truancy/ Skipping	**Violation of the Attendance Policy – unexcused absences and tardies**

GROUP III MISBEHAVIORS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors

- **Excessive, persistent Group II misbehaviors**
- **Abusive language**
- **Aerosols**
- **Boxing**
- **Conspiracy**
- **Inappropriate touching**
- **OTC Use/ Distribution**
- **Posturing**
- **Potential weapon**
- **Propaganda**

• **Defiance** • **Fighting** • **Gambling** • **Discrimination** • **Harassment** • **Hazing** • **Igniting** • **Illegal software**	• **Sexual harassment** • **Stink bomb** • **Tampering** • **Continual technology violation** • **Theft <50** • **Threatening** • **Tobacco**
Range of Group III Corrective Actions	
• **Parent/Administrator/SEL Support Staff conference** • **Peer mediation** • **Loss of privilege to have any telecommunications device on campus** • **Emergency removal from school** • **In-School suspension**	• **Out of school suspension** • **Referral to law enforcement agencies** • **Restorative practices** • **Any other corrective action deemed appropriate by campus administration and approved by the Office of Student Behavioral Support Systems**

GROUP III MISBEHAVIOR DEFINITIONS ***Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation.***	
Misbehavior	***Definition***

General Conduct Violations

Abusive language	**Profane language and/or derogatory statements; see *Definitions* section for additional information**
Aerosols	**Using aerosols improperly**
Boxing	**Slap boxing/Sparring**
Conspiracy	**Planning a fight or assault while on campus that occurs off-campus**
Defiance	**Defiance of authority of all school personnel, serious acts of disobedience or disorderly conduct, or refusal to be screened during a random metal detector search;**
Fighting	**Mutual combat between students that results in physical contact and/or bodily injury**
Gambling	**An agreement between two or more persons that a sum of money or other valuable thing may be won or lost**
Discrimination	**Statements or acts demeaning to a person's race, gender, gender identity, color, national origin, religion, sexual orientation or ethnicity**
Harassment	**Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct**
Hazing	**An act against a student that endangers the mental or physical health or safety of a student for the purpose of being initiated into or affiliating with an organization**
Igniting	**Unauthorized use of fire, flame, or combustibles**
Illegal software	**Installing unauthorized software on district computer equipment**
Inappropriate Touching	**Any intentional physical contact that could be deemed sexual in nature**
OTC Use/ Distribution	**Intentional misuse/abuse or distribution of over-the-counter drugs, supplements or medication**
Posturing	**Obscene, offensive, and/or threatening gestures or actions**
Potential weapon	**Possession of any object, which could be used for the purpose of a weapon or improvised weapon**
Propaganda	**Using the electronic communication network for commercial or political purposes**
Sexual harassment	**Repeated sexual harassment that may or may not include physical contact**

Stink bomb	**Possessing or using stink bombs**
Tampering	**Tampering with computer hardware or software, leading to the disrupting of the learning environment**
Continual Technology violation	**Continual Violation of Administrative Regulations for Telecommunications Devices and Other Devices**
Theft < $50	**Theft of up to $50**
Threat(s) to students	**An expression of intention of warning that one will inflict harm, evil, injury or damage**
Tobacco	**Possessing, smoking or using tobacco products**

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions continue on the next page.

Behaviors

- **Excessive, persistent Group III misbehaviors**
- **Alcohol**
- **Arson**
- **Assault**
- **BB/Stun Gun**
- **Blocking**
- **Bullying**
- **Cyber bullying**
- **Dating violence**
- **Drugs**
- **Indecent Exposure**
- **Instigate**
- **Knife**
- **Look alike weapon**
- **Paraphernalia**
- **Pepper spray**
- **Pornography**
- **Prohibited weapon**
- **Sexual coercion**
- **Sexual conduct**
- **Sexual Harassment (contact)**

• **E-Cigarettes** • **Encouraging a student to commit suicide** • **Encroachment** • **Explosives** • **Extortion** • **Fire equipment** • **Gang activity** • **Gang ID** • **Graffiti** • **Group disobedience** • **Hazing (criminal offense)** • **Hit list** • **Illegal Drugs** • **Inciting Others** • **Indecent Assault**	• **Software piracy** • **Solicitation** • **Stalking** • **Technology vandalism** • **Continual technology violation** • **Terroristic threat** • **Theft> $50** • **Threats to staff** • **Threatening to use firearm/weapon** • **Vandalism** • **Weapon**
Range of Group IV Corrective Actions	
• ***Parent/ Administrator/ Teacher/ SEL Support Staff/Student conference*** • ***Campus reassignment; see Definitions section for additional information*** • ***Emergency removal from school*** • ***In-School suspension*** • ***Out of school suspension*** • ***Disciplinary alternative education school/SRC***	• **Expulsion** • **Restorative practices** • **Parent/ Administrator/Teacher/SEL Support Staff/ Student conference** • **Any other corrective action deemed appropriate by campus administration and approved by the Office of Campus Operations**

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular

programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the next page.

Misbehavior	*Definition*
Aerosols	**Using aerosols improperly**
Alcohol	**Possessing, using, selling or being under the influence of alcohol at any school-related or school-sponsored activity on or off school property; see *Definitions* section for additional information**
Arson	**A crime that involves starting a fire or causing an explosion with intent to destroy or damage**
Assault	**When a person intentionally, knowingly, or recklessly causes bodily injury to another person.**
BB/Stun Gun	**Possessing or using weapons including but not limited to stun guns, BB guns, or bullets/ammunition (The possession of a starter pistol is an expellable offense.)**
Blocking	**Blocking any building entrance, exit or passageway**
Bullying	**Bullying other**
Cyber bullying	**Possessing, using, or distributing electronic or published material which threatens others or incites others to violence, including possessing, using or distributing such material on any electronic device**
Dating violence	**Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship**
Drugs	**Possessing, using, selling or being under the influence of a controlled substance or look-alike controlled substance on or off school property**
E-Cigarettes	**A consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device**
Encouraging a student to commit suicide	**Engages in bullying that encourages a student to commit or attempt to commit suicide**
Encroachment	**Unauthorized access of areas of the campus, including areas which are prohibited by gender**

Explosives	**Possessing or using fireworks or other explosive devices (The possession of some explosive devices are expellable offenses.)**
Extortion	**Engaging in extortion or blackmail**
Fire equipment	**Tampering or setting off a fire alarm and/or fire extinguisher**
Gang activity	**Activities relating to unapproved organizations (gangs, fraternities, sororities or secret societies);**
Gang ID	**Engaging in or identifying with gangs and gang activity (see additional information under Gangs, Secret Societies, Sororities or Fraternities)**
Graffiti	**Defacing property with graffiti**
Group disobedience	**Rioting, group disobedience or disturbance**
Hazing (criminal offense	**Engages, solicits, encourages, directs, aids, or attempts to aid another in hazing, recklessly permits hazing to occur, having firsthand knowledge or details of hazing**
Hit list	**Hit lists targeting school personnel and/or students**
Illegal drugs	**Unlawful possession, use, distribution or intentional misuse of a dangerous drug**
Inciting Others	**Acts that cause a significant disruption or cause others to disrupt**
Indecent Assault	**Actions taken without the consent of the other person which are to gratify the sexual desire of any person**
Indecent exposure	**Intentional exposure of private body parts (mooning, flashing, etc.)**
Instigate	**Instigating others**
Knife	**Possessing knives not meeting the Penal Code definition of "location restricted knife" (Penal Code §46.01)**
Look-Alike Weapon	**Possessing or using a duplicate weapon as an authentic weapon**
Paraphernalia	**Possessing or using drug paraphernalia**
Pepper spray	**Possessing or using pepper spray, mace**
Pornography	**Possessing, using or distributing electronic or published material that is pornographic or obscene (for example, Sexting - see Definitions), including possessing, using or distributing such material on any telecommunications device**

General Conduct Violations

Prohibited Weapon	**As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.**
Sexual conduct	**Engaging in sexual conduct**
Sexual harassment	**Repeated sexual harassment that includes physical contact**
Software piracy	**Violating copyright laws regarding computer software**
Stalking	**To engage in the unwelcomed pursuit of someone**
Technology vandalism	**Violation of the IISD Technology Policy; See SCoC Technology Regulations for additional information related to telecommunications devices.**
Continual technology violation	**Continual violation of Administrative Regulations for Telecommunications Devices and Other Devices; See SCoC Technology Regulations for additional information related to telecommunications devices.**
Terroristic threat	**A threat of violence to any person or property with the intent to cause a reaction by an official or volunteer to deal with emergencies, prevent or interrupt the occupation or use** **of a building, place others in fear of serious bodily injury, or impair or influence activities of the government or school district.**
Theft > $50	**Theft over $50, robbery or burglary.**
Threats to staff	**Threats or assaultive behavior toward school personnel**
Threatening to use a firearm	**If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.**
Vandalism	**Vandalism (criminal mischief as defined by Penal Code §28.03) Students may be subject to criminal penalties. If damage exceeds $1,500, it is an expellable offense**
Weapon	

	Any instrument or devise used for fighting either in an attack or defensive mode.

Stay Away Agreements:

To enhance student safety, campuses may implement "Stay Away Agreements" to address severe or repeated incidents of bullying, harassment, sexual harassment, dating violence, or other student code of conduct violations. This agreement requires students involved to refrain from interacting with each other. The principal or their representative will oversee the agreement in a meeting involving the students and, if needed, their parents. It will outline the prohibited behaviors and define the locations covered, such as the campus or school bus, and any school events. Signature on the stay away agreement indicates receipt and not agreement. (See Glossary for example)

The District's Right to Interview Students

School officials have the legal authority and responsibility to investigate violations of the Student Code of Conduct and to interview students without prior notice to parents/legal guardians or the consent of parents/legal guardians in order to do so. This authority derives from the common law doctrine of "in loco parentis", which means school officials are standing in the place of the parents when students are at school or attending school activities. School officials, including law enforcement officers acting as school officials, exercise this authority to maintain the safety and security of the school environment. Except when a student is placed under arrest, any interview of a student conducted by School Resource Officers will be non-custodial in nature. In this context, "non-custodial" means the interview is voluntary, and the student may decline to answer questions or end the interview at any time. Parents will be contacted by an administrator after the investigation has concluded. (see local policy FNF and Glossary for example)

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses**).

- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See **Glossary**]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See **Glossary**]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See **Glossary**]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses**)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code.
- (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses**)
-
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

***For weapons and firearms, see DAEP—Placement and/or Expulsion for Certain Offenses. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law. Possession of Personal Communication Devices**

- Students shall not use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]

- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Possession of Personal Communication Devices

- Students shall not use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See **Glossary**]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Purpose

Irving ISD is committed to maintaining a focused learning environment, free from unnecessary distractions. In accordance with Texas Education Code §37.083, as amended by HB 1481, all campuses will implement a policy prohibiting the use of "personal wireless communication device." A personal wireless communication device means any wireless electronic communication device, other than a device provided to students by a school for instructional purposes, capable of transmitting and/or receiving data, including cellular telephones, smartwatches, text messaging devices, laptop computers, and tablet computers. To support this, the district will use Yondr pouches to secure devices throughout the school day.

High School Campuses (Grades 9–12)

All high school campuses will implement the use of Yondr pouches to secure student cell phones and personal communication devices throughout the instructional day.

General Expectations

Each student will be issued a Yondr pouch. Students are expected to bring their pouch every day and keep it in good condition for return at the end of the school year. Students are responsible for keeping their phones secured in their locked pouches during the entire instructional day.

At the Start of the Day

1. Before entering the building, students must power off their cell phones.

2. While waiting for the school doors to open, students must place their phone and AirPods (or similar devices) into their Yondr pouch.

3. Students must securely lock their pouch using the magnetic locking mechanism and store it in their backpack.

4. It is each student's responsibility to arrive at class on time with their pouch locked.

5. If a student arrives without their pouch, they must immediately request a replacement from designated campus staff. If a replacement pouch is not available, each campus will develop local procedures that follow the district's expectations.

During the School Day

Students must keep their electronic devices secured in their locked Yondr pouch at all times. If a student needs to leave campus for an appointment during the school day, they must unlock their pouch at the front office before exiting. Upon returning, they will relock the pouch at the office. Students are not permitted to access their phones or AirPods anywhere on campus during the school day.

At the End of the Day

1. After dismissal, students will unlock their pouches at one of the designated unlocking stations.

2. Students will remove their electronic devices, securely close the empty pouch, and store it in their backpack for the next day.

3. Once off campus, students may use their devices freely.

Damaged or Tampered Pouches

Students must report damaged pouches immediately to campus administration. If damage is caused by negligence or intentional tampering, the consequences outlined in the Irving ISD Student Code of Conduct will apply.

Elementary & Middle School Campuses (Grades PK–8)

Elementary and middle school campuses will not use Yondr pouches. Instead, all elementary and middle school students will be responsible for turning off and securing their cell phones or other personal communication devices in their backpacks.

Each campus will develop local procedures that follow the district expectations, ensuring devices are not used during instructional time.

Consequences for Violations

If a student's electronic device(s) are visible during the day, found outside of the pouch, or being used in violation of this policy, the following steps will apply:

1st Offense	The device will be held in the assistant principal's office until picked up by a parent or guardian. The student and parent will receive a warning and review of the policy. The incident will be documented in the student's record.
2nd Offense	The device will be held until picked up by a parent or guardian. The incident will be documented, including a required behavior contract.
3rd Offense	The device will be held until picked up by a parent or guardian. The device will be confiscated for one day. The incident will be documented, including a required behavior contract.
4th Offense	The device will be held until picked up by a parent or guardian. The device will be confiscated for three days. The incident will be documented.
5th Offense & Beyond	The device will be held until picked up by a parent or guardian. A parent conference will be scheduled. Repeated violations will be treated as insubordination under the Irving ISD Student Code of Conduct, with more serious consequences applied.

Family Responsibilities

Parents are encouraged not to call or text students during the school day. For urgent matters, they should contact the campus front office.

Annual Review and Communication

This policy will be shared with students and parents at the start of each school year and included in the Irving ISD Student Handbook. It will be reviewed annually to ensure it aligns with state law and continues to support student learning and achievement.

Confiscated Devices

If a student's cell phone or other personal electronic device is confiscated and not claimed, the district may dispose of the device in a reasonable manner. Before doing so, Irving ISD will provide written notice of its intent to dispose of the device to the student's parent or guardian. This notice will be given at least 90 days prior to disposal, in accordance with Texas Education Code §37.082.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** and **Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See **Glossary** for "paraphernalia."]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See **Glossary** for "abuse."]
- Abuse over-the-counter drugs. [See **Glossary** for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See **Glossary** for "under the influence."]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Guidelines for Acceptable Use of Technology Resources

These guidelines are provided here so that students and parents are aware of the responsibilities students accept when they use District-owned hardware, operating system software, application software, stored text, data files, electronic mail, local databases, digitized information, communication technologies, and Internet access. In general, this requires efficient, ethical, and legal utilization of all technology resources. **Expectations are as follows**

Student use of computers, other technology hardware, software, and computer networks, including the Internet, is only allowed when supervised or granted permission by a staff member.

All users are expected to follow existing copyright laws. Copyright guidelines are posted and/or available in the library media center of each campus as well as posted on the District's Web site.

Although the District has an Internet safety plan in place, students are expected to notify a staff member whenever they come across information or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.

Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.

Unacceptable conduct includes, but is not limited to the following

- Using the network for illegal activities, including copyright, license, or contract violations or downloading inappropriate materials, viruses, and/or software, such as but not limited to hacking and host file-sharing software.
- Using the network for financial or commercial gain, advertising, or political lobbying.
- Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments, such as, but not limited to pornographic sites.
- Vandalizing and/or tampering with equipment, programs, files, software, system performance, or other components of the network. Use or possession of hacking software is strictly prohibited.
- Causing congestion on the network or interfering with the work of others, e.g., peer-to-peer gaming or broadcast messages to lists or individuals.
- Intentionally wasting finite resources, i.e., downloading and/or streaming of movies or music for non-educational purposes.
- Gaining unauthorized access anywhere on the network.
- Revealing the home address or phone number of one's self or another person.

- Invading the privacy of other individuals.
- Using another user's account, password, or ID card or allowing another user to access your account, password, or ID.
- Coaching, helping, observing, or joining any unauthorized activity on the network.
- Posting anonymous messages or unlawful information on the system.
- Engaging in cyber-bullying, sexting, sexual harassment or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, demeaning, stalking, or slanderous.
- Falsifying permission, authorization, or identification documents.
- Obtaining copies of or modifying files, data, or passwords belonging to other users on the network.
- Knowingly placing malware, such as a computer virus, trojan, worms, spyware, etc., on a computer or network.

Acceptable use guidelines for the District's network computer online services are as follows

- Students will have access to all available forms of electronic media and communication that is in support of education and research and in support of the educational goals and objectives of the District.
- Students are responsible for their ethical and educational use of the computer online services in the District.
- All policies and restrictions of the District's computer online services must be followed.
- Access to the District's computer online services is a privilege and not a right. Each employee, student, and/or parent will be required to sign the Acceptable Use Policy Agreement Sheet and adhere to the Acceptable Use Guidelines in order to be granted access to District computer online services.
- The use of any District computer online services in the District must be in support of education and research and in support of the educational goals and objectives of the District.
- When placing, removing, or restricting access to specific databases or other District computer online services, school officials will apply the same criteria of educational suitability used for other education resources.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to confidential information, copyrighted material, threatening or obscene material, and computer viruses.
- Any attempt to alter data, the configuration of a computer, or the files of another user without the consent of the individual, campus administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the District's Student Code of Conduct.

Parents concerned with the District's computer online services at their child's school should refer to EFA(LOCAL): Instructional Resources: Instructional Material Selection and Adoption policy and follow the stated procedure. Any parent wishing to restrict their children's access to any District computer online services will provide this restriction request in writing. Parents will assume responsibility for imposing restrictions only on their own children. **Network Etiquette**: Be polite, Use appropriate language. Do not reveal personal data (home address, phone number of other people). Intent of forwarding email should be on a need-to-know basis. Remember that the other users of the district's computer online services and other networks are human beings whose culture, language, and humor may have different points of reference from your own.

E-mail

- E-mail should be used for educational or administrative purposes only.
- E-mail transmissions, stored data, transmitted data, or any other use of the District's computer online services by students, employees, or any other user shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- All e-mail and all e-mail contents are property of the District.
- The student in whose name a system account and/or computer hardware are issued will be responsible at all times for its appropriate use.
- Noncompliance with the guidelines published here, in the Student Code of Conduct, and in Board Policy CQ (LOCAL) may result in suspension or termination of technology privileges and disciplinary actions. Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary consequences of the Student Code of Conduct. Violations of applicable state and federal law, including the Texas Penal Code, Computer Crimes, and Chapter 33 will result in criminal prosecution, as well as disciplinary actions by the District.
- Electronic mail, network usage, and all stored files will not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by the Texas Open Records Act; therefore, proper authorities will be given access to their content.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Student Dress

Students shall observe modesty, appropriateness, and neatness in clothing and personal appearance. Any clothing, cosmetics, tattoos, jewelry, contact lenses, hair, or style thereof shall not be worn, nor allowed to be worn, at school or at school-sponsored or school-related activities if it is a disturbing influence and/or interferes with the purposes of such classes or activities.

The following regulations concerning dress and grooming are deemed necessary in order to comply with the foregoing requirements for proper personal appearance and to avoid disruption of school-sponsored or school-related activities:

Middle School Students will adhere to their designated school shirt/top color(s).

Clothing Item	Permitted Styles	Special Comments
Tops	• Short or long-sleeved collared shirt	• No low-cut necklines

	• Solid colored polo shirt • Pull over sweater/sweatshirt • Turtleneck and mock turtleneck	• All layers of clothing must comply with dress code, if visible • No spandex or other stretch material • No tank tops, tops with thin straps, or strapless tops • All shirts must extend below the hip line • No sheer, mesh or see-through tops
Bottoms/Shorts /Capris	• Pleated or non-pleated slacks • Capris must touch the kneecap or below • Shorts permitted no more than 2" above the knee	• All pants must be worn above the hip level (no sagging) • No holes and no with skin showing above the knee • If belts are worn, they must be worn inside belt loops at all times and be the appropriate size • No studs, brads, or other excessive adornment on belts or other clothing items • Must be hemmed properly at the bottom • Students may not wear pajamas, sleepwear, or loungewear except as permitted in advance by campus administration, such as for themed spirit days. Any sleepwear worn for such events must comply with all other dress code requirements.
Skirts/Dresses	• Hem of skirt or kick pleat must be no more than 2" above the kneecap • Dresses must have sleeves	• Leggings and tights may be worn under skirts as long as guidelines for skirts are met. • Special comments above pertaining to tops and bottoms/shorts/capris also apply to skirts/dresses
Outerwear	• Sweatshirt • Hooded sweatshirt	• Hoods cannot be worn inside the building and must be removed for identification purposes upon request

	• Jacket, Coat, Windbreaker • School-sponsored jacket	if outside but still on campus or participating in a school-related activity • No trench coats • Hats cannot be worn inside the building and must be removed for identification purposes upon request if outside but still on campus or participating in a school-related activity
Footwear	• Must wear shoes	• No house shoes (shoes without soles) • No shoes with wheels • All students must wear closed toed athletic shoes to PE
Hair	• Neatly groomed • No symbols or gang-style haircuts if it interferes with the educational environment, as determined by the campus administration	
Other	• Clothing, jewelry, or tattoos which display or advertise or alludes to controlled substances, such as alcohol, tobacco or drugs, or that is lewd and offensive, or obscene is prohibited (weapons, drug or alcohol related) • No gang-related clothing or anything that may be allusive to gang-like affiliation, even if it is not on purpose ○ No chains or bandanas • All clothing must fit appropriately, not excessively tight or large	

Administrators will have complete and final judgment on all matters concerning interpretation of the dress code. Matters concerning the appearance and dress not specifically covered in the dress code that are disruptive to the educational process are not permitted. **For parents and guardians seeking accommodations for student dress based on their cultural practices or religious beliefs, please see the attachment on page 35.

Religious Accommodation Request Form

Student Name:_____ID Number: _____
Campus: _____

1. What areas are potentially affected by your request (please mark all that apply)

□ Dress Code □ Prayer during school hours

□ Absence from School. □ Excused from Assignment □ Other

2. With regard to each item checked above, what specific accommodation are you requesting?

3. Please identify your religious affiliation, including any specific sub-group or sect.

4. Please provide any additional information you believe is relevant to your request, either in writing or by attaching additional documentation to this form.

Name of Parent/Guardian: _____

Telephone number we can reach you at: _____

For Office Use Only:

Received by (print and sign): _____ Date: _____

** ***Principals***, all requests **shall** be submitted to the Irving ISD Director of Campus Operations and Attendance Initiatives for review and determination. **

Reviewed by (print and sign): _____ Date: _____

□ APPROVED. □ DENIED □ APPROVED IN PART AND DENIED IN PART

If denied in whole or in part, identify the specific requests denied and provide a detailed explanation for denying the request or portion of the request. If no reason is given, the request will be deemed approved.

Student Attendance

In accordance with state law, Irving ISD is required to monitor attendance for all school age students within the Irving ISD boundaries. If a student is found to be out of compliance with state compulsory attendance laws, parent notification as shown below will be provided. If you are concerned about compulsory attendance or receive a letter regarding your student's attendance, please contact the campus and request to speak with the campus attendance officer immediately to schedule a conference.

PARENTS COMPULSORY ATTENDANCE WARNING NOTICE

Parent: Date:

This letter is to notify you that_____whom you stand in parental/guardian relationship with has been non-compliant the with compulsory school attendance as required by State law. The law in the State of Texas requires a child to attend school in accordance with Texas Education Code 25.085 and Texas Family Code 65.002. The Compulsory Attendance law states:

> Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19TH birthday shall attend school.

As a parent, legal guardian, or person standing in parental/guardian relationship to a student, you are responsible for monitoring the student's school attendance and requiring the student to attend school. You must request a conference immediately with the school administration and the school Attendance Officer to discuss the absences and their consequences. If, after this warning, your student continues to demonstrate truant conduct as defined by the law, the parent/guardian commits the offense of PARENT CONTRIBUTING TO NONATTENDANCE and may be subject to adjudication by the court. The Texas Family Code 65.103 & Texas Education Code 25.093, provide that conviction of this offense is a Misdemeanor punishable by fines up to $100.00 for first time offenders. Each day the student remains out of school after this warning has been given or the student is ordered to attend school by the court, may constitute a separate offense.

- A maximum of $100 for a first offense
- A maximum of $200 for a second offense
- A maximum of $300 for a third offense
- A maximum of $400 for a fourth offense
- A maximum of $500 for a fifth offense

A student's unexcused absence as defined by the law may constitute the offense of TRUANT CONDUCT which is defined by the Texas Education Code 25.094 and/or TRUANCY which is defined in the Texas Family Code 51.03(b)(2). Truancy is the absence of a child on 10 or more days or parts of days within a six-month period from school.

> If a student is truant, the school Attendance Officer must refer the child to court for appropriate legal action. This may result in the student being filed or adjudicated as a "Child in need of supervision" pursuant to the Texas Family Code. Additionally, the child

shall be disciplined accordingly with school district's policy regarding truancy. The charges of PARENT CONTRIBUTING TO NONATTENDANCE and FAILURE TO ATTEND SCHOOL are serious offenses. The conviction and/or adjudication of these offenses may result in monetary fines, court costs and other consequences against you and your child. Please take due notice of this warning and take appropriate measures to ensure that your child immediately attends school regularly. *Please contact the campus attendance officer immediately to schedule a conference regarding your child's attendance.*

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.

- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 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.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***http://pol.tasb.org/home/index/367***

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Bus Conduct

The State of Texas, through the Dallas County superintendent's office, provides free transportation for students living more than two miles from the school in their attendance area. All designated bus routes and stops are scheduled through the county superintendent's office. When riding school buses, students are under the direct supervision of school authorities and are subject to the same regulations governing conduct and behavior as when in the classroom. Students are expected to show respect for the driver's authority. Principals have the authority to temporarily deprive students of transportation privileges for repeated misconduct on buses.

Drivers are expected to confer with principals regarding any infractions of rules and regulations concerning the operation of school buses. Certain responsibilities go with the privilege of bus transportation. Cooperation of every person who rides the school bus or accompanies a student to a bus stop is necessary for the safety and comfort of all.

The following regulations are in effect during the operation of the bus:

- The driver is in charge of the bus and students. Students will obey the driver promptly.
- Students must be on time. The bus cannot wait for those who are tardy.
- Students will be seated after entering a bus and remain seated at all times while the bus is in motion.
- Students will not have arms or any other part of their bodies out of the windows while the bus is in motion.
- The use of tobacco, alcohol, or any other prohibited substance is not permitted on the bus or on grounds while waiting for the bus.
- Scuffling, throwing objects, excessively loud talk, or acting in any manner that may cause injury or annoyance to other students is strictly prohibited.
- Students will help maintain the cleanliness of the bus.
- Any willful damage done to the bus must be paid for by the responsible student(s) or parents, in accordance with District policy.

- If it is necessary to cross to the other side of the road or street after exiting the bus, the cross walk will be made in front of the bus.
- The emergency door will be used for emergencies only. Except in case of emergency, students will get on and off through the front door.
- The bus will travel on passable roads only. If, in the opinion of the bus driver, a road is impassable due to inclement weather, it will be the obligation of the student to meet the bus on the nearest passable road, or it will be the obligation of the parent to get the student to school.
- Only students who live more than 2 miles from their home campus as designated by their verified enrollment address may be eligible for bus transportation to and from school. Transportation is not provided for students on transfer.
- School buses will not be stopped by any person for any reason unless there is an emergency. Parents or others accompanying students to the bus stop must remain outside of the bus at all times and must treat all students and staff in a respectful manner.
- School buses are not to be backed up while in use. If there is not a safe and proper place to turn around, buses will not be required to stop.
- All complaints will be referred to the campus principal.

Automobile Usage

Only high school students possessing a valid automobile driver's license and insurance are authorized to drive cars to and from school. The proof of insurance on the vehicle shall include the student's name when provided to the campus. Students are to exercise utmost caution driving on the school parking area and must observe a maximum speed of 10 mph. Students must obtain parking permits and must park in the designated area. Back-in parking is not permitted. Permits may be revoked for abuse of parking rules. Students will not loiter in the parking lot or in cars. Cars may not be removed during school hours without a pass signed by an administrator. No adult or outsider will be permitted to remove a car without a pass signed by the principal or assistant principal. Principals may establish posted tow away zones at various locations at their campus. Violators will be dealt with by the school administration, and, in some cases, the cars may be towed away, or wheel immobilizer (boots) may be placed on wheels. Owners are responsible for paying towing and storage and/or immobilizer fees and/or costs. A law or ordinance regulating traffic on a public highway or street applies to the operation of a vehicle on school property (TEC 37.102).

For violations of any of the above rules, a student will be reported to the school principal having supervisory control over the student.

Extracurricular Standards of Behavior - Board Policy FO(LOCAL)

With the annual review and approval of the principal and Superintendent or designee, sponsors and coaches of extracurricular activities, including interscholastic athletics and marching band, may develop and enforce standards of behavior that are higher than the district-developed 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

on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity. Students shall be informed of any extracurricular behavior standards at the beginning of each school year, or in the case of interscholastic athletics and marching band, at the time the students report for work out or practices that occur prior to the actual beginning of classes. Students and their parents 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. Organizational standards of behavior of an extracurricular activity are independent of the Code of Conduct. Violations of these extracurricular standards of behavior that are also violations of the 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 violations of organizational standards of behavior of an extracurricular activity or for violation of the Code of Conduct.

Interrogations, Searches and Electronic Surveillance – Board Policy FNF(LOCAL)

School authorities may search a student, student lockers, student automobiles or other possessions or property under a student's control and may seize any prohibited, illegal or otherwise unlawful contraband, including weapons, discovered as a result of the search. Such searches may be conducted when there is reasonable belief/cause or upon securing the student's voluntary consent. The administration is authorized to utilize canines whose reliability and accuracy for sniffing out contraband has been established to aid in the search for contraband in school-owned property and automobiles parked on school property. Metal detectors may be used in response to a safety concern or on a random basis to detect and deter weapons-related infractions. If any contraband, including weapons, is found, the student is subject to appropriate disciplinary action, including removal, suspension, or expulsion. Electronic surveillance may be used to monitor student behavior and school owned property. Student behavior recorded on electronic surveillance equipment is subject to all provisions of the Code of Conduct.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

Revoking of Transfers

The District has the right to revoke the transfer of a student for violating the District's Code of Conduct and/or District Policy and guidelines pertaining to transfers.

Student Publications

All publications edited, printed, or distributed in the name of or within one of the District's schools shall be under the control of the school administration and the School Board pursuant to Board Policy FMA (LOCAL).

In-School Suspension

Misconduct

Students may be removed from the regular classroom and assigned to In-School-Suspension for any behavior listed in this Code of Conduct as a General Conduct Violation.

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

Process

A special area in each school may be designated as the In-School Suspension (ISS) room and supervised by a teacher, administrator, or other designated staff member. In this setting, the student receives, to the extent possible, assignments/instruction in each course with little or no opportunities for social interaction with peers. The intent of this disciplinary action is to deter student misbehavior, and reduce incidences of school disruption, while providing students the best educational opportunities possible. The length of time for this action will be determined by the nature of the discipline problem and the cooperation of the student and his/her parents or guardians.

Although the length of assignment to In-School-Suspension is unlimited, no student should accumulate more than 30 days of placement in ISS during the school year.

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.

- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see **Glossary**]
    - Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault [see Glossary] under Penal Code 22.01(a)(1).
    - Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC

cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.

- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct [see **Glossary**], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

Disciplinary Alternative Education Program (DAEP) Placement

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

Disciplinary Alternative Education Program (DAEP) Placement

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Disciplinary Alternative Education Program (DAEP) Placement

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***http://pol.tasb.org/home/index/367***

Appeals shall begin at ***Level 1 with the principal.*** **The district shall not delay disciplinary consequences pending the outcome of an appeal.** The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that

teacher's consent except under the circumstances described on page 24, Returning a Student to the Classroom.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

The student or the student's parent may appeal the superintendent's decision to the board. **The student may not be returned to the regular classroom pending the appeal.** In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. **The student may not be returned to the regular classroom pending the appeal.**

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the

student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see b];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. [See Glossary for "under the influence."]
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.

- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see **Glossary**]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see **Glossary**]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.
    - Burglary, robbery or aggravated robbery.
    - Manslaughter.
    - Criminally negligent homicide.
    - Continuous sexual abuse of a young child or disabled individual.
    - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
    - Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees' delegates to the campus principal authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. **Consequences shall not be deferred pending the outcome of the hearing.**

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the ***Principal of the Student Reassignment Center*** shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and

2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or

- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older; or
    b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town;
        (2) Knowing that it is insured against damage or destruction;
        (3) Knowing that it is subject to a mortgage or other security interest;
        (4) Knowing that it is located on property belonging to another;
        (5) Knowing that it has located within it property belonging to another; or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another; or

b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as 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:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies 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 interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or

accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:

a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;

b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;

c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;

d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

e. Making a telephone call and intentionally failing to hang up or disengage the connection;

f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;

g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or

e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;

- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Stay Away Agreement Example

IRVING ISD SCHOOL-BASED STAY AWAY AGREEMENT

The intent of this agreement is to increase safety for students who have been the target of severe or repeated bullying, harassment, sexual harassment, or dating violence. It is to be administered by the principal or the principal's designee in a conference with the offending student and his or her parent.

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident: _____

_____

_____

_____

Date of assessment by principal or designee: _____

Date of parent notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from _____ at all times during the school day or on school district property or at school related functions (i.e., all school buildings, grounds, bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicle approved for school purposes; area of entrance/departure from school grounds, premises or events; and all school sponsored activities, events or trips; and walking routes to or from school for the purposes of attending school or school sponsored functions, events or trips).

This means that you may not approach, talk to, sit by, or have any contact with (including electronic communications) _____ at school or on school property, and school buses.

Other prohibited behaviors include: *Refrain from talking to, emailing, calling, text messaging, sending messages to or in any other form including commenting on others social media posts, social media pictures, social media messages et all in regards to*

_____.

In addition, the following actions are effective immediately (list schedule changes), other disciplinary and or restitutionary actions.

Current Schedule	New Schedule

Arrival/Departure Time: _____

Locker Change: _____

Lunch: _____

Extracurricular Activities: _____

Other disciplinary actions:

_____
_____

Violations of this agreement and acts of retaliation directly or indirectly toward the target or the target's friends or family members will be taken seriously and will result in further disciplinary actions up to and including Secondary Reassignment or alternative education. Your compliance will be monitored by the building administrative team and building faculty and staff.

Agreement is valid from _____(date) to _____(date).

This agreement will be reviewed on _____(date).

Signatures (Signature indicates receipt and not agreement, see SCOC):

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Written Statement Form Example:

Complete this form, giving as much honest and truthful information as possible. The information will be used to help the administrators sort out the problem.

Name_____ Grade_____ Date_____

WHEN did the incident take place? Give as close to exact time(s) and date(s) as possible.

WHERE did this happen?

WHAT actually happened? Give details beginning with how it got started. Who said what?

WHY do you think this happened?

Student's Signature_____Date:_____

Purpose

The District Improvement Committee's (DIC) primary role is to advise the Superintendent and staff in the planning, operating, supervising, and evaluating of the District's educational program.

Duties of the Committee

The DIC shall:

1. Be involved in establishing and reviewing the District's educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*
2. Be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, committee members, and campus-level committee members pertaining to planning and decision making at the District and campus levels. *Education Code 11.251(d)*
3. Address all pertinent federal planning requirements. *Education Code 11.251(f)*
4. Assist the Superintendent annually in preparing, reviewing, and revising the District Improvement Plan. [See BQ(LEGAL) for the plan content and purpose] *Education Code 11.252(a)*
5. Hold one public meeting annually, after receipt of the District-level performance report, to discuss District performance and the District performance objectives. *Education Code 11.252(e)*
6. Advise the District staff regarding the District's discipline management program, including the Student Code of Conduct. [See FO(LEGAL)] *Education Code 11.252(a)(3)(E), 37.001(a)*
7. Participate in the development and approval of staff development of a Districtwide nature. [See DMA(LEGAL)] *Education Code 11.252(a)(3)(F)*
8. If the District is not using state criteria for appraisals, be involved in the development of the appraisal process and performance criteria for teachers and administrators. [See DNA(LEGAL) and (LOCAL)] *Education Code 21.352(a)(2), 21.354(c)(2)*
9. As appropriate, provide written comments on requests for waivers submitted to TEA. [See BF(LEGAL)] *Education Code 7.056(b)(2)*
10. Annually, upon the Board's request, make recommendations to the Board regarding the number and length of written reports that District employees are required to prepare. *Education Code 11.164*

11. Analyze information related to dropout prevention. *Education Code 11.255*

Consultation

The Superintendent shall regularly consult the District-level committee in the planning, operating, supervising, and evaluating of the District educational program. *Education Code 11.252(f)*

Systematic Communications

Procedures must be established to ensure that systematic communication 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. This shall not create a new cause of action or require collective bargaining. *Education Code 11.252(e)*

Process

The DIC shall meet a minimum of four times a year. The chairman of the DIC in consultation with the associate superintendent for academic services shall set the dates for the meetings and cause the election and selection of the committee members each May for the following year.

Members may request items for the agenda. The agenda for the committee shall be sent in advance to the campuses for posting and minutes of the meetings shall be shared with each campus and group by their representatives. Minutes of each meeting shall be disseminated to all professional employees.

Membership

The Superintendent shall be a nonvoting member of the committee. The associate superintendent for academic services shall coordinate the work of the committee. Other staff members may be asked to join the committee as ex officio members depending on the topic of discussion. The DIC shall have a total of 47 members selected as follows:

Professionals (20 Members)

No.	Title	Procedure
6	Elementary Classroom Teachers	Each elementary school administration shall seek nominees from among the classroom teachers on its campus. All nominees from campuses within a cluster shall be placed on a ballot for all elementary classroom teachers in that cluster to vote for two representatives from that cluster to serve on the DIC. The two nominees receiving the highest number of votes in each cluster shall comprise the six representatives.
3	MS Classroom Teachers	Each middle school administration shall seek nominees from among the classroom teachers on its campus. All

No.	Title	Procedure
		nominees from campuses within a cluster shall be placed on a ballot for all middle school classroom teachers in that cluster to vote for one representative from that cluster to serve on the DIC. The one nominee receiving the highest number of votes in each cluster will be the representative.
4	HS Classroom Teachers	Each high school administration shall seek nominees from among the classroom teachers on its campus. Each high school shall elect one representative by holding an election. The nominee receiving the highest number of votes from each campus will be a representative.
1	Librarian	Nominees from all librarians shall be sought by the program director of library and media services and an election held to elect one representative from among the nominees.
1	Alternative Campus Classroom Teacher	Nominees from all alternative campuses shall be sought by the assistant superintendent of teaching and learning and an election held to elect one representative from among the nominees.
1	Counselor	Nominees from all counselors shall be sought by the program director for counseling services and an election held to elect one representative from among the nominees.
1	Elementary Campus Administrator	Nominees shall be sought by the assistant superintendent of teaching and learning and an election held to elect one representative from among the nominees.
1	Middle School Administrator	Nominees shall be sought by the assistant superintendent of teaching and learning and an election held to elect one representative from among the nominees.

No.	Title	Procedure
1	High School Campus Administrator	Nominees shall be sought by the assistant superintendent of teaching and learning and an election held to elect one representative from among the nominees.
1	District-Level Nonteaching Professional Staff Member	Nominees shall be sought by the special assistant to the Superintendent and an election held to elect one representative from among the nominees.

Parents (10 Members)

The Superintendent and the Board shall appoint ten parents from a list of nominees from the campus improvement committees, PTA, city council, PAC, band, athletic booster organizations, and self-nominations.

Community Members (Four)

The Superintendent and Board shall appoint four community members from groups such as senior citizens, ministerial alliance, non-profit community organizations, public service community organizations, campus improvement committees, and self-nominations.

Business Members (Four)

The Superintendent and the Board shall appoint four business members from a list of nominees from groups such as PIE members, Irving Chamber of Commerce, campus improvement committees, and self-nominations.

Student Members (Nine)

The principal at each high school shall select two junior or senior students. One student shall be selected to represent the alternative campus: Barbara Cardwell Career Preparatory Center.

Definitions

Parent—A person who is not a District employee and who is a parent or stands in parental relation to a student enrolled in the District.

Community representative—An adult at least 18 years of age residing in the District who is neither a parent of a student enrolled in the District nor a District employee.

Business representative—An adult who is not a District employee who is employed in business regardless of place of personal residence or the location of the business.

Student—A full-time District student with sufficient credits to be designated a junior or senior. *Education Code 11.25(c)*

Term of Service

Student members shall serve a one-year term. All other members of the DIC shall serve a two-year term. Each membership group shall have two-year staggered terms determined by a drawing at the first meeting of the DIC with approximately one-half of the entire committee completing their terms each year.

Vacancy If the position is vacated by an elected member, an election will be held by that membership group to fill the unexpired term. If the position is vacated by a selected member, the Superintendent shall appoint a member to serve the unexpired term.

Training The District shall provide appropriate training for new and returning DIC members. The content of the training shall focus on the law mandating the District and campus decision-making process and on the responsibilities of the DIC. The training should occur before October 1 of each year. New members shall agree to attend the training as a condition of being placed on the DIC. Additional training in group decision-making processes (i.e., consensus building, conflict resolution, team building) may be provided upon request.

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

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.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Yoely Alfano
K-12 MTSS Academic Lead
2621 W. Airport Freeway, Irving, TX 75062
yalfano@irvingisd.net
972-600-5446

For all other concerns regarding discrimination, see the superintendent:

Mrs. Magda Hernandez
Superintendent
2621 W. Airport Freeway Irving, TX 75062
mhernandez@irvingisd.net

(972)-600-5000

[See policies FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

Barbara Cardwell Career Preparatory Center

- Offers traditional and non-traditional programs.
- Grad Lab offers a flexible school day program for at-risk seniors.
- Compensatory Education Home Instruction serves teenage parents
- Star Academy serves at-risk students during their freshman year of high school.
- The Newcomer Program serves immigrants to the US that have significant educational gaps.

OWL Night School (Opportunities Without Limits) for students who have at least 17 credits and are at risk for graduation.

Jack E. Singley Collegiate Academy

Jack E. Singley Collegiate Academy is an Early College High School that allows students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours, including the “core curriculum” that is transferable to Texas public colleges and universities.

Early College High Schools:

- provide dual credit at no cost to students,
- offer rigorous instruction and accelerated courses,
- provide academic and social support services to help students succeed,
- increase college readiness, and
- reduce barriers to college access.

Students interested in attending Singley Collegiate must apply to be included in the lottery. Each year a cohort of 100 students is selected from the lottery to participate in the ECHS. Once accepted, ECHS students participate in a summer program leading to 2 years of coursework at Singley Academy and transitioning to 2 years of coursework at North Lake College.

South Irving Collegiate Academy

South Irving Collegiate Academy is an innovative open-enrollment high school that allows students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree.

Pathways in Technology Early College High Schools (P-TECH)

- provide transferable college credits at no cost to students,
- offer rigorous instruction and accelerated courses,
- provide work-based learning experiences in their selected field,
- provide academic and social support services to help students succeed,
- increase college readiness, and
- reduce barriers to college access.

Students interested in attending South Irving Collegiate Academy must apply to be included in the lottery. Each year a cohort of 125 students is selected from the lottery to participate in the P-TECH. Once accepted, P-TECH students participate in a summer program leading to 2 years of coursework at South Irving Collegiate Academy housed at Nimitz High School and transitioning to 2 years of coursework at Dallas College – North Lake.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]

Designing and Implementing Services

A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to perform at grade level at the conclusion of the next regular school term. *Education Code 29.081(a)*

[See EHBCA for information regarding acceleration instruction and accelerated learning committees.]

Intensive Program of Instruction

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

State Assessments

The program shall be designed to:

1. Enable the student to:
    a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
    b. Attain a standard of annual growth specified by a district and reported by the district to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Students Receiving Special Education Services

For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Use of State Funds

A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

No Cause of Action

A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

Compensatory Education Allotment

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides. *Education Code 48.104(i)*

Census Block

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
    a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
    b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

Education Code 48.104(k)

Dropout Prevention Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;

2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:

    a. High-quality, college readiness instruction with strong academic and social supports;

    b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and

    c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and

3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918

Reporting

A district shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA), according to standards for financial accounting provided in 19 Administrative Code 109.41 (relating to *Financial Accountability System Resource Guide*). Costs charged to state compensatory education shall be for programs and services that supplement the regular education program. *19 TAC 109.25(a)*

A district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. A district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. A district must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Education Code 29.081 [see At-Risk Student, below]. *19 TAC 109.25(b)*

Educationally Disadvantaged Students

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

19 TAC 61.1027(a)

Virtual School Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. *19 TAC 61.1027(b)(3)(B)*

At-Risk Student

“Student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student’s parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. Is pregnant or is a parent;

6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;

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

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

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is an emergent bilingual student, as defined by Section 29.052;

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

12. Is homeless [see FD];

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;

14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or

15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.

Education Code 29.081(d)(1)

Regardless of the student's age, a student who participates in an adult education program provided under the adult high school charter school program is considered a "student at risk of dropping out of high school." *Education Code 29.081(d)(2)*

Local Eligibility Criteria

In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year. *Education Code 29.081(g)*

Dropout Recovery Education Programs

A district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered at a campus or through the use of an online program that leads to a high school diploma and prepares the student to enter the workforce. A campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)–(5). An online dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)–(8).

Students in attendance at a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.

Education Code 29.081(e)–(f)

Communities in Schools

An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least ten percent of the number of students in average daily attendance at the school, as determined by TEA. *Education Code 33.157*

Optional Extended Year Program

A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. *Education Code 29.082(a); 19 TAC 105.1001*

Optional Flexible Year Program

A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. *Education Code 29.0821; 19 TAC 129.1029*

Optional Flexible School Day Program

Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:

1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

Education Code 29.0822

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

19 TAC 129.1027(c)

Tutorial Services

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

Basic Skills Programs

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086(a)

After-School and Summer Intensive Mathematics and Science Programs

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
    a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
    b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, .090; 19 TAC 102.1041

Mentoring Services Program

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

Accelerated Reading Instruction Program

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Education Code 28.006(g), (g-1)

College Preparatory Courses

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the 12th grade level whose performance on:
    a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
    b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.

Faculty

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

Notice

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

Credit Earned

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced

English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

Dual Credit

A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners. [See EHDD]

Instructional Materials

Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

Education Code 28.014

End-of-Course Exam

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. *Education Code 39.025(a-1)*

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) of the options and requirements for students who have learning difficulties or who need or may need special education. [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

Definitions

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

"Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Education Code 38.003(d)

"Screening a student for dyslexia or a related disorder" means the administration of a universal screening instrument required for students in kindergarten and grade 1.

"Testing a student for dyslexia or a related disorder" means a comprehensive evaluation as required under the Individuals with Disabilities Education Act (IDEA) [see EHBAA], and includes evaluation components as stated in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*,[1] for the identification of dyslexia or a related disorder.

"Treatment for a student identified with dyslexia or a related disorder" means any instructional accommodations through an accommodation plan under Section 504 or instructional accommodations, modifications, and/or the provision of dyslexia instruction in accordance with a student's individualized education program (IEP).

"Direct dyslexia instruction, or dyslexia instruction" means evidence-based dyslexia instruction that includes the required components of dyslexia instruction and instructional delivery methods as outlined in the *Dyslexia Handbook* and as described by a student's IEP.

"Provider of dyslexia instruction (PDI)" means a provider who meets the requirements of Education Code 29.0032, see below.

19 TAC 74.28(a)

IDEA Requirements

Dyslexia is an example of and meets the definition of a specific learning disability under the IDEA [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evaluation 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 IDEA 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*, 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)

Board Action Required

The board must adopt and implement a policy requiring the district to comply with 19 Administrative Code 74.28, inclusive of the *Dyslexia Handbook* and the provision of dyslexia instruction for students identified with dyslexia or a related disorder as determined by the student's admission, review, and dismissal (ARD) committee.

A district's policy must be implemented according to the *Dyslexia Handbook*.

19 TAC 74.28(b)-(c); 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(g)*

Special Education Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services [see EHBAA] 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 in the *Dyslexia Handbook*.

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); 19 TAC 74.28(h)

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 district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in kindergarten and each student in grade 1. *19 TAC 74.28(e)*

Parent Education

A district shall provide to parents of students enrolled in the district information on:

1. Characteristics of dyslexia and related disorders;
2. Evaluation and identification of dyslexia and related disorders;
3. Effective instructional strategies for teaching students with dyslexia and related disorders;
4. Qualifications of and contact information for PDIs at each campus or school;
5. Instructional accommodations and modifications;
6. The steps in the special education process, as described in the form developed by TEA explaining the rights available under the IDEA that may be additional to the rights available under Section 504; and
7. How to request a copy and access the electronic version of the *Dyslexia Handbook*.

19 TAC 74.28(f)

Instruction	A district must provide evidence-based dyslexia instruction by a PDI for students with dyslexia or a related disorder that includes the required instructional and delivery components found *Dyslexia Handbook*. *19 TAC 74.28(d)*
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 29.0031(d)*
Providers of Dyslexia Instruction	A PDI 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*
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

Dyslexia and Related Disorders

The District shall comply with all applicable state rules regarding students with dyslexia and related disorders, including the "Dyslexia Handbook" and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student's admission, review, and dismissal committee.

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.

THE DYSLEXIA HANDBOOK

Procedures Concerning Dyslexia and Related Disorders

2024 Update

TEXAS STATE BOARD OF EDUCATION
APRIL 2024

Procedures Concerning Dyslexia and Related Disorders 2024 Update

© 2024 by the Texas Education Agency Copyright © Notice.

The Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.

2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission of TEA.

3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non- educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email: copyrights@tea.texas.gov

TABLE OF CONTENTS

FOREWORD 4

ACKNOWLEDGMENTS 5

PREFACE 6

1. DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA 7

2. SCREENING 12

3. PROCEDURES FOR THE EVALUATION AND IDENTIFICATION OF STUDENTS WITH DYSLEXIA 23

4. CRITICAL, EVIDENCE-BASED COMPONENTS OF DYSLEXIA INSTRUCTION 38

5. DYSGRAPHIA 55

Figures

Figure 2.1. Considerations for Local Scheduling of Dyslexia Screening 14

Figure 2.2. Criteria for English and Spanish Screening Instruments 16

Figure 2.3. Student Behaviors Observed During Screening 16

Figure 2.4. Sources and Examples of Screening Data 19

Figure 2.5 Universal Screening and Data Review for Reading Risk 20

Figure 3.1. State and Federal Laws 23

Figure 3.2. Sources and Examples of Cumulative Data 27

Figure 3.3. Additional Data Sources for Emergent Bilingual Students 28

Figure 3.4. Areas for Evaluation 31

Figure 3.5. Dyslexia in Transparent and Opaque Orthographies 32

Figure 3.6. Characteristics of Dyslexia in English and Spanish 33

Figure 3.7. Questions to Determine the Identification of Dyslexia 33

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia 36

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services 43

Figure 4.2. Treatments Ineffective for Dyslexia 50

Figure 5.1. Sources and Examples of Cumulative Data 58

Figure 5.2. Areas for Evaluation of Dysgraphia 60

Figure 5.3. Questions to Determine the Identification of Dysgraphia 61

Figure 5.4. Handwriting Hierarchy of Instruction 63

FOREWORD

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.

—Moats. L.C. Reading is Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do, 1999

Texas has a long history of supporting the fundamental skill of reading. This history includes a focus on early identification and intervention for children who experience reading difficulties. In support of dyslexia legislation passed by the Texas Legislature, the State Board of Education (SBOE) first approved the handbook, *Dyslexia and Related Disorders: An Overview of State and Federal Requirements* in January 1986.

The SBOE approved new guidelines called the *Revised Procedures Concerning Dyslexia and Related Disorders* in 1992, which were revised in 1998. The handbook was updated again in 2001 and was called *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.* The SBOE continued to stress the importance of using research-based strategies to prevent reading difficulties and provide appropriate instruction to struggling readers in November 2006 when *The Dyslexia Handbook Revised 2007: Procedures Concerning Dyslexia and Related Disorders* was approved. In the summer of 2010, the need arose for an update of the handbook to include new legislation and additional research.

Legislation passed in the 82nd and 83rd sessions of the Texas Legislature resulted in the need for revision of the handbook. Consequently, *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders* was approved by the SBOE in July 2014. The version, *The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*) implemented statutory requirements added by the 85th Texas Legislature. The *Dyslexia Handbook* provides guidelines for school districts to follow as they identify and provide services for students with dyslexia and related disorders. Additionally, the handbook provides school districts and parents/guardians with information regarding the state's dyslexia laws and their relation to these federal laws: the Rehabilitation Act of 1973, Section 504 as amended in 2008 (Section 504), the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA).

The Handbook was amended again effective February 10, 2022, to clarify that evaluations for dyslexia and related disorders must go through the process required by the Individuals with Disabilities Education Act (IDEA).

The 88th regular session of the Texas Legislature, through the passage of House Bill (HB) 3928, made additional changes to how dyslexia is evaluated and identified, as well as to dyslexia instruction requirements. 19 TAC 74.28 and the handbook are being revised as a result. This handbook replaces all previous handbooks and guidelines.

In addition to The Dyslexia Handbook, information is available through the Texas State Dyslexia Coordinator, Education Service Center (ESC) Dyslexia Coordinator, the dyslexia contacts at each of the 20 ESCs, and the dyslexia helpline (1-800-232-3030).

ACKNOWLEDGMENTS

Texas State Board of Education

AARON KINSEY, Chair

PAM LITTLE, Vice Chair

PATRICIA HARDY, Secretary

COMMITTEE ON INSTRUCTION

AUDREY YOUNG, Chair

EVELYN BROOKS, Vice Chair

AICHA DAVIS

PAM LITTLE

MELISSA N. ORTEGA

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

TOM MAYNARD, Chair

MARISA B. PEREZ-DIAZ, Vice Chair

KEVEN ELLIS

PATRICIA HARDY

AARON KINSEY

COMMITTEE ON SCHOOL INITIATIVES

WILL HICKMAN, Chair

LJ FRANCIS, Vice Chair

REBECCA BELL-METEREAU

STACI CHILDS

JULIE PICKREN

PREFACE

In the state of Texas, students who continue to struggle with reading, despite appropriate or intensified instruction, are provided organized systems of reading support. Some students struggle during early reading acquisition while others do not struggle until the later grades, even at the postsecondary level. Here they face more complex language demands, for example reading textbooks, academic texts, and other print materials. For many struggling readers, the difficulty may be due to dyslexia. Dyslexia is found in all student populations and languages. Some students with dyslexia may be emergent bilingual (EB) who struggle with reading not only in English, but also in their native language. In Texas, evaluation for dyslexia is conducted from kindergarten through grade 12.

The purpose of The *Dyslexia Handbook* is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia. This handbook will be used by school districts and charter schools as they develop their written procedures regarding students with dyslexia. It will also serve as a resource for educator preparation programs and other entities seeking guidance in serving students with dyslexia.

TEC (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Additionally, TEC 7.102(c)(28) charges the SBOE with approving a program for testing students with dyslexia and related disorders. HB 3928, passed during the 88th regular legislative session, requires the program, which is described in Title 19 of the Texas Administrative Code (TAC) §74.28 and this handbook, to not include a distinction between standard protocol dyslexia instruction, as this was included in the 2021 handbook version, and other types of direct dyslexia instruction, including specially designed instruction. The Individuals with Disabilities Education Act (IDEA) establishes assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA)).

The following chapters are included in this handbook:

1. Definitions and Characteristics of Dyslexia
2. Screening
3. Procedures for the Evaluation and Identification of Students with Dyslexia
4. Critical, Evidence-Based Components of Dyslexia Instruction
5. Dysgraphia

1. DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays the ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

TEC §38.003 defines dyslexia and related disorders in the following way:

> *"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.*
>
> *"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*
>
> TEC §38.003(d)(1)-(2) (1995)
> http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

The International Dyslexia Association defines "dyslexia" in the following way:

> *Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*
>
> Adopted by the International Dyslexia Association Board of Directors, November 12, 2002

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.

Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

Characteristics and Consequences of Dyslexia
Primary reading/spelling characteristics of dyslexia are difficulties with:

- Reading words in isolation
- Accurately decoding unfamiliar words
- Oral reading (slow, inaccurate, or labored without prosody)
- Spelling

Individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

The reading/spelling characteristics are most often associated with:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)

- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Sources for Characteristics and Consequences of Dyslexia

Branum-Martin, L., Fletcher, J. M., & Stuebing, K. K. (2013). Classification and identification of reading and math disabilities: The special case of comorbidity. *Journal of Learning Disabilities*, *12*, 906–915.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention.* (*2*nd ed.*)* New York, NY: The Guilford Press.

The International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading*, (2nd ed.). Retrieved from https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1w.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.

Evidence-Based Core Reading Instruction (Tier I)

TEC §28.0062 requires each local education agency (LEA) to provide for the use of a phonics curriculum that uses systematic direct instruction, without the incorporation of three-cueing, in kindergarten through third grade to ensure all students obtain necessary early literacy skills. LEAs must ensure that all kindergarten, first, second, and third grade teachers attend a teacher literacy achievement academy to increase teacher knowledge and implementation of the science of teaching reading. Additionally, LEAs must certify to the agency that they prioritize placement of highly effective teachers in kindergarten through second grade and have integrated reading instruments used to diagnose reading development and comprehension to support each student in prekindergarten through third grade. **Schools must ensure that all students receive explicit systematic Tier 1 reading** instruction.

Connecting Research and Practice

Research in understanding dyslexia as a neurodevelopmental disorder is ongoing. Future research will assist in learning more about the phonological awareness deficit and how this deficit interacts with other risk factors related to dyslexia. Research is now also focusing on the developmental cause of neural abnormalities and how these predict treatment response.

Pennington, B. F. (2019). *Diagnosing Learning Disorders: From Science to Practice* (3rd ed.). New York, NY: The Guilford Press.

Peterson, R. L., & Pennington, B. F. (2012). Developmental dyslexia. *The Lancet, 379* (9830), 1997–2007.

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn't enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading

- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible.

Associated Academic Difficulties and Other Conditions

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics as well as other complicating conditions and/or behaviors.

Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders (Snowling & Stackhouse, 2006, pp. 8–9). Some, though not all, students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. In such instances, appropriate instructional/referral services need to be provided to ensure each student's needs are met.

These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to the success or failure of instructional practices. Regarding motivation, Torgesen states (as cited in Sedita, 2011), "even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read" (p. 532). Acknowledging that students with dyslexia must exert extra effort to meet grade-level expectations, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student's engagement in learning. Educators and parents should provide students with affirmation and an environment that fosters engagement and success.

Sources for Common Characteristics and Risk Factors of Dyslexia

Carreker, S. (2008, September). *Is my child dyslexic?* The International Dyslexia Association. Retrieved from https://dyslexiaida.org/.

Dickman, E., JD. (2017, February). *Do we need a new definition of dyslexia?* The International Dyslexia Association. Retrieved from https://dyslexiaida.org/

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention.* Hoboken, NJ: John Wiley & Sons.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.

Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading, 18*(1), 38–54.

Shaywitz, S. (2020). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. (2nd ed.). New York, NY: Alfred A. Knopf.

Sources for Associated Academic Difficulties and Other Conditions

Gooch, D., Snowling, M., & Hulme, C. (2011). Time perception, phonological skills, and executive function in children with dyslexia and/or ADHD symptoms. *The Journal of Child Psychology and Psychiatry, 52*(2), 195–203.

Harpin, V., Mazzone, L., Raynaud, J. P., Kahle, J. R., & Hodgkins, P. (2013). Long-term outcomes of ADHD: A systematic review of self-esteem and social function. *Journal of Attention Disorders*. doi:10.1177/1087054713486516

Kavale, K. A., & Forness, S. R. (1996). Social skill deficits and learning disabilities: A meta-analysis. *Journal of Learning Disabilities, 29*(3), 226–237.

Klassen, A. F., Miller, A., & Fine, S. (2004). Health-related quality of life in children and adolescents who have a diagnosis of attention-deficit/hyperactivity disorder. *Pediatrics*, *114*(5), 541-547.

Mazzone, L., Postorino, V., Reale, L., Guarnera, M., Mannino, V., Armando, M., Fatta, L., De Peppo, L., & Vicari, S. (2013). Self-esteem evaluation in children and adolescents suffering from ADHD. *Clinical Practice & Epidemiology in Mental Health 9*, 96–102.

Sawyer, M. G., Whaites, L., Rey, J., Hazell, P. L., Graetz, B. W., & Baghurst, P. (2002). Health-related quality of life of children and adolescents with mental disorders. *Journal of the American Academy of Child and Adolescent Psychiatry 41(5)*, 530–537.

Sedita, J. (2011). Adolescent literacy: Addressing the needs of students in grades 4–12. In J. R. Birsh (Ed.),

Multisensory teaching of basic language skills (3rd ed., p. 532). Baltimore, MD: Paul H. Brookes Publishing.

Snowling, M. J., & Stackhouse, J. (2006). *Dyslexia, speech, and language: A practitioner's handbook* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

2. SCREENING

Overview of Chapter 2

The purpose of Chapter 2 is to further clarify the following topics related to screening for dyslexia: the definition of universal screening, administration of screening instruments, interpretation of screening results, and best practices for ongoing monitoring.

Part A of Chapter 2 will cover the definition of universal screening as well as the local, state, and federal requirements related to dyslexia and related disorders, including the Child Find requirement imposed under the Individuals with Disabilities Education Act (IDEA).

Part B will address the administration of the required screening instruments for kindergarten and grade 1 students.

Part C will cover how the interpretation of the screening results affect the decisions that the school will make to determine when a student is at risk for reading difficulties, including dyslexia and related disorders.

Part D will address ongoing monitoring of students throughout their academic careers.

Part A: Universal Screening and State and Federal Requirements

The Importance of Early Screening

> *If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.*
>
> —Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

The early identification of students with dyslexia along with corresponding early intervention programs for these students will have significant implications for their future academic success. In the book *Straight Talk about Reading*, Hall and Moats (1999) state the following: early identification is critical because the earlier the intervention, the easier it is to remediate; inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy; and, if intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent (pp. 279-280).

Research continues to support the need for early identification and assessment (Birsh, 2018; Sousa, 2005; Nevills & Wolfe, 2009). The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009). Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills (Sousa, 2005). Additionally, Eden (2015) points out that "when appropriate intervention is applied early, it is not only more effective in younger children, but also increases the chances of sparing a child from the negative secondary consequences associated with reading failure, such as decline in self-confidence and depression."

Keeping the above information in mind, it is essential to screen students for dyslexia and related disorders early in their academic careers.

State Requirements

In 2017, the 85th Texas Legislature passed HB 1886, amending TEC §38.003, Screening and Treatment for Dyslexia to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 TAC §74.28, Students with Dyslexia and Related Disorders. While this rule speaks primarily to evaluation and identification of a student with dyslexia or related disorders, it also requires that evaluations only be conducted by appropriately trained and qualified individuals. Guidelines regarding the required screening for kindergarten and first-grade students are discussed in Part B of this chapter.

A related state law adds an additional layer to screening requirements for public school students. TEC §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The commissioner must adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. Districts are permitted to use reading instruments other than those adopted by the commissioner for first, second, and seventh grades only when a district-level committee adopts these additional instruments. TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student.

Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

Are the dyslexia screening under TEC §38.003 and the early reading diagnosis under TEC §28.006 the same?

School districts must meet the requirements of TEC §28.006 and §38.003, both of which deal, at least in part, with early screening for dyslexia. ***Should a district wish to use a single instrument to meet the requirements of both TEC §28.006 and §38.003, the district may, but is not required to do so.***

It is important to note that TEC §38.003 applies only to the screening of kindergarten and first-grade students for dyslexia and related disorders, whereas TEC §28.006 addresses general reading diagnoses for students in kindergarten and grades 1, 2, and 7. Districts that decide to use one instrument to meet the requirements of both the dyslexia screening and the early reading diagnosis for kindergarten and grade 1 must also continue to administer reading instruments to all second-grade students and to students in grade 7 who did not demonstrate proficiency on the state reading assessment for sixth grade.

The approved reading Instruments on the current list meet the requirements of TEC §28.006 and are available on the Texas Education Agency (TEA) website at https://tea.texas.gov/academics/early-childhood-education/early-learning-assessments/data-tool-selection-guidance. The approved reading instruments include the required elements of a dyslexia screener. These instruments will meet the requirements of both the early reading diagnosis under TEC §28.006 and the dyslexia screening under TEC §38.003. This allows districts and charter schools to use an instrument from the approved list to satisfy both requirements should they choose to do so.

Should it be determined that funds are not available for the early reading instruments under TEC §28.006, districts are not required to notify parents/guardians of or implement the accelerated reading program. However, districts and charter schools **must** screen all students in kindergarten and grade 1 for dyslexia and

related disorders regardless of the availability of funding.

While this chapter primarily addresses the screening required under TEC §38.003 for kindergarten and grade 1, the screening and ongoing monitoring of *all students* should be done regularly according to district, state, and federal laws and procedures.

Federal Requirements – Child Find

In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.

Another federal law that applies to students with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.

Dyslexia Screening

Universal Screening

For purposes of this chapter, screening is defined as a universal measure administered to **all** students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Timing of Screening

TEC §38.003 mandates that kindergarten students be screened at the end of the school year. In scheduling the kindergarten screener, districts and charter schools should consider the questions in Figure 2.1 below.

Figure 2.1. Considerations for Local Scheduling of Dyslexia Screening

- Has adequate time for instruction been provided during the school year?
- Has adequate time been provided to compile data prior to the end of the school year?
- How will the timing of the administration of the screener fit in with the timing of other required assessments?
- Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties?
- Has adequate time been provided for educators to offer appropriate interventions to the student?
- Has sufficient time been provided for decision making regarding next steps in the screening process?

TEC §38.003 does not explicitly state when first grade students must be screened. The SBOE, through approval of the rule which requires adherence to this handbook (19 TAC §74.28), has determined that students in first grade must be screened as close to the middle of the school year as possible, but must conclude **no later than January 31 of each year**.

The timing of the grade 1 screening is designed to ensure that students are appropriately screened, and if necessary, evaluated further so that reading difficulties can be addressed in a timely manner. Because

kindergarten is not mandatory in the State of Texas, some students will not have been enrolled in kindergarten and will therefore not have been screened prior to the first grade. Waiting too long in the first-grade year would delay critical early intervention for students at risk for dyslexia or reading difficulties. Screening of first grade students close to the middle of the school year will ensure that sufficient time is provided for data gathering, evaluation, early intervention, etc., to meet the needs of students. Conducting the grade 1 screening close to the middle of the school year will allow districts and charter schools to complete the evaluation process with enough time for interventions to be provided to the student prior to the end of first grade.

Other Related Disorders

It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and related disorders, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. For more information, please see Chapter 5: Dysgraphia.

Local District Requirements

Each district may have additional policies and procedures in place regarding screening and evaluating students for dyslexia and related disorders. Refer to your district's website or administrative office for more information on local policies or search for information specific to your school district or charter school by accessing the *Legal Framework for the Child-Centered Special Education Process* at http://framework.esc18.net/.

Part B: Kindergarten-Grade 1 Universal Screening: Administration

> *Dyslexia screening is a tool for identifying children who are at risk for this learning disability, particularly in preschool, kindergarten, or first grade. This means that the screening does not "diagnose" dyslexia. Rather, it identifies "predictor variables" that raise red flags, so parents and teachers can intervene early and effectively.*
>
> —Richard Selznick, *Dyslexia Screening: Essential Concepts for Schools and Parents*, 2015

The importance of early interventions for students with reading difficulties cannot be overstated. In order for early interventions to be provided, a student must first be identified as at risk for dyslexia or another reading difficulty. While educators once delayed identification of reading difficulties until the middle elementary grades, recent research has encouraged the identification of children at risk for dyslexia and reading difficulties "prior to, or at the very least, the beginning of formal reading instruction" (Catts, 2017).

The requirement in TEC §38.003 that all kindergarten and first grade students be screened for dyslexia and related disorders is aligned with this shift to identify students at risk for dyslexia and reading difficulties when they are just beginning their formal education. Universal screeners generally measure reading or literacy-related skills such as sound-symbol recognition, letter knowledge, phonological awareness, and other skills. The International Dyslexia Association (2017) describes screening instruments as follows.

> *Screening measures, by definition, are typically brief assessments of a skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.*
>
> —International Dyslexia Association, *Universal Screening: K-2 Reading*, 2017

Screening Instruments

While screening instruments can measure the skills and abilities of students at different grade levels, this section is dedicated to a discussion of instruments that may meet the dyslexia screening requirement for kindergarten and first grade students. As previously mentioned, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. As a result, the focus of this section is on screening instruments for dyslexia and reading difficulties.

It is important that screening instruments be accurate and comprehensive; however, they need not be as comprehensive as an extensive individualized evaluation. With this in mind, various types of instruments that meet the criteria below could be used to screen for dyslexia.

In developing the criteria for the kindergarten and grade 1 screening instruments for dyslexia and other reading difficulties, it was important to differentiate between the skills and behaviors appropriate at each grade level. Additionally, with a sizable EB student population in Texas, it was essential that Spanish language screening instruments be addressed. Therefore, criteria for both English and Spanish speakers are included.

Screener Criteria

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in Figure 2.2 below.

Figure 2.2. Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
• Letter Sounds Knowledge or Letter Naming Fluency • Phonological Awareness	• Word Reading Accuracy or Fluency • Phonological Awareness

While the selected screening instrument will be expected to measure each of the skills identified above, it is important that individuals who administer the screening instrument document student behaviors observed during the administration of the instrument. A list of behaviors that may be observed during the administration of the screening and which should be documented are included in Figure 2.3 below.

Figure 2.3. Student Behaviors Observed During Screening

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

Other Criteria

In addition to the measures of the skills identified in Figure 2.2 above, other criteria should be considered when selecting a screening instrument. Approved screening instruments must take only a brief time to administer and be cost effective. They must have established validity and reliability and standards. They must also include distinct indicators identifying students as either not at risk or at risk for dyslexia or reading difficulties. Screening instruments must also provide standardized directions for administration as well as clear guidance for the administrator regarding scoring and interpretation of indicators/results. Additionally, each screening instrument must include adequate training for educators on how to administer the instrument and interpret results.

Selecting an Appropriate Screening Instrument

Screening instruments must include a measure for each of the skills noted above. The commissioner of education is expected to periodically issue a request for English and Spanish reading instruments that meet the established criteria. Instruments that meet each of the criteria will be included on the Commissioner's List of Reading Instruments. In determining which screening instrument to use, a district or charter school must consider the primary language of the student and other factors as determined by the local district or school.

Administration of Screening Instruments

Who May Administer the Dyslexia Screener

A district or charter school must ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Please note that an educational aide is not eligible to administer or interpret the dyslexia screening instrument.

Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:
• An individual who is certified/licensed in dyslexia; or • A classroom teacher who holds a valid certification for kindergarten and grade 1.

For a list of current certifications for kindergarten and grade 1, see the State Board for Educator Certification Teacher Assignment Chart at https://tea.texas.gov/Texas_Educators/Certification/.

BEST PRACTICE: Whenever possible, the student's current classroom teacher should administer the screening instrument for dyslexia and reading difficulties.

For an open enrollment charter school that is not required to have a certified teacher in kindergarten or grade 1, the teacher of record should administer the screener unless an individual who is certified/licensed in dyslexia is available.

Training

The individual who administers and interprets the screening instrument must receive training designed specifically for the selected instrument in characteristics of dyslexia and other reading difficulties and interpretation of screening results and at-risk indicators and decisions regarding placement/services.

When to Administer the Dyslexia/Reading Screener

Districts and charter schools must implement a screening program that includes each of the following:
• Screening of **each** student in kindergarten at the end of the school year • Screening of **each** student in the first grade as close to the middle of the school year as possible, but no later than January 31

For more information on considerations regarding the scheduling of the mandated dyslexia screening, please refer to Part A, Dyslexia Screening, on p. 12.

Part C—Kindergarten-Grade 1 Universal Screening: Interpretation

The importance of early intervention cannot be overstated. Intervening early, before difficulties become intractable, offers the best hope for successful outcomes and prevention of long-term deficits. The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided. Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. Therefore, once the screening has been

administered the next steps are to analyze results, identify level of risk for each student, and make informed decisions. The next steps are broadly categorized as: refer for evaluation, implement targeted intervention, and/or continue with core instruction.

There are several important factors to consider when interpreting screening results. First, it is important to remember that there is no definitive test score that invariably identifies dyslexia. Dyslexia is a neurobiological disorder that exists along a continuum of severity. Similar to diabetes or hypertension, dyslexia is identified based on how far an individual's condition departs from the average range. This makes the identification of dyslexia more challenging than identifying other forms of disability.

Second, it is important to keep the definition and goals of screening in mind. The purpose of screening is to differentiate a smaller set of individuals who may be at risk for dyslexia. Screening, by definition, should never be the final determination of whether a student has dyslexia. Therefore, screening tools must be brief, efficient, and cost effective. Subsequent consideration of other data and information with the smaller group is then used to determine next steps. However, it is key to remember that "screening" represents the initial step in the process. Dyslexia referral and identification under IDEA must be individualized and based on multiple pieces of information, including results of the screening.

As with any evaluation, it is important that schools administer and interpret the screening instrument with fidelity. Screening tools use criterion-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. Districts and charter schools must adhere to the cut points established by the published screening instrument. LEAs cannot modify the publisher's established cut points, as these are used to determine next steps and those coded at-risk based on the publisher's established thresholds will be reported by the LEA through the Public Education Information Management System (PEIMS) for the dyslexia at-risk code.

In general, students scoring below the publisher-determined cut point are considered "at risk" for dyslexia, while those who score above the cut point are considered "not at risk" for dyslexia. However, it is important to realize that risk falls on a continuum and there will always be false positives (students who screen at risk when they are not) and false negatives (students who screen not at risk when they are). Consequently, continual progress monitoring and an ongoing review of data is important. Any student may be referred for a full individual and initial evaluation under IDEA, at any time, regardless of the results of the screening instrument.

Students falling well below the cut point have a much higher probability of being at risk for dyslexia while students scoring well above the cut point have lower probability of being at risk for dyslexia. The decision for what to do next is easiest for students whose scores fall at the extreme ends of the continuum. Students falling well above the cut point can be considered at low risk for dyslexia and are much less likely to need additional intervention or evaluation. Students scoring far below the cut point should be considered at high risk for dyslexia.

For students who are identified as at risk for dyslexia, the school should provide targeted intervention provided by the appropriate staff as determined by the district or charter school. The district or school should also continue the data collection and evaluation process outlined in Chapter 3, Procedures for the Evaluation and Identification of Students with Dyslexia. It is important to note that the use of a tiered intervention process, such as Response to Intervention or RTI, must not be used to delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia.

For students who score close to the cut point, more information will be needed to make an informed decision regarding referral for evaluation, implementation of targeted interventions with progress monitoring, or continuation of core instruction only. Data gathering will provide this additional information.

Screening Data Gathering

Both quantitative and qualitative information are critical components of the screening process. Examples of quantitative and qualitative information used in determining next steps are provided in Figure 2.4 below.

Figure 2.4. Sources and Examples of Screening Data

Quantitative Information	Qualitative Information
Results of— • Current screening instruments • Previous screening instruments • Formal and informal classroom reading assessments • Additional brief and targeted skill assessments	• Observations of student during screening (See Figure 2.3, Student Behaviors Observed During Screening) • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history

For students who fall close to the predetermined cut points, implementation of short-term, targeted intervention with regular progress monitoring is one way to determine if additional evaluation is needed. Teachers and administrators should also be mindful that screening for risk is an ongoing process. Decisions made based on a single-point-in-time screening instrument should always be reevaluated and altered as more information is obtained as instruction continues. See Part D of this chapter, Best Practices for Ongoing Monitoring, for additional information.

Screening data should always be shared in writing with parents. Screening data should also be used by teachers and school administrators to guide instruction at the classroom level. When large percentages of students fall below the cut point (are at risk for dyslexia), it signals a need to review instructional programming and practices and teacher training in effective and explicit reading instruction.

Interpretation of Data

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the quantitative and qualitative results from the screening process, and can recognize characteristics of dyslexia.

The team may consist of the student's classroom teacher, provider of dyslexia instruction, reading interventionist, the individual who administered the screener, a special education teacher, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

It is important to remember that at any point in the data review process a referral for a FIIE under the IDEA may be initiated. Parents also have the right to request a FIIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA.

Figure 2.5 Universal Screening and Data Review for Reading Risk

Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- ☐ Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- ☐ Kindergarten students must be screened for dyslexia at the end of the school year.
- ☐ First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- ☐ First grade students must be screened for dyslexia not later than January 31.

Does the screener show the student MAY be at risk for reading difficulties?

NO

Continue grade level, evidence-based core reading instruction. (Tier 1)

YES

Collect and review quantitative and qualitative data on the student
(See Figures 2.3 and 2.4)

Does the analysis show that the student exhibits characteristics of dyslexia?

NO

Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

YES

Seek parental consent for a Full Individual Initial Evaluation (FIIE) and follow all required procedures, including giving parents the required Overview of Special Education for Parents form, and, if the school receives consent, conduct the FIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIE.

See Figure 3.8

Part D: Best Practices for Ongoing Monitoring

Ongoing progress monitoring allows educators to assess student academic performance in order to evaluate student response to evidence-based instruction. Progress monitoring is also used to make diagnostic decisions regarding additional targeted instruction that may be necessary for the student.

While some kindergarten and first grade students may not initially appear to be at risk for dyslexia based on screening results, they may actually still be at risk. Students who have learned to compensate for lack of reading ability and twice-exceptional students are two groups who may not initially appear to be at risk for dyslexia based on the results of a screening instrument.

Compensation

Some older students may not appear at first to exhibit the characteristics of dyslexia. They may demonstrate relatively accurate, but not fluent, reading.

> *The consequence is that such dyslexic older children may appear to perform reasonably well on a test of word reading or decoding; on these tests, credit is given irrespective of how long it takes the individual to respond or if initial errors in reading are later corrected.*
>
> —Shaywitz, S.E., Morris, R., Shaywitz, B.A., The Education of Dyslexic Children from Childhood to Young Adulthood, 2008

Awareness of this developmental pattern is critically important for the diagnosis in older children, young adults, and beyond. According to Shaywitz, et al., examining reading fluency and reading rate would provide more accurate information for these students.

Twice Exceptionality

Twice-exceptional students may not initially appear to be at risk for dyslexia. Twice exceptional, or 2e, is a term used to describe students who are both intellectually gifted and learning disabled, which may include students with dyslexia. Parents and teachers may fail to notice either giftedness or dyslexia in a student as the dyslexia may mask giftedness or the giftedness may mask dyslexia.

The International Dyslexia Association's Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student Fact Sheet (2013), identifies the following common characteristics of twice-exceptional students.

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

For additional information on twice-exceptional students, see Chapter 4 : Critical, Evidence-Based Components of Dyslexia Instruction.

For a description of common risk factors of dyslexia that may be seen in older students, refer to Chapter 1: Definitions & Characteristics of Dyslexia.

Best Practices in Progress Monitoring

It is essential that schools continue to monitor students for common risk factors for dyslexia in second grade and beyond. In accordance with TEC §38.003(a), school districts **MUST** evaluate for dyslexia at appropriate times. If regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension, it is appropriate to evaluate for dyslexia and/or other learning disabilities. Schools should be aware that a student may have reached middle school or high school without ever being screened, evaluated, or identified; however, the student may have dyslexia or a related disorder. One goal of ongoing monitoring is to identify these students regardless of their grade level.

Therefore, it is important to remember that a referral for a dyslexia evaluation can be considered at any time kindergarten–high school.

Sources

19 Texas Administrative Code, §74.28, Students with Dyslexia and Related Disorders

Catts, H.W. (2017). Early Identification of Reading Disabilities. Cain, K., Carson, D.L., and Parrila, R.K., eds.

Theories of Reading Development. Amsterdam, Netherlands: John Benjamins Publishing; 311.

Eden, G. Early identification and treatment of dyslexia: A brain-based perspective. *Perspectives on Language and Literacy*, Winter 2016; (42)1: 7.

Ferrer, E., Shaywitz, B.A., Holahan, J.M., Marchione, K.E., Michaels, R., & Shaywitz, S.E. (2015). Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence. *The Journal of Pediatrics*, 167 (5): 1121.

Hall, S., & Moats, L.C. (1999). *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years*. Lincolnwood, IL: Contemporary Books.

International Dyslexia Association. (2017). *Universal Screening: K-2 Reading* [Fact Sheet]. Retrieved from https://dyslexiaida.org/universal-screening-k-2-reading/.

Nevills, P., & Wolfe, P. (2009). *Building the reading brain, PreK–3* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Selznick, R. (2015). *Dyslexia Screening: Essential Concepts for Schools and Parents*. [United States]: BookBaby.

Shaywitz, S.E., Morris, R., Shaywitz, B.A. (2008). The Education of Dyslexic Children from Childhood to Young Adulthood. *Annual Review of Psychology*. 59: 451-475.

Sousa, D. A. (2005). *How the brain learns to read*. Thousand Oaks, CA: Corwin Press.

Texas Education Code, Chapter 28, §28.006, Reading Diagnosis. Acts 2021, 87th Leg., R.S., Ch. 1045 (SB 1267), Sec. 11, eff. June 18, 2021.

Texas Education Code, Chapter 38, §38.003, Screening and Treatment for Dyslexia. Acts 2023, 88th Leg., R.S., Ch. 542 (HB 3928), Sec. 6, eff. June 10, 2023.

3. PROCEDURES FOR THE EVALUATION AND IDENTIFICATION OF STUDENTS WITH DYSLEXIA

> *Science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia, to know its prevalence, its cognitive basis, its symptoms and remarkably, where it lives in the brain and evidence-based interventions which can turn a sad, struggling child into not only a good reader, but one who sees herself as a student with self-esteem and a fulfilling future.*
>
> —Shaywitz, S.E. Testimony Before the Committee on Science, Space, and Technology, U.S. House of Representatives, 2014

The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).

In Texas and throughout the country, there is a focus on a Response to Intervention (RTI) or a Multi-Tiered System of Supports (MTSS) process as a vehicle for meeting the academic and behavioral needs of all students. Current federal legislation under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), calls for the use of benchmark assessments for early identification of struggling students before they fail. In fact, state law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

Early intervention is further emphasized as the result of research using neuroimaging. Diehl, Frost, Mencl, and Pugh (2011) discuss the need to determine the role that deficits in phonological awareness and phonemic awareness play in reading acquisition, thus improving the methodology for early intervention. The authors note that future research will be enabled by longitudinal studies of phonology remediation using various treatments. "It will be especially important to take a multilevel analysis approach that incorporates genetics, neuroanatomy, neurochemistry, and neurocircuitry, and also to combine the strengths of the different neuroimaging techniques" (Diehl et al., 2011, p. 230). Evaluation followed by structured intervention that incorporates new scientific research must be embraced.

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities such as dyslexia. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed in Figure 3.1 below.

Figure 3.1. State and Federal Laws

TEC §28.006, Reading Diagnosis

This state statute requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the sixth-grade reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the students' parents/guardians. According to TEC

§28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers.

TEC §38.003, Screening and Treatment for Dyslexia

Texas state law requires that public school students be screened and tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and during first grade.

Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) The services offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of ESSA, which requires schools to implement comprehensive literacy instruction featuring "age- appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension" (ESSA, 2015).

Equal Education Opportunity Act (EEOA)

This civil rights law ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin; and that the neighborhood is the appropriate basis for determining public school assignments. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including EB students, regardless of their proficiency in English.

Individuals with Disabilities Education Act (IDEA)

The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

As referenced in the 2011 letter from the Office of Special Education Programs (OSEP) to the State Directors of Special Education, states have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of the RTI process (Musgrove, 2011). For more information, please visit https://sites.ed.gov/idea/idea-files/osep-memo-11-07-response-to-intervention-rti-memo/.

The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below.

Data-Driven Meeting of Knowledgeable Persons

A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals would include the classroom teacher and other individuals who can review and analyze the student's data, such as a campus administrator, special education teacher, reading interventionist, and provider of dyslexia instruction. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. This team may have different names in different districts and/or campuses. For example, the team may be called a student success team, student

support team, student intervention team, or even something else. Unless the student is already served under IDEA or Section 504, this team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation.

When the Data Does Not Lead to Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

When the Data Lead to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team determines that the data does give the members reason to suspect that the student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

If an LEA suspects, or has reason to suspect, a student has dyslexia and may be a child with a disability under IDEA, the LEA must provide parents with a form developed by TEA explaining rights under IDEA that may be additional to rights under Section 504; comply with all federal and state requirements, including this handbook, regarding any evaluation; and if the student is to be evaluated for dyslexia, evaluate the student in all other areas of suspected disabilities. The form can be located on the SPEDTEX website at www.spedtex.org.

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. Once a written parent request for dyslexia evaluation has been made to the appropriate administrator, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability and must respond within 15 school days. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, a copy of the Overview of Special Education for Parents form as mentioned above, and a copy of the *Notice of Procedural Safeguards*. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings.

When an LEA completes an FIIE, and the parent disagrees with the evaluation, the parent may request an Independent Educational Evaluation (IEE) at public expense.

Procedures for Evaluation

As discussed in Chapter 2, Child Find is a provision in the federal Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting

a full individual and initial evaluation (FIIE) under the IDEA. For detailed information regarding Child Find see https://spedsupport.tea.texas.gov/sites/default/files/2024-01/technical-assistance-child-find-and-evaluation-guide.pdf.

As discussed in Chapter 2, all public-school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers' input; and input from parents/guardians. The appropriate time for assessing is early in a student's school career (19 TAC §74.28). TEC §28.006, Reading Diagnosis, requires assessment of reading development and comprehension for students in kindergarten, first grade, second grade, and as applicable, seventh grade. While earlier is better, students should be recommended for evaluation for dyslexia even if the reading difficulties appear later in a student's school career.

While schools must follow federal and state guidelines, they must also develop local procedures that address the needs of their student populations. Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter 1: Definitions & Characteristics of Dyslexia

Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based.

Essential components of comprehensive literacy instruction are defined in Section 2221(b) of ESSA as explicit, systematic, and intentional instruction in the following:

- Phonological awareness
- Phonic decoding
- Vocabulary
- Language structure
- Reading fluency
- Reading comprehension

When evaluating a student for dyslexia, the collection of various data, as indicated in Figure 3.2 below, will provide information regarding factors that may be contributing to or primary to the student's struggles with reading and spelling.

Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 3.2.

Figure 3.2. Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC §28.006
- State student assessment program results as described in TEC §39.023
- Observations of instruction provided to the student
- Previous evaluations
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

Environmental and Socioeconomic Factors

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. These data support the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. Studies that have examined language development and the effects of home experiences on young children indicate that home experiences and socioeconomic status have dramatic effects on cumulative vocabulary development (Hart & Risley, 1995). Having data related to these factors may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

Language Proficiency

Much diversity exists among EB students. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). EB students may be students served in bilingual and English as a second language (ESL) programs as well as students designated as EB whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (19 TAC §89.1220(g)-(m)) that is necessary

to consider when identifying EB students with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required. Additional data sources for EB students are provided below in Figure 3.3.

Figure 3.3. Additional Data Sources for Emergent Bilingual Students

- Home Language Survey
- Designation of the student's level of language proficiency
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Formal Evaluation

A formal evaluation is not a screening; rather, it is an individualized evaluation used to gather specific data about the student. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence that indicates dyslexia. Information collected from the parents/guardians also provides valuable insight into the student's early years of language development. This history may help explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, early language experiences, and, when warranted, academic potential to assist with determining reading, spelling, and writing abilities and difficulties.

As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, the multidisciplinary team (MDT) must include at least one member with specific knowledge regarding:

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

TEC §29.0031(b) states this member must:

(1) hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;

(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 Sections 7.102 and 38.003; or

(3) if a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003.

This member must also sign a document describing the member's participation in the evaluation of the student.

LEAs must prioritize the individuals who meet the credentials of items (1) and (2) above when designating an individual to fill this role, as those are the statutorily required professionals. To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from

the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited training center at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming an LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for items (1) and (2).

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and
- document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

When TEA updates the required trainings above, the member must complete those updated trainings within one calendar year from the date the revised training was made available.

Notification and Permission

When an FIIE is recommended, parents are provided:

- Prior Written Notice (PWN)
- Notice of Procedural Safeguards
- Overview of Special Education for Parents form
- Opportunity for parent to provide written consent to evaluate

Tests and Other Evaluation Materials

When formal evaluation is recommended, the school must complete the evaluation procedures as outlined in the IDEA.

Test instruments and other evaluation materials must meet the following criteria:

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered to ensure that when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills
- Selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, results of informal reading inventories, classroom observations)
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally unless it is clearly not feasible to provide or administer

Additional Considerations for EB students

A professional involved in the evaluation, interpretation of evaluation results, and identification of EB students with dyslexia must have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language: transparent (e.g., Spanish, Italian, German), syllabic (e.g., Japanese-kana), Semitic (e.g., Arabic, Hebrew), and morphosyllabic (e.g., Chinese-Kanji)
- Knowledge of the student's literacy skills in native and second languages
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret TELPAS (Texas English Language Proficiency Assessment System) results
- Knowledge of how to interpret the results of the student's oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors

Although data from previous formal testing of the student's oral language proficiency may be available, as required by TEC §29.056, additional assessment of oral language proficiency should be completed for a dyslexia evaluation due to the importance of the information for—

- consideration in relation to academic challenges,
- planning the evaluation, and
- interpreting evaluation results.

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words and listening comprehension in the native language may be used.

Domains to Assess Specific to Dyslexia

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134–135).

Based on the student's academic difficulties, characteristics, and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive processes may need to be assessed. Areas for evaluation are provided below in Figure 3.4.

Figure 3.4. Areas for Evaluation

Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling	• Phonological/phonemic awareness • Rapid naming of symbols or objects	• Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/ reasoning • Phonological memory • Verbal working memory • Processing speed

Review and Interpretation of Data and Evaluations

The MDT, using input from the parent/guardian, completes the FIIE, which determines if the student meets the criteria for dyslexia, and, if so, explains the impact of dyslexia on the student's access and progress in the enrolled grade-level general curriculum. The next step is for the ARD committee, which includes the parent/guardian as a committee member, to determine prong 1 and prong 2, which means the student has both the identification of a qualifying disability and the need for special education and related services. Eligibility is determined by the ARD committee in accordance with federal and state law and regulations.

The ARD committee will review the FIIE and all available data to determine eligibility for special education and related services. When a student is determined to have dyslexia and the data shows a need for specially designed instruction, i.e., evidence-based dyslexia instruction, then the student meets the two prongs of special education eligibility. That is, the student has a qualifying disability – as dyslexia is an SLD under the IDEA and state law – and demonstrates a need for specially designed instruction.

To appropriately **understand** evaluation data, the MDT and ARD committee must **interpret** test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

When considering initial or continued special education eligibility for dyslexia, the ARD committee must include at least one member who has specific knowledge regarding—

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

TEC §29.0031(b) states this member must:

(1) hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;

(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 Sections 7.102 and 38.003; or

(3) if a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003.

This member must also sign a document describing the member's participation in any resulting individualized education program (IEP) of the student.

LEAs must prioritize the individuals who meet the credentials of items (1) and (2) above when designating an individual to fill this role, as those are the statutorily required professionals. To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited training center at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming an LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for items (1) and (2).

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and
- document that the member has training in current research- and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

When TEA updates the required trainings above, the member must complete those updated trainings within one calendar year from the date the revised training was made available.

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

Another factor to consider when interpreting test results is the student's linguistic background. The nature of the writing system of a language impacts the reading process. Thus, the identification guideposts of dyslexia in languages other than English may differ. For example, decoding in a language with a transparent written language (e.g., Spanish, German) may not be as decisive an indicator of dyslexia as reading rate. A transparent written language has a close letter/sound correspondence (Joshi & Aaron, 2006). Students with dyslexia who have or who are being taught to read and write a transparent language may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN).

Figure 3.5. Dyslexia in Transparent and Opaque Orthographies

Opaque	Transparent
Early and marked difficulty with word-level reading	Less difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered	More difficulty with fluency and comprehension

Figure 3.6. Characteristics of Dyslexia in English and Spanish

English	Spanish
Phonological awareness	Phonological awareness – may be less pronounced
Rapid naming	Rapid naming
Regular/irregular decoding	Decoding – fewer "irregular words" in Spanish
Fluency	Fluency – often a key indicator
Spelling	Spelling – may show fewer errors than in English, but still more than students that do not have dyslexia

Reading comprehension may be a weakness in both English and Spanish.

Findings support guidance in the interpretation of phonological awareness test scores.

> *There is evidence that blending skills develop sooner than analysis skills, and that students can have good blending skills and inadequate reading development. Only when both blending and analysis skills are mastered do we see benefits for reading development.*
>
> —Kilpatrick, D.A. Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, 2015

With this in mind, when determining phonological awareness deficits, the MDT should examine subtest scores, including discreet phonological awareness skills, instead of limiting interpretation to composite scores since a deficit in even one skill will limit reading progress.

Based on the above information and guidelines, should the MDT find that the student exhibits weaknesses in reading and spelling (i.e., academic deficits in areas associated with dyslexia), the MDT will then examine all of the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. The MDT reports the analysis of strengths and weaknesses within the FIIE.

Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the team with evidence for whether these difficulties are unexpected.

Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia and the need for special education and related services. For EB students, an LPAC representative must be included on the ARD committee. The list of questions in Figure 3.7 below must be addressed by the MDT in the evaluation report to assist the ARD committee when determining eligibility, which includes that dyslexia is present and there is a need for special education and related services.

Figure 3.7. Questions to Determine the Identification of Dyslexia

- Do the data show the following characteristics of dyslexia?
  - Difficulty with accurate and/or fluent word reading
  - Poor spelling skills
  - Poor decoding ability

- Do these difficulties (typically) result from a deficit in the phonological component of language?

(Please be mindful that average phonological scores alone do not rule out dyslexia.)

- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If, through the evaluation process, it is established that the student meets the criteria for dyslexia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability. Dyslexia is an SLD and should be noted as the SLD.

However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

In IDEA, dyslexia is considered one of a variety of etiological foundations for SLD. Section 34 C.F.R. §300.8(c)(10) states the following:

> *Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.*

The term *SLD* does not apply to children who have learning difficulties that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

The IDEA evaluation requirements for SLD eligibility in 34 C.F.R. §300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skills, reading fluency skills, and/or reading comprehension. However, for purposes of TEC §29.0031(a), because dyslexia is an example of and meets the definition of an SLD, dyslexia should be noted as the identified SLD and be included in the evaluation and any resulting IEP for a student.

The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under the IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms *dyslexia*, *dyscalculia*, and *dysgraphia* in the IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/

A 2018 Letter to the Administrator Addressed from the Texas Education Agency regarding the provision of services for students with dyslexia and related disorders states that any time it is suspected that a student requires special education or related services to provide appropriate reading supports and interventions, a referral for an FIIE should be initiated. The letter further states that all students who are identified with dyslexia or a related disorder *and* who require special education services because of dyslexia or a related disorder are eligible under the IDEA for special education and related services as students with a specific learning disability. For more information, please visit https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Provision_of_Servic es_for_Students_with_Dyslexia_and_Related_Disorders_-_Revised_June_6,_2018/

Once dyslexia has been identified as the IDEA-eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student has both the disability and requires dyslexia instruction, which is specially designed instruction), the student's IEP must include appropriate reading instruction. Appropriate

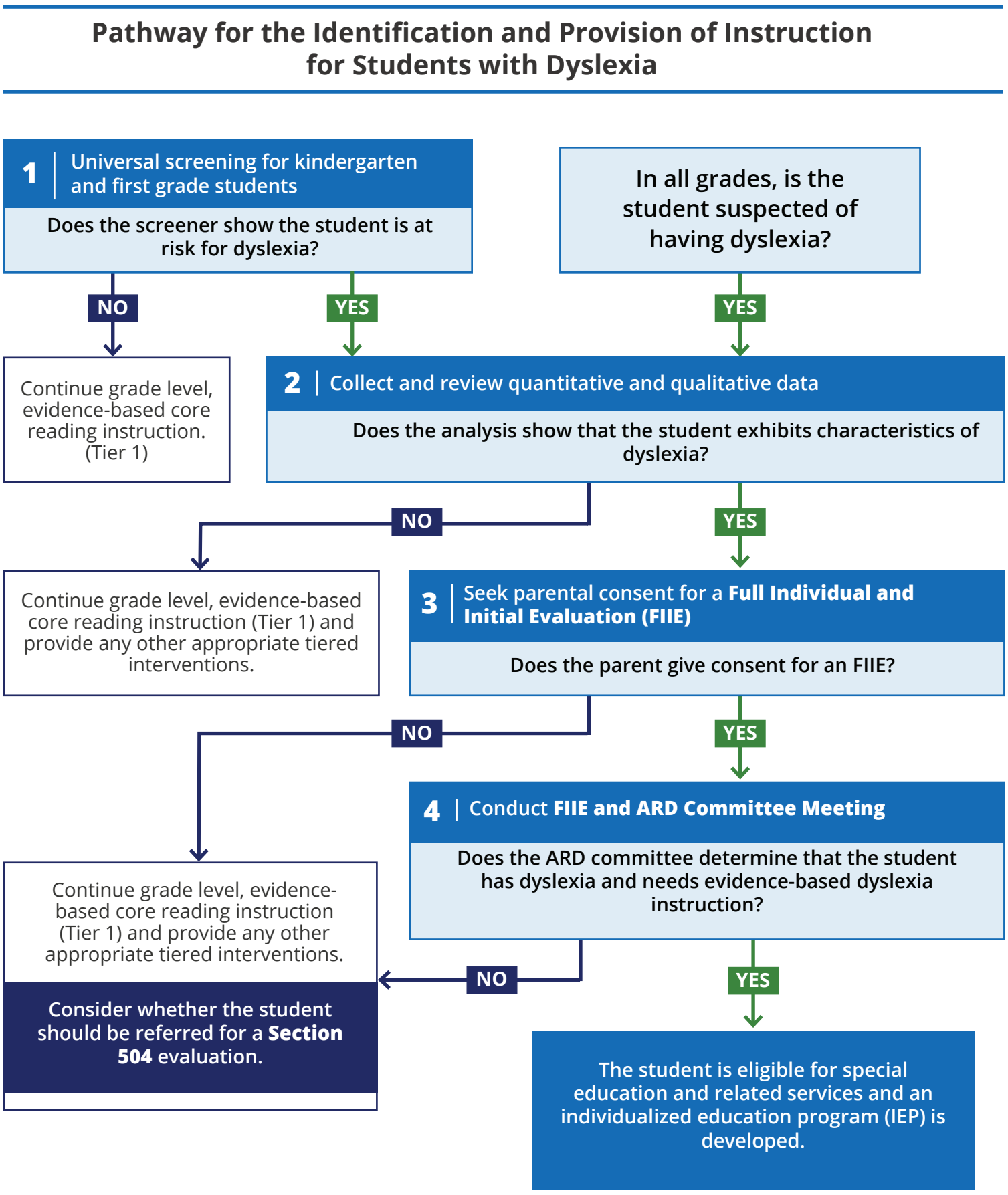
reading instruction includes the components and delivery of dyslexia instruction discussed in Chapter 4: Critical, Evidence-Based Components of Dyslexia Instruction. If a student has previously met special education eligibility and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student's dyslexia instruction.

If—based on the data—the student is identified with dyslexia, but is determined by the ARD committee as not eligible for special education and related services because the student is determined to not need dyslexia instruction, (i.e., specially designed instruction) the student may be eligible to receive accommodations under Section 504.

A student who is found not eligible under the IDEA because the student is determined to not need dyslexia instruction (i.e., specially designed instruction), but who is identified with dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504 as necessary.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate instructional accommodations to meet the individual needs of the student. A student identified with dyslexia and who needs dyslexia instruction would not be served under Section 504, as this is a specially designed instruction.

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia



Reevaluation for Dyslexia Identification and Accommodations

> *Dyslexia is a lifelong condition. However, with proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life.*
>
> —The International Dyslexia Association http://www.interdys.org/ewebeditpro5/upload/DyslexiaBasicsREVMay2012.pdf

There are many initiatives, programs, evaluations, and data available for use in identification, placement, and program planning for students, including emergent bilingual students, who struggle with dyslexia. Evaluation and ongoing progress monitoring are key components that must be considered by trained personnel.

A 2014 U.S. Department of Justice technical assistance document summarized regulations regarding testing accommodations for individuals with disabilities as follows.

> *The Americans with Disabilities Act (ADA) ensures that individuals with disabilities have the opportunity to fairly compete for and pursue such opportunities by requiring testing entities to offer exams in a manner accessible to persons with disabilities. When needed testing accommodations are provided, test-takers can demonstrate their true aptitude.*

Sources for Procedures and Evaluation for Students Identified with Dyslexia

Berninger, V. W. & Wolf, B. (2009). Teaching students with dyslexia and dysgraphia lessons from teaching and science. Baltimore, MD: Paul H. Brookes Publishing.

Diehl, J. D., Frost, S. J., Mencl, W. E., & Pugh, K. R. (2011). Neuroimaging and the phonological deficit hypothesis. In S. Brady, D. Braze, & C. Fowler (Eds.), In explaining individual difference in reading theory and evidence (pp. 217–237). New York, NY: Psychology Press.

Elementary and Secondary Education Act as Reauthorized by the Every Student Succeeds Act of 2015. 20 U.S.C. § 2221(b). (2015).

Kilpatrick, D.A. (2015). Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. Hoboken, NJ: John Wiley & Sons. (85-86).

Mather, N., & Wendling, B. J. (2012). Essentials of dyslexia assessment and intervention. Hoboken, NJ: John Wiley & Sons.

Nevills, P., & Wolfe, P. (2009). Building the reading brain, PreK–3 (2nd ed.). Thousand Oaks, CA: Corwin Press.

Norlin, J. W. (2011). What do I do when: The answer book on Section 504 (4th ed.). Horsham, PA: LRP Publications.

Region 18 Education Service Center. The Legal Framework for the Child-Centered Special Education Process. (2018). Retrieved from http://framework.esc18.net/display/Webforms/LandingPage.aspx.

Shaywitz, S.E. (2014) Testimony Before the Committee on Science, Space, and Technology, U.S. House of Representatives.

U.S. Department of Education. (2015). Dyslexia Guidance. Dear Colleague Letter from the Office of Special Education and Rehabilitative Services. Washington, D.C.

U.S. Department of Justice. (2014). ADA Requirements: Testing Accommodations. [Technical Assistance Document.] Civil Rights Division, Disability Rights Section. Retrieved online at https://www.ada.gov/resources/testing-accommodations/

4. CRITICAL, EVIDENCE-BASED COMPONENTS OF DYSLEXIA INSTRUCTION

> *Although dyslexia affects individuals over the life span . . . reading skills can be increased with the right early intervention and prevention programs . . . It is clear from the consensus of scientifically based reading research that the nature of the educational intervention for individuals with reading disabilities and dyslexia is critical.* (pp. 21–22)
>
> — Birsh, J. R. Connecting Research and Practice, 2018

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

TEC §38.003(b) states, "in accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder." The board must also adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE to implement the program, including this handbook and guidance published by the commissioner to assist the district in implementing the program.

Evidence-Based Dyslexia Instruction

While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction and must be considered when making individual placement decisions.

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting.

Evidence-based dyslexia instruction must be—

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.

Evidence-based dyslexia programs and instruction are considered specially designed instruction (SDI) and therefore special education services, so the provision of those services must follow the IDEA requirements. This means that evidence-based dyslexia instruction is only available to students who are served under IDEA, which prescribes the legal requirements for special education and related services. LEAs must ensure that the provision of evidence-based dyslexia instruction addresses the critical, evidence-based components and methods of delivery described in this chapter.

An LEA's first consideration for every student who requires dyslexia instruction should be an evidence-based dyslexia program taught with fidelity and in accordance with all SBOE dyslexia program requirements included in this handbook. Differentiation that does not compromise the fidelity of the program, such as adjusting the amount of information or pacing of the program, may be necessary to address students' unique needs and to promote progress among students receiving dyslexia instruction. An ARD committee must only consider deviations from the program's fidelity requirements when data collection, a student's present levels

of academic achievement and functional performance (PLAAFP), and other areas of the student's IEP clearly indicate the need for more intensive or supplemental supports.

The ARD committee, when discussing how a student will access an LEA's evidence-based dyslexia program, must address the following:

- How the program addresses the required components of dyslexia instruction described in this handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented with a focus on one or more components;
- How the program addresses the required instructional delivery methods described in the handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented to meet the student's needs;
- The fidelity statements/requirements that are included with the program, and how those will be delivered and/or intensified for the student; and
- Confirm that the provider of dyslexia instruction (PDI) is fully trained in the instructional materials to implement the program and how to differentiate the program, as determined by the ARD committee.

Evidence-based dyslexia instruction is not considered to be "regular" education aids and services. Regular aids and services are things like accommodations provided to a student to assist in classroom instruction and access to instruction, such as giving extra time for assignments and allowing speech-to-text capabilities when given a writing assignment. While a Section 504 plan could be appropriate for those needs, the need for evidence-based dyslexia instruction crosses over into a special education need.

Critical, Evidence-Based Components of Dyslexia Instruction

Phonological awareness—"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness]." (Birsh, 2018, p. 26).

Sound-symbol association—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). "Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, p. 53).

Syllabication—"A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant- e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure" (Birsh, 2018, p. 26).

Orthography—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound- symbol knowledge.

Morphology—"Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language" (Birsh, 2018, p. 26).

Syntax—"Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language" (Birsh, 2018, p. 26).

Reading comprehension—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific

purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p.14; Snow, 2002).

Reading fluency—"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension"(Moats & Dakin, 2008, p. 52). Fluency also includes prosody. Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

> *The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved* (p. 55).

Both the provider of dyslexia instruction and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

Simultaneous, multisensory (VAKT)—"Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 26). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

Systematic and cumulative—"Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26)**.**

Explicit instruction—"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

Diagnostic teaching to automaticity—"The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student"(Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

Synthetic instruction—"Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole" (Birsh, 2018, p. 27).

Analytic instruction—"Analytic instruction presents the whole and teaches how this can be broken into its component parts" (Birsh, 2018, p. 27).

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly-structured, systematic, and explicit, and it lasts for sufficient duration. With regard to explicit instruction, Torgesen (2004) states, "Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own" (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed., pp21–34). Baltimore, MD: Paul H. Brookes Publishing.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

The International Multisensory Structured Language Council. (2013). *Multisensory structured language programs: Content and principles of instruction*. Retrieved from https://www.imslec.org/directory.asp?action=instruction.

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

Moats, L. C, & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems.* Baltimore, MD: The International Dyslexia Association.

Student Progress Reports

Any student that is provided an evidence-based reading program must have a progress report prepared and communicated to a parent specifically on the student's progress as a result of that program at least once per grading period. To the extent that an IEP goal progress report would not comply with this requirement for a student receiving special education and related services, a separate progress report should be sent to comply with TEC §29.0031(d). This includes a student receiving evidence-based dyslexia instruction through a Section 504 accommodation plan during the transition period, which ends beginning with the 2025-2026 school year.

Providers of Dyslexia Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general

education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(d) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. See pages 39 – 41 for a description of these components of instruction and delivery.

A provider of dyslexia instruction:

- must be fully trained in the LEA's adopted instructional materials for students with dyslexia; and
- is not required to be certified as a special educator unless he or she is employed in a special education position that requires the certification.

The completion of a literacy achievement academy does not satisfy the requirements for being fully trained in the LEA's adopted instructional materials. However, completion of a literacy achievement academy will satisfy continuing education requirements for educators who teach students with dyslexia regarding new research and practices in educating students with dyslexia [see TEC 21.054 and 21.45552].

Although Texas does not have a certification requirement specific to teachers providing intervention to students with dyslexia, opportunities for those who provide dyslexia instruction to pursue a certification and/or license are available through several professional organizations as well as through the Texas Department of Licensing and Regulation. Certification and licensing options are outlined in Figure 4.1 below. More information concerning licensure in the State of Texas, may also be found in Texas Occupations Code, Chapter 403.

The effort to train professionals who work with students with dyslexia is also supported by The International Dyslexia Association (IDA) Position Statement: Dyslexia Treatment Programs (March, 2009), which states the following:

> *Professional practitioners, including teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs* (pp. 1–2).

Providers of dyslexia instruction must be prepared to use the techniques, tools, and strategies outlined in the previous sections of this chapter. They may also serve as trainers and consultants in dyslexia and related disorders for regular, remedial, and special education teachers.

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services

Dyslexia Certification/ License	Licensing Body	Degree Required	Training Program	Course Contact Hours	Practicum Hours	Direct Observations	Certification Exam	Continuing Education Requirement
Educator certification* as appropriate	State Board for Educator Certification (SBEC)	Bachelors	Training which meets components of instruction and delivery	Varies with program	Varies with program	Varies with program	None	None
Licensed Dyslexia Therapist (LDT)	Texas Department of Licensing and Regulation (TDLR)	Masters	IMSLEC Accredited or other MSLE Program	200	700	10	yes	20 hrs/2 yrs
Licensed Dyslexia Practitioner (LDP)	Texas Department of Licensing and Regulation (TDLR)	Bachelors	IMSLEC Accredited or other MSLE	45	60	5	yes	20 hrs/2 yrs
Certified Academic Language Therapist (CALT)	Academic Language Therapy Association (ALTA)	Masters	IMSLEC Accredited or other MSLE	200	700	10	yes	10 hrs/1 yr
Certified Academic Language Practitioner (CALP)	Academic Language Therapy Association (ALTA)	Bachelors	IMSLEC Accredited or other MSLE Program	45	60	5	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Specialist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	135	30	3	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Interventionist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	90	30	3	yes	10 hrs/1 yr
Wilson Level II Certification/ Therapist	Wilson Language Training	Bachelors	IDA Accredited	200	215	11+	yes	50 hrs/5 yrs
Wilson Level I Certification/ Practitioner	Wilson Language Training	Bachelors	IDA Accredited	105	65	5+	yes	50 hrs/5 yrs
AOGPE Fellow Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Masters	AOGPE	250	600	13	no	none
AOGPE Certified Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Bachelors	AOGPE	160	300	10	no	none
AOGPE Associate Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Bachelors	AOGPE	Option A - 60 Option B - 70	Option A - 100 1 to 1 hours Option B - 50 1 to 1 hours; & 50 group hours	10	no	none

*Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers are not required to hold a specific license or certification to provide dyslexia intervention for students; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(d) and must deliver the instruction with fidelity.

Please note that certification and licensing requirements may change with time. For more complete and up-to-date information, contact the specific licensing body.

Professional Development Relative to Dyslexia for All Teachers

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2020). To ensure that teachers are knowledgeable about dyslexia, TEC §21.054(b) and 19 TAC §232.11(k) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours. TEC §21.4552(b-1) provides that the completion of a literacy achievement academy by an educator who teaches students with dyslexia satisfies the training requirements under TEC §21.054(b).

http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm

http://ritter.tea.state.tx.us/sbecrules/tac/chapter232/ch232a.html#232.11

Educator Preparation Programs

According to TEC §21.044(b), all candidates completing an educator preparation program must receive instruction in detection and education of students with dyslexia. This legislation ensures that newly certified teachers will have knowledge of dyslexia prior to entering the classroom.

https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.044

Instructional Intervention Consideration for EB Students with Dyslexia

EB students receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, ESL). Interventionists working with EB students should have additional training on the specialized needs of EB students.

Learning to read, write, and spell in two languages can be facilitated by building on a student's native language knowledge and helping to transfer that knowledge to a second language. While direct, systematic instruction is still required for all aspects of reading, additional explicit instruction will be needed to address the similarities and differences in sounds, syllable structure, morphology, orthography, and syntax between the first and second languages.

For example, instructional considerations may include capitalizing on familiar sound-symbol correspondences. Direct and systematic instruction of the cross-linguistic correlations is beneficial for EB students. Instruction can subsequently include those sound-symbol correlations that partially overlap or present a slight variation from the native language to the second language. Unfamiliar phonemes and graphemes then can be presented to EB students. A systematic approach will enhance instruction and assist the bilingual student in transferring native language and literacy knowledge to second language and literacy acquisition.

For EB students learning to read in English and not in their native language, progress in reading may be hindered due to limited vocabulary in English. Therefore, in addition to all the components of effective instruction previously discussed, intervention for EB students also must emphasize oral language development (Cardenas- Hagan, 2018). Because the English language is derived from Anglo-Saxon, Latin, Greek, French, and other languages, EB students can expand their oral language and vocabulary knowledge by understanding the cognates (baseball/béisbol or leader/lider) that exist in their native language and English. The similarities of words in the native language and English must be explicitly taught.

It is also necessary to incorporate ESL strategies during the intervention process and in all content areas. In Texas, school districts are required to implement the English Language Proficiency Standards (ELPS) as an integral part of each subject area in the required curriculum (19 TAC §74.4(a)).

Dyslexia instruction for EB students must incorporate the ELPS. A few strategies to consider include the following:

- Establish routines so that EB students understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student
- Provide extra time for the EB students to process the English language. This is especially necessary during the early stages of second language development
- Provide extra time for the EB students to formulate oral and written responses
- Emphasize text that includes familiar content and explain the structure of the text

Source for Instructional Intervention Consideration for EB students with Dyslexia

19 Texas Administrative Code §74.4, English Language Proficiency Standards. (2007).

Cardenas-Hagan, E. (2018). Language and literacy development among English language learners. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed.) (pp. 720–754). Baltimore, MD: Paul H. Brookes Publishing.

Research-Based Best Practices

It is important to note that in Texas, the approach to teaching students with dyslexia is founded on research- based best practices. The ideas upon which the state's approach is based are summarized here.

- Gains in reading can be significant if students with reading problems are provided systematic, explicit, and intensive reading instruction of sufficient duration in phonemic awareness, phonics, fluency, vocabulary (e.g., the relationships among words and the relationships among word structure, origin, and meaning), reading comprehension strategies, and writing.
- A failure to learn to read impacts a person's life significantly. The key to preventing this failure for students with dyslexia is early identification and early intervention.
- Instruction by a highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia is necessary.

It is vital to start evidence-based interventions as soon as possible. Effective treatments for dyslexia should consist of explicit academic teaching of reading and spelling skills.

The following research reflects the essential components of dyslexia instruction discussed above and may serve as additional sources of information for those working with students identified with dyslexia. The similarities between the state's approach and the research are noted in bold. Unless otherwise indicated, the following pages contain excerpts from the resources cited.

1. August and Shanahan (2006, pp. 3–5) state the following:
   a. **Instruction that provides substantial coverage in the key components of reading—identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension**—has clear benefits for language-minority students.
   b. **Instruction in the key components of reading** is necessary—but not sufficient—for teaching language-minority students to read and write proficiently in English. Oral proficiency

in English is critical as well, but student performance suggests that it is often overlooked in instruction.

c. Oral proficiency and literacy in the first language can be used to facilitate literacy development in English.

August, D., & Shanahan, T. (Eds.). (2006). *Executive summary: Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum.

---

2. Berninger and Wolf (2009, p. 49–50) state the following:

   Until children are reading without effort, each reading lesson should consist of **teacher-directed, explicit, systematic instruction** in 1) phonological awareness; 2) applying phonics (alphabetic principle) and morphology to decoding; 3) applying background knowledge already learned to unfamiliar words or concepts in material to be read (activating prior knowledge); 4) both oral reading and silent reading, with appropriate instructional materials; 5) activities to develop oral reading fluency; and 6) reading comprehension.

   Berninger, V. W., & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

---

3. Birsh (2018, p. 3) states the following:
   Teachers need to undergo extensive **preparation in the disciplines inherent in literacy**, which include the following:
   a. Language development
   b. Phonology and **phonemic awareness**
   c. Alphabetic knowledge
   d. Handwriting
   e. Decoding (reading)
   f. Spelling (encoding)
   g. Fluency
   h. Vocabulary
   i. Comprehension
   j. Composition
   k. Testing and assessment
   l. Lesson planning
   m. Behavior management
   n. Study skills
   o. History of the English language
   p. Technology
   q. Needs of older struggling students

   Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed., pp. 2–34). Baltimore, MD: Paul H. Brookes Publishing.

---

4. Clark and Uhry (2004, pp. 89–92) state the following:
   a. Children with dyslexia need the following:
      - **Direct, intensive, and systematic** input from and interaction with the teacher
      - Immediate feedback from the teacher
      - Careful pacing of instruction
      - **Systematic** structured progression from the simple to the complex
   b. Other components of instruction include the following:
      - Learning to mastery
      - Multisensory instruction

Clark, D., & Uhry, J. (Eds.). (2004). Dyslexia: Theory and practice of instruction (3rd ed.). Austin, TX: Pro-Ed.

5. Henry (2010, p. 21) states the following:

   By teaching the concepts inherent in the word origin and word structure model across a decoding-spelling continuum from the early grades through at least eighth grade, and by using technology when it serves to reinforce these concepts, teachers ensure that students have strategies to decode and spell most words in the English language. This framework and continuum readily organize a large body of information for teachers and their students. Not only do students gain a better understanding of English word structure, but they also become better readers and spellers.

   Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

6. Mather and Wendling (2012, p. 171) state the following:

   Individuals with dyslexia need to:

   a. understand how phonemes (sounds) are represented with graphemes (letters);
   b. learn how to blend and segment phonemes to pronounce and spell words;
   c. learn how to break words into smaller units, such as syllables, to make them easier to pronounce;
   d. learn to recognize and spell common orthographic graphic patterns (e.g., -tion);
   e. learn how to read and spell words with irregular elements (e.g., ocean); and
   f. spend time engaged in meaningful reading and writing activities.

   Mather, N. M., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

7. Moats (1999, pp. 7–8) states the following:

   Well designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction:

   a. direct teaching of decoding, comprehension, and literature appreciation;
   b. phoneme awareness instruction;
   c. systematic and explicit instruction in the code system of written English;
   d. daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
   e. vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
   f. comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
   g. frequent **writing** of prose to enable a deeper understanding of what is read.

   Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 39-0372). Washington, DC: American Federation of Teachers.

8. Moats (1999, pp. 7– 20) states the following:

   The **knowledge and skills needed to teach reading** include the following:

   a. The psychology of reading and reading development
      - Basic facts about reading
      - Characteristics of poor and novice readers
      - Environmental and physiological factors in reading development
      - How reading and spelling develop

   b. Knowledge of the language structure

- **Phonology**
- **Phonetics**
- **Morphology**
- **Orthography**
- **Semantics**
- **Syntax and text structure**

c. Practical skills of instruction—use of validated instructional practices
d. Assessment of classroom reading and writing skills

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 39-0372). Washington, DC: American Federation of Teachers.

---

9. The National Reading Panel's (2000) *Report of the National Reading Panel* highlights the following:

   Emphasis is placed on the importance of **identifying early** which children are at risk for reading failure and **intervening quickly** to help them.

   How reading is taught matters—reading instruction is most effective when it is taught **comprehensively, systematically, and explicitly**.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development.

---

10. Shaywitz (2020, pp. 281–284) outlines the following essentials for a successful reading intervention and effective early intervention program:

    Essentials of a successful reading intervention include the following:

    a. Early intervention—The best intervention begins in kindergarten with remediation beginning in first grade.

    b. Intense instruction—Reading instruction must be delivered with great intensity. Optimally, a child who is struggling to read should be given instruction in a group of three and no larger than four students, and the child should receive this focused reading instruction at least four, and preferably five, days a week.

    c. High-quality instruction—High-quality instruction is provided by a highly qualified teacher. Recent studies highlight the difference that a teacher can make in the overall success or failure of a reading program.

    d. Sufficient duration—One of the most common errors in teaching a student with dyslexia to read is to withdraw prematurely the instruction that seems to be working. A child who is reading accurately but not fluently at grade level still requires intensive reading instruction.

    Essentials of an effective **early intervention** program include the following:

    e. Systematic and direct instruction in the following:
       - **Phonemic awareness**—noticing, identifying, and manipulating the sounds of spoken language
       - **Phonics**—how letters and letter groups represent the sounds [of] spoken language
       - Sounding out words (decoding)
       - Spelling
       - Reading sight words
       - **Vocabulary** and concepts
       - **Reading comprehension** strategies

    f. Practice in applying the above skills in reading and in writing

g. **Fluency** training

h. Enriched language experiences: listening to, talking about, and telling stories

Shaywitz, S. (2020). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. (2nd ed.) New York, NY: Alfred A. Knopf.

---

11. Torgesen (2004, p. 376) states the following:

    The first implication for practice and educational policy is that schools must work to provide **preventive interventions** to eliminate the enormous reading practice deficits that result from prolonged reading failure. The second implication is that schools must find a way to provide interventions for older children with reading disabilities that are appropriately focused and sufficiently intensive.

    Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle, & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355–382). Baltimore, MD: Paul H. Brookes Publishing.

---

12. Vaughn and Linan-Thompson (2003, pp. 299–320) state the following:

    a. Mounting evidence suggests that most students with reading problems can make significant gains in reading if provided **systematic, explicit, and intensive** reading instruction based on critical elements associated with improved reading such as **phonemic awareness, phonics, fluency in word recognition and text reading, and comprehension.**

    b. There were no statistically significant differences between students receiving intervention instruction in a teacher-to-student ratio of 1:1 or 1:3 though both groups outperformed students in a 1:10 teacher to student ratio.

    c. Student progress determined the length of intervention.

    Vaughn, S., & Linan-Thompson, S. (2003). Group size and time allotted to intervention. In B. Foorman (Ed.), *Preventing and remediating reading difficulties* (pp. 275–320). Parkton, MD: York Press.

---

13. The International Dyslexia Association (2009, pp. 1–2) states the following:

    Professional practitioners, including **teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties**. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs.

    The International Dyslexia Association. (2009, March). *Position statement: Dyslexia treatment programs*.

---

14. The International Dyslexia Association's *Knowledge and Practice Standards for Teachers of Reading* provides **standards for teachers** of students with dyslexia.

    The International Dyslexia Association. (2010). *Knowledge and practice standards for teachers of reading*.

---

15. The International Multisensory Structured Language Education Council (IMSLEC) provides accreditation in quality training courses for the professional preparation of multisensory **structured language education specialists**.

    International Multisensory Structured Language Education Council (IMSLEC): http://www.imslec.org

---

Ineffective Treatment for Dyslexia

Interventions that claim to treat dyslexia in the absence of print are generally ineffective. Claims of ineffective treatments for dyslexia may use terms or techniques described as "brain training," "crossing the midline," "balance therapy," and others. While some treatments may ameliorate conditions other than dyslexia, their use for students with dyslexia has not been proven effective. Figure 4.2 addresses some commonly advertised interventions that may be purported to treat dyslexia, but scientific, peer-reviewed research has demonstrated ineffective results for students with dyslexia.

Figure 4.2. Treatments Ineffective for Dyslexia

Examples	What Research Has Found	Citation
Colored Overlays and Colored Lenses	"Consistent with previous reviews and advice from several professional bodies, we conclude that the use of colored overlays to ameliorate reading difficulties cannot be endorsed and that any benefits reported in clinical settings are likely to be the result of placebo, practice, or Hawthorne effects."	Griffiths, P.G., Taylor, R.H., Henderson, L.M., & Barrett, B.T. (2016). The effect of colored overlays and lenses on reading: a systematic review of the literature. Ophthalmic & Physiological Optics, 36, 519–544. https://doi.org/ 10.1111/opo.12316
Specialized fonts designed for people with dyslexia	"Dyslexie font did not lead to improved reading compared to normal 'Arial' font, nor was it preferred by most students."	Kuster, S. M., van Weerdenburg, M., Gompel, M., & Bosman, A. M. (2018). Dyslexie font does not benefit reading in children with or without dyslexia. Annals of Dyslexia, 68, 25-42. https://doi.org/10.1007/s11881-017-0154- 6
Vision Therapy	"Scientific evidence does not support the claims that visual training, muscle exercises, ocular pursuit-and-tracking exercises, behavioral/ perceptual vision therapy, 'training' glasses, prisms, and colored lenses and filters are effective direct or indirect treatments for learning disabilities. There is no valid evidence that children who participate in vision therapy are more responsive to educational instruction than children who do not participate."	Handler, S.M., Fierson, W.M., et al. (2011). Joint technical report - learning disabilities, dyslexia, and vision. Pediatrics, 127, e818-56. https://doi.org/10.1542/peds.2010-3670
Specific Working Memory Training Programs	"The authors conclude that working memory training programs appear to produce short-term, specific training effects that do not generalize to measures of 'real-world' cognitive skills. These results seriously question the practical and theoretical importance of current computerized working memory programs as methods of training working memory skills."	Melby-Lervåg, M., Redick, T. & Hulme, C. (2016). Working memory training does not improve performance on measures of intelligence or other measures of "far transfer": Evidence from a meta-analytic review. Perspectives on Psychological Science, 11, 512-534. https://DOI: 10.1177/1745691616635612

Instructional Accommodations for Students with Disabilities

Students with dyslexia who receive dyslexia instruction that contains the components described in this chapter will be better equipped to meet the demands of grade-level or course instruction. In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.**

Listed below are examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should

also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see Accommodations for students with Disabilities available at https://dyslexiaida.org/accommodations-for-students-with-dyslexia/.

Access to Instructional Materials for Students with Disabilities

Accessible instructional materials are textbooks and related core instructional materials that have been converted into specialized formats (e.g., Braille, audio, digital text, or large print) for students who are blind or have low vision, have a physical disability, or have a reading disability such as dyslexia. Digital books or text-to-speech functions on computers and mobile devices provide access to general education curriculum for students with dyslexia. **Bookshare** and **Learning Ally** provide electronic access to digitally recorded materials for students with print disabilities. TEA provides links to these resources as well as other accessible instructional materials for students with disabilities at https://tea.texas.gov/academics/instructional-materials/state-adopted-instructional-materials/accessible-instructional-materials.

Texas State Student Assessment Program Accommodations for Students with Disabilities

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. The state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. An accommodation used in the classroom for learning may invalidate or compromise the security and integrity of the state assessment; therefore, not all accommodations suitable for instruction are allowed during the state assessments. It is important to keep in mind that the policies for accommodation use on state assessments **should not** limit an educator's ability to develop individualized materials and techniques to facilitate student learning. **Instruction comes first** and can be customized to meet the needs of each student.

For the purposes of the statewide assessments, students needing accommodations due to a disability include the following:

- Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations
- Students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations
- Students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team of people at the campus level, such as the RTI team or student assistance team. For more information about accommodations on statewide assessments, visit https://tea.texas.gov/accommodations/.

Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at

a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.

Disability criteria may include the following:

- Learning disabilities
- Speech and language disorders
- Emotional/behavioral disorders
- Physical disabilities
- Traumatic brain injury
- Autism spectrum disorder
- Sensory disabilities (hearing impaired, visually impaired, blind-deaf)
- Other health impairments that limit strength, vitality, or alertness (such as ADHD)

Twice-exceptional students make up a highly diverse group of learners. While they do not form a simple, homogenous group, there are indicators that tend to be typical of many children who are both gifted and who also have a disability. Cognitive and affective indicators may include strengths such as extreme curiosity and questioning, high levels of problem-solving and reasoning skills, and advanced ideas/opinions which they are uninhibited about expressing. Cognitive and affective challenges twice-exceptional learners may exhibit include discrepant verbal and performance abilities, deficient or extremely uneven academic skills, and auditory and/or visual processing problems which may cause them to respond or work slowly or appear to think slowly. For more information regarding general characteristics of twice-exceptional learners, please see https://gtequity.tea.texas.gov/ on TEA's Equity in G/T Education website.

Due to the diversity of twice-exceptional students, the identification of twice-exceptional learners can be challenging. Evaluation and identification require those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by twice-exceptional learners. Often the disability masks the giftedness, emphasizing barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the student experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. Section 504 and Title II of the Americans with Disabilities Act (ADA), require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities [34 C.F.R. §104.4(b)(1)(ii) and 28 C.F.R. §35.130(b)(1)(ii)]. **A student with a disability such as dyslexia or a related disorder may not be denied admission to an accelerated or advanced class or program solely because of the student's need for special education or related aids or services or because the student has an IEP or Section 504 Plan.**

Additionally, a student with a disability may not be prohibited from using special education or related aids as a condition of participating in an accelerated or advanced class or program. Participation by a student with a disability in an accelerated or advanced class or program generally would be considered part of the regular education referenced in IDEA and Section 504 regulations. Thus, if a qualified student with a disability requires related aids and services to participate in a regular education class or program, the school cannot deny that student the needed related aids and services in an accelerated or advanced class or program.

It is important to note that a district or school does not have to provide a student with an accommodation or modification "that fundamentally alters the nature of" an accelerated or advanced course or program. Rather, a district or school "must consider a student's ability to participate in the program with reasonable accommodations." (*G.B.L. v. Bellevue School District #405*).

In determining the appropriate courses and programs, the following questions should be considered by a twice-exceptional learner's ARD or Section 504 committee:

- Does the student meet the basic eligibility or admission requirements applied to ALL students?
- Does the student need special education or related aids and services to receive FAPE?
- Do the academic accommodations or related aids and services constitute a fundamental alteration of the program?

The U.S. Department of Education's Office for Civil Rights offers information for addressing students with disabilities seeking enrollment in advanced academic programs such as Advanced Placement and International Baccalaureate courses. For more information, see the Dear Colleague Letter regarding Access by Students with Disabilities to Accelerated Programs at https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html.

Additional support, information, and resources are available through the Equity in Gifted/Talented (G/T) Education website at https://gtequity.tea.texas.gov/ The *Texas State Plan for the Education of Gifted/Talented Students*, available at https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education mandates that once any student is identified as gifted, he/she must be provided gifted/talented services that are commensurate with his/her abilities (1.4C, 1.6C, 2.1C, and 3.3C). Additionally, due to the disability, twice-exceptional learners should have an IEP through special education services or a Section 504 Plan through general education. Additional support for districts serving twice-exceptional students is available at https://gtequity.tea.texas.gov/.

Sources for Enrollment in Gifted/Talented and Advanced Academic Programs

G.B.L. v. Bellevue Sch. Dist. #405. IDELR 186. No. 2:2012cv00427. (U.S. District Court, W.D. Washington, 2013).

Texas Education Agency. (2008–2015). Equity in G/T Education: Twice-Exceptional Students and G/T Services. Retrieved from http://www.gtequity.org.

Texas State Board of Education. (2009). *Texas State Plan for the Education of Gifted/Talented Students.*

Retrieved from https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/.

U.S. Department of Education, Office for Civil Rights. Dear Colleague Letter regarding Access by Students with Disabilities to Accelerated Programs. (December 26, 2007). Retrieved from https://www2.ed.gov/ about/offices/list/ocr/letters/colleague-20071226.html.

5. DYSGRAPHIA

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. TEC §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism,

cerebral palsy)

- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Sources for Definition and Characteristics of Dysgraphia

Andrews, J. and Lombardino, L. (2014). Strategies for teaching handwriting to children with writing disabilities. ASHA SIG1 Perspectives on Language Learning Education. 21:114-126.

Berninger, V.W. (2004). Understanding the graphia in dysgraphia. In Developmental Motor Disorders: A Neuropsychological Perspective. D. Dewry and D. Tupper (Eds.), New York, NY, US: Guilford Press.

Berninger, V.W. (2015). *Interdisciplinary frameworks for schools: Best practices for serving the needs of all student.* Washington, D.C.: American Psychological Association.

Berninger, V.W., Richards, T.L. and Abbott, R. D. (2015) *Differential Diagnosis of Dysgraphia, Dyslexia, and OWL LD: Behavioral and Neuroimaging Evidence.* Read Writ. 2015 Oct;28(8):1119-1153.

Berninger, V., & Wolf, B. (2016). Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching (Second ed.). Baltimore, Maryland: Paul H Brookes Publishing.

Döhla, D. and Heim, S. (2016). *Developmental dyslexia and dysgraphia: What can we learn from the one about the other?* Frontiers in Psychology. 6:2045.

Levine, M.D. (1999). *Developmental Variation and Learning Disorders.* Cambridge, MA: Educators Publishing Service, Inc.

Procedures for Identification

The process of identifying dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.

Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- "b" and "d" reversals beyond developmentally appropriate time
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as "big"
- Avoidance of written tasks
- Difficulty with visual-motor integrated sports or activities

While schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations.

Schools shall recommend evaluation for dysgraphia if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student's age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade

Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction, including writing, are defined in Section 2221(b) of ESSA as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.

Any time from kindergarten through grade 12 a student continues to struggle with one or more components of writing, schools must collect additional information about the student. Schools should use previously collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data, as indicated in Figure 5.1 below, will provide information regarding factors that may be contributing to or primary to the student's struggles with handwriting, spelling, and written expression.

Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dysgraphia is not due to lack of appropriate instruction in

handwriting, spelling, and written expression. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. This cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 5.1.

Figure 5.1. Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Parent reports of concerns about handwriting, spelling, or written expression
- Classroom handwriting assessments
- Classroom spelling assessments
- Samples of written work (e.g., journal, story responses, writing samples, etc.)
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of written schoolwork (both timed and untimed)
- State student assessment program results as described in TEC §39.022
- Observations of instruction provided to the student
- Full Individual and Initial Evaluation
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening
- Parent survey

Formal Evaluation

After data gathering, the next step in the process is formal evaluation. This is not a screening; rather, it is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dysgraphia. Information collected from the parents/guardians also provides valuable insight into the student's early years of written language development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dysgraphia will need to look beyond scores on standardized assessments alone and examine the student's classroom writing performance, educational history, and early language experiences to assist with determining handwriting, spelling, and written expression abilities and difficulties.

Notification and Permission

When an FIIE is recommended, parents are provided:

- Prior Written Notice (PWN);
- Notice of Procedural Safeguards
- Overview of Special Education for Parents Form
- Opportunity for parent to provide written consent to evaluate

Tests and Other Evaluation Materials

When formal evaluation is recommended, the school must complete the evaluation procedures as outlined under IDEA.

Test instruments and other evaluation materials must meet the following criteria:

- Be used for the purpose for which the evaluation or measures are valid or reliable
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's writing abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, samples of written work, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter formation, orthographic awareness, and general handwriting skills may be evident dependent on the student's age and writing development. Additionally, many students with dysgraphia may have difficulty with spelling and written expression.

Cognitive Processes

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Figure 5.2. Areas for Evaluation of Dysgraphia

Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter formation • Handwriting • Word/sentence dictation (timed and untimed) • Copying of text • Written expression • Spelling • Writing fluency (both accuracy and fluency)	• Memory for letter or symbol sequences (orthographic processing)	• Phonological awareness • Phonological memory • Working memory • Letter retrieval • Letter matching

Berninger, V. W., & Wolf, B. (2009). Teaching students with dyslexia and dysgraphia lessons from teaching and science. Baltimore, MD: Paul H. Brookes Publishing.

To make an informed determination the ARD committee must include members who are knowledgeable about the following:

- Student being assessed
- Evaluation instruments being used
- Interpretation of the data being collected

Additionally, the committee members should have knowledge regarding

- the handwriting process;
- dysgraphia and related disorders;
- dysgraphia instruction, and;
- district or charter school, state, and federal guidelines for evaluation.

There likely may be a need for an occupational therapist on the committee to assist in addressing all required areas of evaluation for dysgraphia.

Review and Interpretation of Data and Evaluation

The MDT, using input from the parent/guardian, completes the FIIE, which determines if the student meets the criteria for dysgraphia, and, if so, explains the impact of dysgraphia on the student's access and progress in the enrolled grade-level general curriculum. The next step is for the ARD committee, which includes the parent/guardian as a committee member, to determine prong 1 and prong 2, which means the student has both the identification of a qualifying disability and the need for special education and related services. Eligibility is determined by the ARD committee in accordance with federal and state law and regulations.

The ARD committee will review the FIIE and all available data to determine eligibility for special education and related services. When a student is determined to have dysgraphia and the data shows a need for specially designed instruction, then the student meets the two prongs of special education eligibility. That is, the student has a qualifying disability – as dysgraphia is an SLD under the IDEA– and demonstrates a need for specially designed instruction.

To appropriately understand evaluation data, the MDT and ARD committee must interpret tests results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

A determination must first be made regarding whether a student's difficulties in the areas of writing and spelling reflect a pattern of evidence for the primary characteristics of dysgraphia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Handwriting
- Writing fluency (accuracy and rate)
- Written Expression
- Spelling

Based on the above information and guidelines, should the MDT find that the student exhibits weakness in writing and spelling (i.e., academic deficits in areas associated with dysgraphia), the MDT will then examine all of the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language differences, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, oral verbal ability, or math reasoning yet still have difficulty with writing and spelling. The MDT reports the analysis of strengths and weaknesses within the FIIE.

Therefore, it is not one single indicator, but a preponderance of informal and formal data that provide the team with evidence for whether these difficulties are unexpected.

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dysgraphia and the need for special education and related services. The list of questions in Figure 5.3 below must be addressed by the MDT in the evaluation report to assist the ARD Committee when determining eligibility, which includes that dysgraphia is present and there is a need for special education and related services.

Figure 5.3. Questions to Determine the Identification of Dysgraphia

- Do the data show the following characteristics and consequences of dysgraphia?
  - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
  - Difficulty with unedited written spelling
  - Low volume of written output as well as problems with other aspects of written expression
- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and the provision of effective classroom instruction?

If through the evaluation process, it is established that the student meets the criteria for dysgraphia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dysgraphia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability. However, the presence of a disability condition alone is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

The ARD committee will determine whether the student who has dysgraphia is eligible under IDEA as a student with a specific learning disability. The student is eligible for services under IDEA if he/she has dysgraphia and, because of the dysgraphia needs special education services. The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia,

dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/

Once dysgraphia has been identified as the IDEA eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student. If the student with dysgraphia is found eligible for special education, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

If the student is identified with dysgraphia but is determined by the ARD committee as not eligible for special education and related services (because the student does not need specially designed instruction), then the student may be eligible to receive appropriate accommodations and services under Section 504.

A student who is found not eligible under the IDEA but who is identified with dysgraphia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504 as necessary

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate instructional accommodations to meet the individual needs of the student.

Instruction for Students with Dysgraphia

> *". . . Done right, early handwriting instruction improves students' writing. Not just its legibility, but its quantity and quality."* (p. 49)
>
> —S. Graham, Want to Improve Children's Writing? Don't Neglect Their Handwriting, *American Educator*, 2010

Graham and his colleagues describe two reasons for teaching handwriting effectively. The first reason is what they call the Presentation Effect. Research demonstrates that, in general, a reader's evaluation of a composition's quality is influenced by how neatly it is written (Graham, Harris, & Hebert, 2011). The second reason that educational scientists give for teaching handwriting effectively is called the Writer Effect.

Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization. In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. The findings of this research report were dramatic, showing moderate effects on writing fluency and very large effects on the number of words students wrote and the quality of their compositions (Santangelo & Graham, 2016).

> *Handwriting interferes with other writing processes or consumes an inordinate amount of cognitive resources, at least until handwriting becomes automatic and fluent ... Handwriting-instructed students made greater gains than peers who did not receive handwriting instruction in the quality of their writing, how much they wrote, and writing fluency.* (p. 226)
>
> —Santangelo & Graham, A Comprehensive Meta-Analysis of Handwriting Instruction, 2016

Supporting Students Struggling with Handwriting

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction.

These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent.

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short sessions.

—Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Some students who struggle with handwriting may actually have dysgraphia. Dysgraphia may occur alone, or with dyslexia. An assessment for dysgraphia, as it relates to dyslexia, is important in order to determine whether children need additional explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding (IDA, 2012).

TEC §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

Handwriting

The research-based elements for effective instruction of handwriting as stated above for all students are the same for students with dysgraphia. However, the intensity, frequency, and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or ARD committee. Figure 5.4 below provides a hierarchy of instruction for handwriting as a reference to best practice:

Figure 5.4. Handwriting Hierarchy of Instruction

Posture	Also known as "Watch Our Writing" (W.O.W) • Feet are flat on the floor • Back is straight • Paper slanted so that the edge of the paper is parallel to the writing arm • Paper anchored with non-writing hand • Pencil grip and position correct
Grip	Normal tripod grip with pencil resting on first joint of middle finger with the thumb and index fingers holding the pencil in place at a 45° angle.

Letter Formation	Emphasis placed in the following order: • Shape • Proportion • Size • Rhythm/fluency • Slant

Sequence	• Lower case letters first; Capitals as needed beginning with first letters of student name • Manuscript – group by stroke formation • Cursive – group by beginning approach stroke • Letters • Syllables • Words • Phrases • Sentences • Paragraphs

Spelling

Handwriting supports spelling, a complex process of translating a phoneme (spoken sound) to the corresponding grapheme (orthographic representation) in order to generate written text to express an idea. Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

Because spelling is meaning driven and draws upon the phonological, orthographic, and morphological aspects of words, students will benefit from systematic, explicit instruction based on the following guiding principles:

- Phoneme-grapheme correspondence
- Letter order and sequence patterns, or orthographic conventions:
  - syllable types
  - orthographic rules
  - irregular words
- Position of a phoneme or grapheme in a word
- Meaning (morphology) and part of speech
- Language of origin (Moats, 2005)

Writing

A potential secondary consequence of dysgraphia is difficulty with students expressing themselves in written text. This difficulty may be attributed to deficits in handwriting, spelling, language processing, or the integration of each of those skills. In Chapter 4 of this handbook, Moats and Dakin (2008) are quoted as stating:

> *The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than*

reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing including planning, generating, reviewing/evaluating, and revising different genre including narrative, informational, compare and contrast, and persuasive compositions (IDA, 2012).

Delivery of Intervention

The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

Simultaneous, multisensory (VAKT) — "Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 19). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

Systematic and cumulative — "Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 19).

Explicit instruction — "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

Diagnostic teaching to automaticity — "The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

Sources for Critical, Evidence-Based Components and Delivery of Dysgraphia Instruction

Berninger, V. W., Rutberg, J.E., Abbott, R.D., Garcia, N., Anderson-Youngstrom, M., Brooks, A., & Fulton, C. (2006). Tier 1 and tier 2 early intervention for handwriting and composing. *Journal of School Psychology*, 44(1), 3-30.

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

Berninger, V. W., Vaughan, K.B., Abbott, R.D., Abbott, S.P. Woodruff-Logan, L., Brooks, A., Reed, E., & Graham, S. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology*, 89(4), 652-666.

Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed., pp.1–24). Baltimore, MD: Paul H. Brookes Publishing.

Denton, P.L., Cope, S., & Moser, C. (2006). The effects of sensorimotor-based intervention versus therapeutic practice on improving handwriting performance in 6- to 11-year-old children. *American Journal of Occupational Therapy*, 60(1), 16-27.

Graham, S., Harris, K.R., & Fink, B. (Dec. 2000). Is handwriting causally related to learning to write?

Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology*, 92(4), 620- 633.

Graham, S. (2010). Want to Improve Children's Writing? Don't Neglect Their Handwriting. *American Educator*. Retrieved from http://www.aft.org/sites/default/files/periodicals/graham.pdf.

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in elementary grades. *Journal of Educational Psychology*, 104(4), 879-896.

Graham, S., & Weintrub, N. (1996). A review of handwriting research: Progress and prospects from 1980 to 1994. *Educational Psychology Review*, 8(1), 7-87.

The International Dyslexia Association. (2012). Understanding dysgraphia. Retrieved from https://dyslexiaida.org/understanding-dysgraphia/.

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

Moats, L. C, & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems.* Baltimore, MD: The International Dyslexia Association.

Santangelo, T., & Graham, S. (June 2016). A comprehensive meta-analysis of handwriting instruction.

Educational Psychology Review, 28(2), 225-265.

Instructional Accommodations for the Student with Dysgraphia

By receiving instruction based on the elements described in this chapter, a student with dysgraphia is better equipped to meet the demands of grade-level or course instruction. In addition to targeted instruction, accommodations provide the student with dysgraphia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual student determines the accommodation.**

When considering accommodations for the student with dysgraphia, consider the following:

- The rate of producing written work
- The volume of the work to be produced
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product (Texas Scottish Rite Hospital for Children, 2018, p. 5).

Listed below are examples of reasonable classroom accommodations for a student with dysgraphia based on the above considerations:

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information

- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/ test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see At a Glance: Classroom Accommodations for Dysgraphia, available at https://www.understood.org/en/school-learning/partnering- with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for- dysgraphia

Technology Tools

There are many technology resources to assist a student with dysgraphia. The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders. For more information and to view this source, visit Dyslexia and Related Disorders | Texas Education Agency.

What Is Dyslexia?

THE CURRENT DEFINITION from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Referenced in 2024 Dyslexia Handbook

Parent Resources

Talking Books Program

www.tsl.texas.gov/tbp/index.html

International Dyslexia Association
dyslexiaida.org/

Academic Language Therapy Association
altaread.org

Bookshare
bookshare.org/cms/state/texas

Learning Ally
learningally.org/solutions-for-School/school-grants/texas

Texas College and Career Readiness Support Center
txccrsc.org/

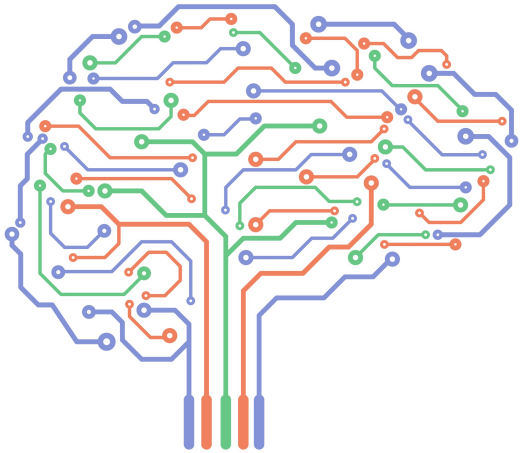
The Dyslexia Handbook, 2024 Update
tea.texas.gov/academics/dyslexia/

Contacts for More Information

Texas Dyslexia Helpline
800.232.3030
www.region10.org/programs/dyslexia-statewide/

Region 10 Dyslexia Consultant
Amie Davenport
Region 10 Education Service Center
904 Abrams Road
Richardson, TX 75081-5101
972.348.1538
amie.davenport@region10.org

Region 10 ESC



Region 10 ESC Dyslexia

Students | Service | Solutions

Dyslexia Program Awareness for Educators and Parents

Information for Educators and Parents About Dyslexia in the State of Texas

Questions for Determining Dyslexia

1. Do the data show the following characteristics of dyslexia?
   - Difficulty with accurate and/or fluent word reading
   - Poor spelling skills
   - Poor decoding ability
2. Do these difficulties (typically) result from a deficit in the phonological component of language?
3. Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?

Common Risk Factors of Dyslexia

Preschool – 3rd Grade

Failure to understand that words are made up of parts or individual sounds

- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Difficulty reading fluently
- Difficulty spelling phonetically

Fourth Grade - High School

- History of reading and spelling difficulties
- Difficulty reading aloud
- Avoids reading for pleasure
- Difficulty learning a foreign language

Postsecondary

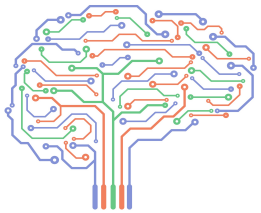
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements

Individuals with Disability Act

IDEA:

Ensures that all children with disabilities have available to them a free appropriate public education.

Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.



School District / Charter School Requirements

Texas Education Code §38.003:

Students enrolling in public schools shall be screened or tested for dyslexia at appropriate times.

The board of trustees of each school district or charter school shall provide for the treatment (i.e., instruction) of any student determined to have dyslexia.

Texas Administrative Code §74.28:

A school district or charter school shall purchase or develop its own reading program for students with dyslexia, as long as the program is characterized by the descriptors found in The State Dyslexia Handbook ~ Revised 2024

Who Delivers Instruction?

A certified teacher who has been trained in dyslexia and related disorders and the curriculum of instruction.

Possible Accommodations to be Determined by Committee

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Adaptive learning tools and features in software programs
- Electronic dictionaries
- Word banks
- Text to speech
- Electronic spellers
- Audiobooks
- Speech to text
- Formula charts

Region 10 ESC Dyslexia

For more information:

www.region10.org/programs/dyslexia-regional/

Title IX

The District shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the District's program or activity. [See FB]

Medical Certification

The District may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

Separate Program

A district that operates a separate, voluntary program or activity for pregnant students shall ensure that the separate portion is comparable to that offered to nonpregnant students.

Leave of Absence

If the District does not maintain a leave policy for its students, or if a student does not otherwise qualify for leave under such a policy, the District shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for as long as the student's physician deems medically necessary.

At the end of the leave, the District shall reinstate the student to the status she held when the leave began.

20 U.S.C. 1681; 34 CFR 106.40(b)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

ENROLLMENT IN TAPPS

The TAPPS program is available to all school-age parents and pregnant students in Irving ISD. Participation in the program is voluntary. Services are available throughout the school year. Please contact the Student Advocate Counselor/PRS Specialist at your campus to schedule a time to meet and discuss the program guidelines and application process.

Success as both a student and a parent can be a reality with the proper support!

CONFIDENTIALITY

Pregnancy involves health concerns for both you and your baby. For this reason, TAPPS staff will encourage you to share information about your situation with your parent/guardian. If needed, the PRS staff will also support you while you talk with your parent/guardian.

Information regarding your pregnancy or status as a parent will only be shared with the appropriate School District personnel.

For more information, contact the
Student Advocate Counselor/ PRS Specialist
at your campus:

Irving High School
Cathy Rios, 972-600-6493

MacArthur High School
Kristen Biggins, 972-600-7425

Nimitz High School
Jaylene Sarmiento, 972-600-5704

J.E. Singley Academy
, 972-600-5363

Barbara Cardwell Career Prep. Center
CEHI Instructor/PRS Specialist
Tracy Womble, 972-600-6153

TAPPS Coordinator
Dereka Davis, LMSW
972-600-6125

IRVING
Independent School District

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

TEENAGE PREGNANT AND PARENTING STUDENTS (TAPPS) PROGRAM

Are you a student facing the uncertainty and stress of being pregnant or a parent?

We can help.

IRVING
Independent School District

Whether you are a teenage parent or are currently pregnant, this can be a very scary time in your life. You're facing many challenges, and the added responsibilities of being both a student and a parent may make it difficult for you to stay in school or benefit from your education without the proper support.

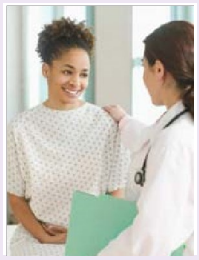
The Teenage Pregnant and Parenting Students (TAPPS) program is available to help you adjust academically, mentally, and physically so that you can cope with the stress and demands of being a school-age parent.

Through parenting education and a variety of support services, the TAPPS program offers assistance so that you can remain in school and

experience success as both a student and a parent. TAPPS services are offered at each of the five IISD high schools by a Student Advocate Counselor or PRS Specialist; however, the TAPPS program does extend services to middle school students as needed. All students have the option of remaining on their home campus or transferring to Barbara Cardwell Career Preparatory Center (BCCPC).

There is a ***Student Advocate Counselor or PRS Specialist*** at each of the high schools, and the ***TAPPS Coordinator*** is available to assist you with any questions you may have regarding the program.

SERVICES PROVIDED THROUGH TAPPS



· Counseling services

· Case management

· Health services, including services from the school nurse

· Prenatal education and assistance in securing prenatal care

· Nutrition assistance for pregnant students and children

· Parenting education

· Assistance in achieving post high school training and education

· Job readiness / Career counseling

· Information about paternity establishment and initiation of child support payments

· Assistance in getting developmental assessments and immunizations for infants and children

· Help applying for assistance from government, agency and community service organizations (including WIC, food stamps, housing, Medicaid, etc.)

CEHI

Compensatory Education Home Instruction (CEHI) is offered when a female student's pregnancy prevents her from attending classes on campus either before or after the birth of her child. CEHI instruction can be offered in her home, at her hospital bedside, or in the CEHI classroom at BCCPC. The location of the instruction depends on the individual situation and is determined by the program staff. CEHI is offered during her maternity leave, which will last six weeks after the delivery. Instruction is provided by a certified teacher, 4 hours per week for most students.

CHILD CARE

Students may receive assistance with the cost of daycare. Once your baby is born, you should contact the PRS Specialist or Student Advocate Counselor, as they can provide you with an application, explain the program guidelines, and answer any questions you may have. They will also provide you with a list of approved daycare centers that can be used.

SUPPORT GROUPS

Support groups may be held in the afternoon and/ or weekends for the purpose of discussing optional topics for TAPPS students. This will be led by TAPPS staff.

Possible topics: Creating and Reaching Goals, Difficulties in being a Teen Parent, Legal Services, Budgeting Finances, and many more!!!

TRANSPORTATION

Bus transportation is provided to any pregnant student enrolled in Irving ISD. Transportation is also provided for IISD students and their children when the children are attending daycare. Transportation is provided by TAPPS buses and is only available to transport to and from school and/ or daycare facilities within the Irving ISD boundary lines. Students must provide safe car seats for their child.

EVENTS

Each year, TAPPS students attend a variety of events. These events are created in order to educate students, help students develop post-secondary goals, and allow for networking with other TAPPS students.

Possible Events include the Annual TAPPS Conference, College Visits, Senior Reception, Car Seat Drives, and more.

IRVING ISD GOES TO COLLEGE

COLLEGE AND CAREER NIGHT

COLLEGE AND CAREER NIGHT

TUESDAY,
September 16, 2025

6-8 p.m.

FINANCIAL AID PRESENTATION
7 p.m.

SINGLEY ACADEMY
4601 N. MacArthur Blvd.
Irving, TX 75038

PARKING AT SINGLEY
Shuttles to and from
Irving High School

Photobooths

5 TIPS TO MAKE THE MOST OF IRVING ISD COLLEGE AND CAREER NIGHT

1. There is parking at Singley Academy. For additional parking, you may park at Irving High School and ride the bus to Singley.

   Bus Information:
   Buses will depart from Irving High Schools to arrive at Singley Academy at the following times:

   Irving HS: 5:30 p.m. and 6:30 p.m.

   Buses will depart from Singley Academy to drop off at Irving High School at the following times:

   Irving HS: 7:30 p.m. and 8:15 p.m.

2. When you arrive, check in using the QR code provided.

3. Scan QR Code to reference the directory to see where representatives of college, university, trade schools, military branches and other vendors are located.

4. FAFSA - Financial Aid session will take place in the auditorium at 7 p.m.

5. Post your photos to social media during the event using #IrvingGoesToCollege and #ExcellenceInAction.

THINGS TO ASK

- Why is your school a good fit for me?
- What is the difference between a student who applies to your school and a student who is accepted to your school?
- What scholarships are available?
- What deadlines do I need to keep in mind?
- What academic support is available for me in college?
- What can you tell me about my major?
- What are the housing options for freshmen?
- What are the most popular clubs and activities?
- How can I visit your campus?
- What is the average cost per year to attend your school?

NEXT STEPS

1. Complete your pledge for the Dallas County Promise.
2. Attend your campus' Senior Night for more information about financial aid.
3. Apply to universities and colleges.
4. Start applying for scholarships including:

   • IrvingSchoolsFoundation.org
   • Scholarships.com
   • FastWeb.com

   Check IrvingISD.net/Scholarship for more scholarship information.
5. Post your photos to social media during the event using #IrvingGoesToCollege and #ExcellenceInAction.
6. Check out Xello to explore colleges and careers.
7. Contact your campus counselor for more information.

COLLEGE & CAREER WEEK

SEPTEMBER 15 - 19, 2025

IRVING Independent School District

MONDAY, SEPTEMBER 15 | YOUR FUTURE IS BRIGHT

Wear bright neon clothes and/or sunglasses because your future is so bright. Kick off college week fun by sharing your photos on social media. Don't forget to include **#IrvingGoesToCollege** in your posts!

TUESDAY, SEPTEMBER 16 | GET CRAZY ABOUT COLLEGE

Wear **crazy socks** and **Crocs**. Get **crazy about college** and **put your best foot forward.**

WEDNESDAY, SEPTEMBER 17 | DRESS FOR SUCCESS

Wear **camo** to celebrate our students with plans to **serve and honor our country** after graduation.

THURSDAY, SEPTEMBER 18 | WE'RE HEADED TO COLLEGE!

Wear your **favorite hat** to celebrate that you're "headed to college!" Share on social media with **#IrvingGoesToCollege**!

FRIDAY, SEPTEMBER 19 | YOUR FUTURE STARTS NOW

Faculty and staff share your **college journey** through **photos and videos**! Show off the **various pathways** that supported you on your journey by representing your **Greek, sport, club** or other **extracurricular activities** shirts or jerseys. **Students**, wear your **campus spirit wear** because **your future starts now**!

IRVING ISD GOES TO COLLEGE

IRVINGISD.NET/COLLEGENIGHT

FOLLOW US @IRVINGISD

2025-2026 IRVING ISD

HIGH SCHOOL COURSEBOOK

IRVING
Independent School District

Table of Contents

Graduation Requirements 1
Graduation Programs Class of 2018-2027 2
Graduation Programs Class of 2028 and Beyond 4
Grade Classification of Students 10
Early College Start Program Offerings 11
English Language Arts 12
- Reading 14
- Speech 14
- Journalism 15
- AVID 16

English as a Second Language 16
Mathematics 19
Science 21
Social Studies 24
Physical Education 28
Health 28
Athletics 29
Language Other Than English 30
Fine Arts
- Visual Arts 31
- Dance 34
- Music 35
- Theater Arts 38

Leadership 39
Principles 39
Fundamentals 43
Recommended High School Course Sequences
- English 50
- Math 51
- Science 52
- Social Studies 53
- Gifted and Talented 54
- ESOL/ESL 9th -11th Grade 55

Career and Technical Education 56
Jack E. Singley Academy
- School of Law and Public Service 58
- School of Innovative Technology 63
- School of Health Science 68
- School of Culinary Arts and Hospitality Services 74
- School of Studio Arts 76
- Additional Courses 78

Cardwell Career Preparatory Center
- School of Workforce Readiness 79

Irving High School
- School of Aviation Science 81
- School of Biomedical Sciences 84

MacArthur High School
- School of Architecture, Construction, and Civil Engineering 86
- School of Business and Entrepreneurship 91

Nimitz High School
- School of Sustainable Engineering 96
- School of Agricultural Science 98

Additional Career Pathways at Irving, MacArthur, and Nimitz 101
Frequently Asked Questions – College Credit and Types of Courses 118

Graduation Requirements

How to Use This Guide

This course description guide is provided for the convenience of parents and students in selecting courses for high school. Course listings follow the same order as the subject areas on the graduation program charts. Electives are listed within each subject area. The grade level indicated represents the normal progression of courses. Students may enroll for a course at a different grade level provided the prerequisite has been met. Some courses may be available only at selected campuses. Those are noted with a location code. No location indicates the course is offered at all high school campuses. All elective courses listed in this guide will be offered if enrollments are enough and if qualified teachers are available.

Graduation Requirements

All entering freshmen will default to the Foundation High School program with a Distinguished Level of Achievement which will include the completion of at least one endorsement and Algebra II; the endorsement may be changed if a new endorsement can be completed. Students who choose to graduate without an endorsement must wait until the end of the sophomore year and have parent or guardian permission. All endorsements and performance acknowledgements will be indicated on a student's transcript.

STAAR End of Course (EOC) Requirements for High School Students

High School students are required to pass five (5) End of Course (EOC) Assessments. The 5 EOC Assessments are: English I, English II, Algebra I, Biology, and U.S. History.

Department of Career and Technical Education (CTE)
Public Notification of Nondiscrimination in CTE Programs

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services. Irving Independent School District offers the following Career and Technical Education programs: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Education & Training; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics. Admission to these programs is based on interest, age appropriateness and class space availability.

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Irving ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at 2621 West Airport Freeway, 972-600-5215, and/or the section 504 Coordinator at 2621 West Airport Freeway, 972-600-5025.

Graduation Programs Class of 2018-2027

Irving ISD students will pursue the Foundation High School Program a Distinguished Level of Achievement upon entering 9th grade. Endorsement requirements are identified on the next page.

Foundation HS Program		**Foundation with Endorsement(s)**		**Distinguished Achievement**	
Subject Areas	**Credits**	**Subject Areas**	**Credits**	**Subject Areas**	**Credits**
English English I, II, III and an advanced English course	4	**English** same	4	**English** same	4
Comm. App./Prof. Comm. (Speech)* **	½	**Same**	½	**Same**	½
Mathematics (including Algebra, I, Geometry, and an advanced math course)	3	**Mathematics** (including Algebra 1, Geometry, and two advanced math courses)	4	**Mathematics** **(**Algebra 1, Geometry, Algebra II, and an advanced math)	4
Science (Biology, IPC and one advanced course **OR** Biology and two advanced courses)	3	**Science** (Biology, IPC and two advanced courses **OR** Bio and three advanced courses	4	**Science** Same as Foundation with Endorsement	4
Social Studies (World Geography, World History, US History, Government and Economics)	4	**Social Studies** same	4	**Social Studies** same	4
Physical Education * *	1	**Physical Education****	1	**Physical Education****	1
Health	½	**Health**	½	**Health**	½
Languages Other Than English	2	**Languages Other Than English**	2	**Languages Other Than English**	2
Fine Arts	1	**Fine Arts**	1	**Fine Arts**	1
		Requirements of an Endorsement	See Next Page	**Requirements of an Endorsement**	See Next Page
Electives	3	**Electives (including endorsement courses)**	5	**Electives (including endorsement courses)**	5
Total Credits Required	**22**		**26**		**26**

+ A student must earn the Distinguished Level of Achievement to be eligible for top 10% automatic admission.

**Credit for PE courses may be earned through participation in athletics or JROTC or appropriate private or commercially sponsored physical activity programs for a maximum of four credits, or through participation in marching band, cheerleading or drill team. Certain courses may replace this requirement. See page 14 for a list of those courses.

A student may graduate under the foundation high school program without an endorsement if, after the student's sophomore year, a committee including the student, the student's parent, and the counselor determine that it is in the best interest of the student to bypass the benefits of graduating with an endorsement. A student served by an ARD committee may also graduate without an endorsement.

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Programas de Graduación Clase de 2018-2027

Al ingresar al 9º grado, los estudiantes de Irving seguirán el Plan de Secundaria Básico/Fundamental con una Especialidad o el Nivel de Desempeño Destacado. Los requisitos para las Especialidades se detallan en la página siguiente.

Programa Básico/Fundamental		**Programa Básico/Fundamental con Especialidad(es)**		**Programa de Desempeño Destacado**	
Materias	**Créditos**	**Materias**	**Créditos**	**Materias**	**Créditos**
Inglés Inglés I, II, III y un curso de Inglés Avanzado	4	**Inglés** igual	4	**Inglés** igual	4
Comunicación (Discurso)* **	½	**Igual**	½	**Igual**	½
Matemáticas (incluyendo Algebra I, Geometría, y un curso de matemáticas avanzado)	3	**Matemáticas** (incluyendo Algebra I, Geometría, y dos cursos de matemáticas avanzados**)**	4	**Matemáticas** **(**Algebra I, Geometría, Algebra II y un curso avanzado)	4
Ciencias Naturales (Biología, IPC y un curso avanzado **O** Biología y dos cursos avanzados)	3	**Ciencias Naturales** (Biología, IPC y dos cursos avanzados **O** Biología y tres cursos avanzados)	4	**Ciencias Naturales** Igual que el Programa Básico/Fundamental con Especialidad	4
Ciencias Sociales (Geografía Mundial, Historia Mundial, Historia de EE.UU., Gobierno y Economía)	4	**Ciencias Sociales** igual	4	**Ciencias Sociales** igual	4
Educación Física**	1	**Educación Física****	1	**Educación Física****	1
Salud	½	**Salud**	½	**Salud**	½
Otros Idiomas además del Inglés	2	**Otros Idiomas además del Inglés**	2	**Otros Idiomas además del Inglés**	2
Bellas Artes	1	**Bellas Artes**	1	**Bellas Artes**	1
		Requisitos de una especialidad	Vea la página siguiente	**Requisitos de una especialidad**	Vea la página siguiente
Electivos	3	**Electivos (incluyendo cursos de especialidad)**	5	**Electivos (incluyendo cursos de especialidad)**	5
Total de Créditos Requeridos	**22**		**26**		**26**

+ El estudiante debe obtener el Programa de Desempeño Destacado para ser elegible an ingreso automático del 10% de los mejores alumnos (Top 10%)

** Crédito para los cursos de educación física se puede obtener a través de la participación en atletismo, JROTC o programas apropiados de actividad física privados o patrocinados comercialmente para un máximo de cuatro créditos, o a través de la participación en la banda de marcha, porristas o drill team.

*** Cierto cursos pueden sustituir este requisito – consulte la página 14.

Un estudiante puede graduarse bajo el programa básico/fundamental sin una especialidad. Si después del segundo año de estudios, un comité que incluye al estudiante, padre del estudiante, y el consejero/a determina que lo mejor para el estudiante, es sobrepasar los beneficios de graduarse con una especialidad. Un estudiante recibiendo servicios de un comité ARD también puede graduarse sin una especialidad.

Graduation Programs Class of 2028 and Beyond

Irving ISD students will pursue the Foundation High School Program a Distinguished Level of Achievement upon entering 9th grade. Endorsement requirements are identified on the next page.

Foundation HS Program		**Foundation with Endorsement(s)**		**Distinguished Achievement**	
Subject Areas	**Credits**	**Subject Areas**	**Credits**	**Subject Areas**	**Credits**
English English I, II, III and an advanced English course	4	**English** same	4	**English** same	4
Comm. App./Prof. Comm. (Speech)*** (recommended but not required)	½	**Same**	½	**Same**	½
Mathematics (including Algebra, I, Geometry, and an advanced math course)	3	**Mathematics** (including Algebra 1, Geometry, and two advanced math courses)	4	**Mathematics** **(**Algebra 1, Geometry, Algebra II, and an advanced math course)	4
Science (Biology, IPC and one advanced course **OR** Biology and two advanced courses)	3	**Science** (Biology, IPC and two advanced courses **OR** Bio and three advanced courses	4	**Science** Same as Foundation with Endorsement	4
Social Studies (World Geography OR World History, US History, Government and Economics)	3	**Social Studies** same	3	**Social Studies** same	3
Physical Education * *	1	**Physical Education****	1	**Physical Education****	1
Health (recommended but not required)	½	**Health**	½	**Health**	½
Languages Other Than English	2	**Languages Other Than English**	2	**Languages Other Than English**	2
Fine Arts	1	**Fine Arts**	1	**Fine Arts**	1
		Requirements of an Endorsement	See Next Page	**Requirements of an Endorsement**	See Next Page
Electives	4	**Electives (including endorsement courses)**	6	**Electives (including endorsement courses)**	6
Total Credits Required	**22**		**26**		**26**

+ A student must earn the Distinguished Level of Achievement to be eligible for top 10% automatic admission.

**Credit for PE courses may be earned through participation in athletics or JROTC or appropriate private or commercially sponsored physical activity programs for a maximum of four credits, or through participation in marching band, cheerleading or drill team. Certain courses may replace this requirement. See page 14 for a list of those courses.

A student may graduate under the foundation high school program without an endorsement if, after the student's sophomore year, a committee including the student, the student's parent, and the counselor determine that it is in the best interest of the student to bypass the benefits of graduating with an endorsement. A student served by an ARD committee may also graduate without an endorsement.

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Programas de Graduación Clase de 2028 a Adelante

Al ingresar al 9º grado, los estudiantes de Irving seguirán el Plan de Secundaria Básico/Fundamental con una Especialidad o el Nivel de Desempeño Destacado. Los requisitos para las Especialidades se detallan en la página siguiente.

Programa Básico/Fundamental		**Programa Básico/Fundamental con Especialidad(es)**		**Programa de Desempeño Destacado**	
Materias	**Créditos**	**Materias**	**Créditos**	**Materias**	**Créditos**
Inglés Inglés I, II, III y un curso de Inglés Avanzado	4	**Inglés** igual	4	**Inglés** igual	4
Comunicación (Discurso)*** (recomendado pero no es obligatorio)	½	**Igual**	½	**Igual**	½
Matemáticas (incluyendo Algebra I, Geometría, y un curso de matemáticas avanzado)	3	**Matemáticas** (incluyendo Algebra I, Geometría, y dos cursos de matemáticas avanzados**)**	4	**Matemáticas** **(**Algebra I, Geometría, Algebra II y un curso avanzado)	4
Ciencias Naturales (Biología, IPC y un curso avanzado **O** Biología y dos cursos avanzados)	3	**Ciencias Naturales** (Biología, IPC y dos cursos avanzados **O** Biología y tres cursos avanzados)	4	**Ciencias Naturales** Igual que el Programa Básico/Fundamental con Especialidad	4
Ciencias Sociales (Geografía Mundial **O** Historia Mundial, Historia de EE.UU., Gobierno y Economía)	3	**Ciencias Sociales**	3	**Ciencias Sociales**	3
Educación Física**	1	**Educación Física****	1	**Educación Física****	1
Salud (recomendado pero no es obligatorio)	½	**Salud**	½	**Salud**	½
Otros Idiomas además del Inglés	2	**Otros Idiomas además del Inglés**	2	**Otros Idiomas además del Inglés**	2
Bellas Artes	1	**Bellas Artes**	1	**Bellas Artes**	1
		Requisitos de una especialidad	Vea la página siguiente	**Requisitos de una especialidad**	Vea la página siguiente
Electivos	4	**Electivos (incluyendo cursos de especialidad)**	6	**Electivos (incluyendo cursos de especialidad)**	6
Total de Créditos Requeridos	**22**		**26**		**26**

+ El estudiante debe obtener el Programa de Desempeño Destacado para ser elegible an ingreso automático del 10% de los mejores alumnos (Top 10%)

** Crédito para los cursos de educación física se puede obtener a través de la participación en atletismo, JROTC o programas apropiados de actividad física privados o patrocinados comercialmente para un máximo de cuatro créditos, o a través de la participación en la banda de marcha, porristas o drill team.

*** Cierto cursos pueden sustituir este requisito – consulte la página 14.

Un estudiante puede graduarse bajo el programa básico/fundamental sin una especialidad. Si después del segundo año de estudios, un comité que incluye al estudiante, padre del estudiante, y el consejero/a determina que lo mejor para el estudiante, es sobrepasar los beneficios de graduarse con una especialidad. Un estudiante recibiendo servicios de un comité ARD también puede graduarse sin una especialidad.

Irving ISD Graduation Programs
Class of 2018 and Beyond - Endorsements

Endorsement Areas * **In order to earn an endorsement, a student must also complete 4 Math and 4 Science credits.**	
STEM	**Student must take Foundation curriculum including Algebra II, Chemistry, and Physics and ONE of the following:** **1.** Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Computer Science ● Engineering – Aerospace, Aviation, Biomedical, Civil or Environmental ● Aviation Science **2.** Five credits in Mathematics: ● Algebra I, Geometry, Algebra II, and two additional advanced courses **3.** Five credits in Science: ● Biology, Chemistry, Physics, and two additional advanced science courses **4.** In addition to Alg. II, Chemistry, and Physics, a sequence of three additional courses from 1,2 or 3 above.
Business and Industry	**Student must take Foundation curriculum and ONE of the following:** 1. Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Agriculture ● Architecture and Construction ● Arts, AV Technology, and Communications ● Business, Marketing and Finance ● Transportation, Distribution and Logistics ● Information Technology ● Manufacturing ● Hospitality and Tourism 2. Four English elective credits including THREE levels of ONE of these: ● Journalism, Broadcast Journalism, Newspaper, Yearbook, Debate
Public Services	**Student must take Foundation curriculum and ONE of the following:** 1. Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Education and Training ● Health Science ● Human Services - Cosmetology ● Law and Public Service ● Human and Social Services 2. Four courses in JROTC
Arts & Humanities	**Student must take Foundation Curriculum and ONE of the following:** 1. A total of five social studies credits 2. Four levels of the same Language other than English, including ASL 3. Two levels of two different Languages other than English 4. Coherent sequence of four credits in one or two disciplines of fine arts 5. Four English elective advanced courses which may include English 4 and beyond
Multidisciplinary Studies	**Student must take Foundation Curriculum and ONE of the following:** 1. Four advanced courses from within one endorsement area or among endorsement areas that are not in a coherent sequence. 2. Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics 3. Four credits in AP or dual credit selected from the foundation subject areas, Languages other than English, or fine arts

***Not all programs of study are available at all campuses. Some programs are limited in enrollment by space or staffing limitations.**

Irving ISD Graduation Programs
Class of 2018 and Beyond - Performance Acknowledgements

A student may earn a performance acknowledgement for outstanding performance in:

- **Dual credit classes:**
  - 12 college hours with a grade of 3.0 out of 4.0
  - Earning an associate degree while in high school

- **Bilingualism and Biliteracy:** An average GPA of 80 in English courses and satisfying ONE of the following:
  - At least three credits in the same Language other than English with at least an 80 average
  - Demonstrated proficiency at level four or higher in a Language other than English with a minimum GPA of 80
  - A score of 3 or higher on a College Board AP exam in a Language other than English

- **If the student is an English language learner, he or she must also have exited the ESL program and scored Advanced High on the TELPAS.**

- **AP Test:** Score a 3 or above on a College Board AP exam

- **PSAT, ACT-Plan, SAT, ACT**: Score the following on **one** of these exams:
  - Earning a score on the PSAT/NMSQT that qualifies a student for recognition as a Commended Scholar or higher, or recognized as a National Hispanic Scholar or National Achievement Scholar
  - Achieving the college readiness benchmark score on the ACT-PLAN in at least two of the four subjects
  - Earning a combined critical reading and mathematics score of at least 1250 on the SAT
  - Earning a composite score of 28 on the ACT examination

- **Nationally or internationally recognized business or industry certificate**:
  - Qualification for an APPROVED federal, state, or industry certification or license related to the student's program of study. An approved list will be provided by the Texas Education Agency.

Programas de Graduación de Irving ISD
Clase de 2018 en Adelante - Especialidades

Aéreas de Especialidad* **Con el fin de obtener aprobación, un estudiante también debe completar 4 créditos de Matemáticas y 4 de Ciencia.**	
Ciencias, Tecnología, Ingeniería y Matemáticas (STEM, por sus siglas en inglés)	**El estudiante debe tomar el plan de estudio Básico/Fundamental incluyendo Algebra II, Química, y Física y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Ciencias de la computación ● Ingeniería - Aeroespacial, Aeronáutica, Biomédica, Civil o Ambiental ● Ciencia de Aviación 2. Cinco créditos en Matemáticas: ● Algebra I, Geometría, Algebra II, más dos cursos avanzados 3. Cinco créditos en Ciencias: ● Biología, Química, Física, más dos cursos de ciencia avanzados 4. Además de Algebra II, Química y Física, una secuencia de tres cursos adicionales de los números 1, 2 o 3 de arriba.
Negocios e Industria	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Agricultura ● Arquitectura y Construcción ● Artes, Tecnologías Audio/Vídeo, y Comunicaciones ● Negocios, Mercadotécnica y Finanzas ● Transportación, Distribución y Logística ● Tecnologías de la Información ● Manufactura ● Hostelería y Turismo 2. Cuatro cursos electivos de Inglés incluyendo TRES niveles de UNO de estos: ● Periodismo, Periodismo Televisivo, Periódico, Libro de Año Escolar, Debate
Servicios Públicos	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Educación y Formación ● Ciencias de la Salud ● Servicios Humanos - Cosmetología ● Leyes y Servicios Públicos ● Servicios Humanos y Sociales 2. Cuatro cursos en JROTC
Artes y Humanidades	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Un total de cinco créditos en ciencias sociales 2. Cuatro niveles del mismo Idioma diferente al inglés, incluyendo ASL 3. Dos niveles de dos diferentes Idiomas diferentes al inglés 4. Secuencia coherente de cuatro créditos en una o dos disciplinas de las bellas artes 5. Cuatro cursos avanzados electivos de inglés cuales pueden incluir inglés 4 y más
Estudios Multidisciplinarios	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Cuatro cursos avanzados en un área de especialidad o entre áreas de especialidades que no están en secuencia coherente. 2. Cuatro créditos en cada una de las materias básicas incluyendo inglés IV y química, y/o física. 3. Cuatro créditos en AP o doble crédito seleccionados de las áreas básicas, idiomas diferentes al inglés, o bellas artes.

***No todos los programas de estudio están disponibles en todos los campus.**

Programas de Graduación de Irving ISD
Clase de 2018 en Adelante - Reconocimientos por Desempeño

Un estudiante puede obtener un reconocimiento por desempeño sobresaliente en:

- **Cursos de doble crédito:**
    - 12 créditos universitarios con un promedio (GPA) de 3.0 en una escala de 4.0
    - Obtener un título asociado en la escuela secundaria

- **Bilingüismo y alfabetización** – promedio (GPA) mínimo de 80 en cursos de inglés y cumplir con una de las siguientes:
    - Por lo menos tres créditos del mismo idioma diferente al inglés (LOTE por sus siglas en inglés) con un promedio mínimo de 80
    - Demostrar habilidad en el nivel cuatro o superior en LOTE con un promedio (GPA) mínimo de 80
    - Una puntuación de 3 o más en un examen de Prueba Avanzada (AP por sus siglas en inglés) del College Board en un idioma diferente al inglés

- **Si el alumno es un estudiante de inglés como segundo idioma (ESL por sus siglas en inglés), también debe haber superado el programa de ESL y haber recibido el rango Avanzada Alto en el TELPAS**

- **Prueba Avanzada (AP por sus siglas en ingles)**
    - Un 3 o más en un examen AP

- **PSAT, ACT-Plan, SAT, ACT** – debe anotar lo siguiente en **uno** de estos exámenes:
    - Obtener un resultado en el PSAT/NMSQT que califique al estudiante para el reconocimiento comendado o más, o reconocimiento como un Hispano Académico Nacional o Académico Nacional de Logro
    - Lograr resultados de norma de preparación universitaria en el ACT-PLAN en al menos dos de las cuatro materias
    - Obtener un resultado combinado de por lo menos 1250 en las secciones de lectura crítica y matemáticas del examen SAT
    - Obtener un resultado promedio de 28 en el examen ACT

- **Un certificado de negocios o industria reconocidos a nivel nacional o internacional**: Capacitación para un certificado APROBADO federalmente, estatalmente, o una certificación de industria o licencia relacionada al programa de estudio del estudiante. Una lista aprobada será proporcionada por la Agencia de Educación de Texas.

Irving Independent School District Grade Classification of Students

1. Students are classified once a year at the end of the school year in June. The only exception is for those students who attend summer school or those students who participate in a district program designed for grade acceleration. The classification of students who attend summer school is revised, if applicable, in August. Only seniors are reclassified when correspondence, CBE or Dual course grades are received.

2. If an error is discovered in a student's classification or if the school receives new records that reflect more or fewer credits, the counselors submit a correction immediately.

3. Classification of students is based on the number of credits earned and courses completed as indicated below. There are two exceptions to this rule: students in Gifted and Talented (G/T) programs and new immigrant students. The credit and classification breakdown are published in the student handbook.

    - Freshmen 0 - 5½ credits
    - Sophomore 6 - 11½
    - Junior 12 - 17½
    - Senior 18 +

4. Classification of G/T students - G/T students who earn 6 or more credits in middle school will remain in the normal progression of their class.

5. Classification of ELL Immigrant Students – Districts are to follow the rules in TAC, §74.26 when determining what credit to award to a student transferring in from a non-Texas-public school. A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit. Students who have graduated from high school in another country may not be enrolled regardless of age. Please refer these students to a post-secondary institution and/or adult ESOL classes.

6. Three Year Graduates - Students who wish to graduate in three years will need to consult with their counselor no later than the end of their sophomore year. Three-year graduates may be classified as seniors during the course of their third year of high school or mid-term if they have enough credits to graduate.

Early College and Dual Credit Program Offerings

Irving ISD has an instructional partnership with Dallas College to offer dual credit courses for students enrolled in Irving ISD high schools. The dual credit program allows students the opportunity to earn college credit while in high school. Dual credit courses are offered in a variety of subject areas within the core curriculum and Career and Technical Education pathways. Irving ISD also has two Early College programs that offer specific associates degree options. See your counselor for more information.

Texas Success Initiative Assessment (TSIA)

Students who are interested in taking dual credit courses, must show readiness to take college level courses. The TSIA 2.0 is the assessment instrument used to determine college readiness for non-exempt students, as required by the Texas Success Initiative and approved by the Texas Higher Education Coordinating Board (THECB).

TSIA helps determine whether students are ready for college-level coursework in English language arts and reading (ELAR) and mathematics. These are foundational subjects for other college coursework. The results of the TSIA 2.0 assessment, in conjunction with academic background, goals, and interests, are used by school counselors to place students in the appropriate courses that match their achievement level.

Not all students will need to take the TSIA 2.0. If college readiness standards are met on the End-of-Course examination (EOC), SAT, ACT, or in a college preparatory course, they may be exempt or waived from taking the TSIA.

To learn more about TSIA, contact your school counselor. If you are viewing this digitally, then click here for more details.

English Language Arts

English I

[B15140 ENG 1 03220100]

Grade: 9 Credit: 1

English I students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. This course asks students to explore the possible influences of the historical context on a literary work and respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing.

English I Honors

[B15189 ENG 1 H 03220100]

Grade: 9 Credit: 1

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. The student will refine oral and written communication skills as well as read all forms of literature extensively and analytically in preparation for AP English courses.

English II

[B15240 ENG 2 03220200]

Grade: 10 Credit: 1 PR: English 1

English II students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing.

English II Honors

[B15279 ENG 2 GT H 03220200]

Grades: 9 Credit: 1 PR: English I GT

[B15269 ENG 2 H 03220200]

Grades: 10 Credit: 1 PR: English I

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. This college preparatory course explores the subject matter in depth and complexity. The student will refine oral and written communication skills as well as read all forms of literature extensively and analytically in preparation for AP English courses. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English III

[B15340 ENG 3 03220300]

Grades: 11 Credit: 1 PR: English II

English III students read extensively across multiple genres from American literature, including selected stories, dramas, novels, poetry, and informational texts. They learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. Students respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. Students will engage in college test prep including SAT, ACT, & TSI.

English III – Dual Credit (H)

[B15639 ENG 3 H/D 03220300]

Grade: 10-12 Credit: 1 PR- English ii

Students in this course will read and write extensively and analytically. Students will apply college-ready skills to essays, texts of multiple genres, and participate in meaningful class discussions around close-reading skills. Meets graduation requirements for high school and college credit.

AP English III (English Language and Composition)

[B15369 APENGLAN A3220100]

Grades: 10-11 Credit: 1 PR: English II

In AP English Language and Composition, students will read nonfiction texts through the eyes of a writer, exploring the choices writers and speakers make to persuade their audience. By analyzing how writing is composed, students will be able to construct their own arguments. AP Language students will perfect reading closely, analyzing, and interpreting a piece of writing, gathering and consolidating information from different sources, and crafting evidence-based arguments. Students enrolled in this course will be required to take the English Language and Composition Advanced Placement Exam.

English IV

[B15450 ENG 4 03220400]

Grade: 12 Credit: 1

English IV students read extensively across multiple genres from British literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. Throughout this course, students respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. CPELA is embedded in this course.

For online course info access: www.irvingisd.net/Page/2790

English IV-Dual Credit (H)

[B15469 ENG 4 H/D 03220400]

Grade: 12 Credit: 1

Students enrolled in this course will read and write extensively and analytically. Students will apply college-ready skills to essays, texts of multiple genres, and participate in meaningful class discussions around close-reading skills. This course meets the graduation requirements for high school and college credit.

AP English IV (English Literature and Composition)

[B15499 APENGLAN GT A3220200]

[B15479 APENGLIT H A3220200]

Grades: 11-12 (10 for GT students who have completed English II) Credit: 1 PR: English II

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In AP English Literature and Composition, students will examine how authors and poets create meaning through their rich, purposeful use of language. Students will write and refine essays about literature, develop the skills of analysis and composition that will allow them to communicate their interpretations effectively. Students enrolled in this course will be required to take the AP Exam.

English V G/T

[B15629 ENG 5 GT 03221800]

Grade: 12 Credit: 1 PR: English IV

This course is designed as an in-depth genre study for gifted students in language arts that includes: poetry, drama, fiction, artistic movements and various literary periods, and film studies. Additionally, students focus on composing college admission and scholarship essays as well as perfecting their college applications.

AP Capstone Seminar

[16191/2 APSMNR N1130026]

Grades: 10-12 Credit: 1/Elective

PR: Honors or AP Experience or Capstone Teacher Approval

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, connect these issues to their own lives, and work both collaboratively and independently to explore real world issues. Students enrolled in this course will be required to take the AP Exam. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™** signifying their attainment of college-level academic and research skills. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

AP Capstone Research

[16561/2 APRES N1100014]

Grades: 11-12 Credit: 1/Elective

PR: AP Capstone Seminar

The second course in the Capstone experience allows students to design, plan and conduct a year-long research based investigation on a topic of individual interest. Through this mentored inquiry and investigation, students demonstrate the ability to connect scholarly understanding to real-world problems and issues. Students further their skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question. The course culminates in a mentored academic thesis paper and a presentation, performance, or exhibition with an oral defense. Students enrolled in this course will be required to take the AP Exam. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™** signifying their attainment of college-level academic and research skills.

Reading

Reading I-II

[1750112 READ1 03270700]

[1752112 READ2 03270800]

Grade Read1-9 Credit: 1/2-1

Grade Read2-10, 11 Credit: 1/2-1 PR: Read 1

This course is designed for students in need of additional practice in reading fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. These strategies will be applied in texts across all content areas.

Speech

Professional Communications

[16394 PROFCOMM 13009900]

Grades: 9-12 Credit: 1/2

This course is designed to help students develop effective communication skills for successful participation in professional and social life beyond high school. The content includes verbal and nonverbal messages, listening skills, critical thinking and the problem-solving process. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

For online course info access: www.irvingisd.net/Page/2790

Debate I-III

[1620112 DEBATE1 03240600]

[1621112 DEBATE2 03240700]

[1622112 DEBATE3 03240800]

Grades: 9-12 Credit: 1/2-1 PR: Teacher R

This course is designed as an advanced course, which prepares students for competition in speech events in local and statewide tournaments. Students are involved in practice debates and oral interpretation. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

Communications Applications-Dual Language

[16324 COMMAP DUAL LANG 03241400]

Grades: 9-12 Credit: ½

This course is designed to help students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course is only offered at MacArthur HS.

Journalism

Journalism

[16101/2 JRNLSM 03230100]

Grades: 9-10 Credit: 1 I, M, N

This is a beginning course for students interested in journalism. The course includes gathering facts, developing interviewing skills, writing news stories, determining newsworthiness, studying journalistic style and techniques of writing headlines and captions, writing features and editorials, and studying the freedom and responsibility of the press.

Advanced Journalism: Newspaper Production I, II, III

[16141/2 NEWSP 1 03230140]
[16151/2 NEWSP 2 03230150]
[16161/2 NEWSP 3 03230160]

Grades: 10-12 Credit: 1 I, M, N

These courses are designed to teach students the techniques necessary to write news, features, and editorials suitable for the student newspaper. Students perform a variety of tasks by fact-gathering, developing interviewing skills, writing news stories, determining news-worthiness, studying and applying editing skills, studying journalistic style, using techniques of writing headlines and captions, studying the freedom and responsibility of the press, and the principles and ethics of journalism. These courses require considerable time outside school hours.

Advanced Journalism: Yearbook/Magazine Production I

[16111/2 YRBKMAG1 03230110]
[16121/2 YRBKMAG2 03230120]
[16131/2 YRBKMAG3 03230130]

Grades: 10-12 Credit: 1 I, M, N

Students enrolled in these courses write magazine features and editorials suitable for the student yearbook, as well as the techniques of specialized headline and caption writing. It covers the principles of design, layout, graphics, typography, and production techniques necessary for the production and publishing of a student yearbook. Students develop the skills needed to produce a yearbook, evaluating the components required for a quality product. Students learn elements and processes of magazine-type journalistic products, including the school yearbook and literary magazine. A part of the curriculum is selling advertising and the products. These courses require considerable time outside school hours.

Independent Study in Journalism

[16181/2 IND JOUR 03231000]

Grades: 10-12 Credit: ½-1 I, M, N

Students will create publications, using advanced desktop publishing software, assembling all the elements-type, illustrations, graphs, tint and photographs on the computer screen. This course provides advanced skills and knowledge for students entering post-secondary education institutions or the work-force. PREREQUISITE: Teacher Approval.

Alternate Speech Credit

0.5 credit of speech may be earned through participation in one of the courses listed below. These courses demonstrate proficiency in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. *19TAC 74.11.3

Professional Communications
Debate I-III
Oral Interpretation
AVID 2
Academic Decathlon
AP Capstone Seminar
Independent Study in English ESL

AVID

AVID I

[B85440 AVID1 N1290001]

Grade: 9 Credit: 1/Elective PR- AVID Site Team Approval

AVID (Advancement Via Individual Determination) The 9th grade AVID elective course will serve as a review of the AVID philosophy & strategies for transitioning students. Students will work on academic growth, personal goals, and communication. Students will increase their awareness of their personal contributions to their learning by participating in activities that incorporate strategies focused on writing, critical thinking and inquiry, collaboration, organization & critical reading (WICOR). While adjusting to the high school setting, students engage in activities centered around exploring college/career opportunities, building self-confidence and communication skills. Students wishing to take this course must apply and be approved by the campus AVID Site Team.

AVID II

[B85450 AVID2 N1290002]

Grade: 10 Credit: 1/Elective PR- AVID Site Team Approval

AVID (Advancement Via Individual Determination) The 10th grade AVID elective course will refine AVID strategies (WICOR) to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals as well as their higher-level critical thinking and public speaking. Students will increase their awareness of their personal contributions to their learning through involvement in school and community via their Service Learning Project. Strategies in analytical reading and critical thinking will focus on understanding complex texts and increase writing ability. Lastly, students will narrow down their colleges & careers of interest based on their personal interests and goals. Students wishing to take this course must apply and be approved by the campus AVID Site Team.

Students who complete AVID II successfully are eligible to receive 0.5 credits for Speech.

AVID III

[B85460 AVID3 N1290030]

Grade: 11 Credit: 1/Elective PR- AVID Site Team Approval & Completion of AVID II

AVID (Advancement Via Individual Determination) The 11th grade AVID elective course is the first part in a Junior/Senior seminar course that focuses on skills expected of first-year college students. Students participate in college bound activities, intensive research, and confirm their post-secondary plans. Students engage in analytical reading and writing, tutorial study groups, critical thinking, and planning (WICOR). Students wishing to take this course must apply and be approved by the campus AVID Site Team.

AVID IV

[B85470 AVID4 N1290033]

Grade: 12 Credit: 1/Elective PR- AVID Site Team Approval & Completion of AVID II & III

AVID (Advancement Via Individual Determination) The 12th grade course is the second part of the Junior/Senior Seminar that focuses on skills expected of a 2nd year college student. Students engage in analytical reading and writing, collaborative study groups, critical thinking, and a book study. Students are presented and supported through college-bound activities, methodologies, and tasks that include applications for college, FAFSA, scholarships, and career exploration.

English as a Second Language

English SOL IA

[B15510 ENGSOL1A 03200600]

Grade: 9 Credit: 1 PR: LPAC

English SOL IA students are expected to plan, draft, edit, and revise written compositions on a regular basis in a variety of forms including literary, expository and argumentative texts. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work. The ESOL IA course is designed for beginning English-speaking students and includes an emphasis on development of listening, speaking, reading, and writing.

English SOL IB

[B15520 ENGSOL1A 03200600]

Grade: 9 *Credit: 1* *PR: LPAC*

English SOL IB students are expected to read across multiple genres, at different proficiency levels, from world literature, including selected stories, dramas, novels, poetry, and informational texts. This course asks students to explore the possible influences of the historical context on a literary work and respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. The ENGSOL IB course is designed for beginning English-speaking students, who have been in the country for a year or more. It emphasizes developing listening, speaking, reading, and writing skills.

English SOL IIA

[B15530 ENGSOL2A 03200700]

Grades: 10-12 Credit: 1 *PR: LPAC*

English SOL II A English students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. ENGSOL IIA course is designed for intermediate English-speaking students and emphasizes developing listening, speaking, reading and writing skills.

English SOL IIB

[B15540 ENGSOL2A 03200700]

Grades: 10-12 Credit: 1 *PR: LPAC*

English SOL II B English students read extensively across multiple genres of world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. The ENGSOL IIB course is designed for intermediate English-speaking students, who have been in the country for two years or more. It emphasizes developing listening, speaking, reading, and writing skills.

Reading I ESL

[B15560 READ 1 ESL 03270700]

Grades: 9-12 Credit: 1/2-1 *PR: LPAC*

This course is designed for students in need of additional practice in reading and writing fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. All of these strategies will be applied in texts across all content areas. This course in ESL reading is designed for beginning English-speaking students in grades 9-12 and focuses on the development of reading through comprehension strategies, study techniques, and composition.

Reading II ESL

[B15570 READ 2 ESL 03270800]

Grades: 9-12 Credit: 1/2-1 *PR: LPAC*

This course is designed for students in need of additional practice in reading and writing fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. All of these strategies will be applied in texts across all content areas. This course in ESL reading is designed for intermediate English-speaking students in grades 9-12. The course seeks to provide continued development in reading through comprehension strategies, study techniques, and composition.

Independent Study in English ESL

[B15500 INDENG ESL 03221800]

Grades: 9-12 Credit: 1/2-1

PR: LPAC and concurrent enrollment in English SOL 1A and 1st year in US Schools.

This course is designed for Beginning and Intermediate English language learners in grades 9-12. The course will provide the foundational skills for listening, speaking, reading, and writing in English. Emphasis will be placed on language acquisition through the development of academic English and literacy across content areas. Students will work on building reading skills, grammar and writing conventions. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

English Language Development Acquisition (ELDA)

[B15780 ELDA 1 03200800]

Grades: 9-10 Credit: 1

PR: Newcomer students; 1st year in US schools and with gaps in education. LPAC and concurrent enrollment in English SOL 1A

English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs.

Mathematics

Algebra I

[B25130 ALG 1 03100500]

Grade: 9 Credit: 1 PR: 8th grade math or equivalent

This course will build on the knowledge and skills acquired in middle school mathematics. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Graphing technology is used as an integral part of instruction throughout this course.

Geometry

[B25340 GEOM 03100700]

Grades: 10-11 Credit: 1 PR: Algebra I

Students will connect previous knowledge by exploring concepts covering coordinate & transformational geometry, logical arguments and constructions, proof and trigonometry, 2D and 3D figures; circles and probability. Students apply geometric properties to real-world situations. The course also provides students the opportunity to study and analyze three-dimensional objects.

Geometry Honors

[B20872 GEOM GT H 03100700]

Grades: 9 Credit: 1 PR: Algebra I

[B25359 GEOM H 03100700]

Grades: 10-11 Credit: 1 PR: Algebra I

Students will connect previous knowledge by exploring concepts covering coordinate & transformational geometry, logical arguments and constructions, proof and trigonometry, 2D and 3D figures; circles and probability. Students apply geometric properties to real-world situations. The course also provides students the opportunity to study and analyze three-dimensional objects. The Geometry Honors course places an emphasis on a greater depth in all topics.

Algebraic Reasoning

[B26640 ALGREA 03102540]

Grades: 11-12 Credit: 1 PR: Algebra I

In this course, students will build on and extend previous knowledge of algebraic concepts. Students will continue to develop mathematical reasoning related to algebraic understandings and processes. Students will study a variety of functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data.

Statistics

[B26650 STATS 03102530]

Grades: 11-12 Credit: 1 PR: Algebra I

Students will build on the knowledge and skills for mathematics in Kindergarten - Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. In order to help students be successful, it is recommended that students have additional math classes before enrolling in this class.

Algebra II

[B25200 ALG2 03100600]

Grades: 10-12 Credit: 1 PR: Algebra I

This course continues from Algebra I and extends the study of functions to include quadratic functions, square root functions, rational functions, exponential functions and logarithmic functions. The relationship between algebra and geometry is also illustrated in the study of conic sections. Graphing technology is used throughout this course.

Algebra II Honors

[B25229 ALG 2 GT H 03100600]

Grades: 10 Credit: 1 PR: Algebra I

[B25219 ALG 2 H 03100600]

Grades: 10 Credit: 1 PR: Algebra I

The Honors course in Algebra II follows the scope and sequence of the general education Algebra II course. Throughout the course the emphasis is on a greater depth in preparation for AP level courses.

Precalculus

[B25400 PRECALC 03101100]

Grades: 11-12 Credit: 1 PR: Alg I, Alg II, Geometry

This course is designed to deepen students' mathematical understanding and fluency with algebra and trigonometry. It extends their ability to make connections and apply concepts and procedures at higher levels. While it prepares students to enter Calculus and other advanced courses, it also provides a strong foundation for the use of mathematical models in real-world situations. Graphing technology is used throughout this course.

AP Precalculus

[B25589 APPRECALC A3100100]

Grades: 10-12 Credit: 1 PR: Alg I, Alg II, Geometry

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Students enrolled in this course will be required to take the AP Exam.

AP Calculus AB

[B25519 APCALAB A3100101]

Grades: 11-12 Credit: 1 PR: Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Course content includes the study of continuity, limits, derivatives, integration, basic differential equations, and the definite integral. Graphing technology is used throughout this course. Students are required to take the AP Exam.

AP Calculus BC

[B25529 APCALBC A3100102]

Grade: 11-12 Credit: 1 PR: Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Students continue the study of calculus with topics such as Taylor polynomials and approximations, advanced techniques of integration, improper integrals, logistic differential equations, parametric, polar, and vector functions. Graphing technology is used throughout this course. Students are required to take the AP Exam.

AP Statistics

[B25539 APSTATS A3100200]

Grades: 10-12 Credit: 1 PR: Geometry & Algebra II

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course consists of a full year of work in exploratory analysis of data, planning a study, probability, and statistical inference. In college, at least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences and business. Graphing technology is used as an integral part of instruction throughout this course. Students are required to take the AP Exam.

College Testing Prep Course

[96301/2 or 96304 PSAT/SAT/ACT B5000002]

Grade: 9-12 Credit: ½ local

The PSAT/SAT preparation course includes the reading, writing, and math content and skills to prepare students for taking the PSAT/SAT and TSI college tests.

College Preparatory Course in Mathematics

[B26660 CPMAT CP111200]

Grade: 11-12 Credit: 1 PR: Algebra I/Geometry/3rd Math

This is a senior-level course designed to improve the skills needed to enter credit-bearing math courses in college. Topics include a review of real numbers, symbolic manipulation of objects, graphing linear equations, basic geometry, solving rational and radical equations, and functions. Cumulative review will be spiraled throughout the course.

Science

Biology

[B35140 BIO 03010200]

Grades: 9-10 Credit: 1

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics, including biomolecules and structures and functions of cells and viruses; mechanisms of genetics; biological evolution; matter cycling and energy flow in organisms; living systems; and ecosystems and the environment.

Biology Honors

[B35189 BIO H 03010200]

Grades: 9-10 Credit: 1

This course explores the same concepts as biology using Honors strategies. Use of these strategies coupled with depth and complexity of concepts in preparation for AP science courses.

Integrated Physics and Chemistry (IPC)

[B35740 IPC 03060201]

Grades: 9 - 11 Credit: 1

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy and matter.

Chemistry

[B35400 CHEM 03040000]

Grades: 10-12 Credit: 1

PR: Successful Completion Biology and Algebra I

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry Honors

[B35429 CHEM GT 3040000

Grades: 9 Credit: 1 PR: Biology 8 Honors/GT

[B35419 CHEM H 03040000]

Grades: 10-12 Credit: 1

PR: Successful Completion Biology and Algebra I

This course explores the same concepts as general ed chemistry using Honors strategies. Use of these strategies coupled with depth and complexity of concepts in preparation for AP science courses.

Physics

[B35500 PHYSICS 03050000]

Grades: 10-12 Credit: 1 PR: Successful Completion Algebra I

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

AP Biology

[B35199 APBIO A3010200]

Grades: 11-12 Credit: 1 PR: Biology; Completion of or Concurrent Enrollment in Chemistry

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Biology, a college level biology course, involves more in-depth treatment of biological topics-the study of life. Research, field work, and laboratory experiences are an integral part of the course. Students must be active investigators, using higher-order thinking skills. Students will be required to take an AP exam.

AP Chemistry

[B35439 APCHEM A3040000]

Grades: 10-12 Credit: 1 PR: Chemistry; Completion of or Concurrent Enrollment in Algebra 2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Chemistry, a college-level chemistry course, involves more in-depth treatment of solution chemistry, organic chemistry, biochemistry, and analysis of substances. Research, field work, and laboratory experiences are an integral part of the course. Students must be active investigators, using higher-order thinking skills. Students will be required to take the AP exam.

AP Physics 1: Algebra-Based

[B35529 APPHYS1 A3050003]

Grades: 10-12 Credit: 1 PR: Alg 1 and Geometry; Completion of or Concurrent Enrollment in Alg 2

Advanced Placement Physics, a college-level physics course, involves content organized around seven underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of this course. Students will be required to take the AP exam.

AP Physics 2: Algebra-Based

[B36499 APPHYS2 A3050004]

Grades: 11-12 Credit: 1

PR: Physics or AP Physics 1 & Completion of or Concurrent Enrollment in Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Physics, a college-level physics course, involves content organized around seven underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of this course. The content for this course offers additional depth and topics not introduced in AP Physics 1 such as mechanics, electricity, nuclear physics, quantum physics, and magnetism. Students will be required to take the AP exam.

AP Physics C: Electricity and Magnetism

[B36484 APPHYSCE A3050002]

Grades: 11-12 Credit: 1

PR: AP Physics 1 or 2 and Completion of or Concurrent Enrollment in Calculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students will be required to take an AP exam.

AP Physics C: Mechanics

[B36424 APPHYSCM A3050006]

Grades: 11-12 Credit: 1

PR: AP Physics 1 or 2 and Completion of or Concurrent Enrollment in Calculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students will be required to take an AP exam.

AP Environmental Science

[B35329 APENVIR A3020000]

Grades 10-12 Credit: 1 PR: Alg 1 and 2 yrs HS lab science

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Environmental Science, a college-level environmental science course, involves a more in-depth treatment of scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will be required to take an AP exam.

Astronomy

[B35600 ASTRMY 03060100]

Grade: 11-12 Credit: 1 PR: Algebra I and IPC or Chemistry

Astronomy is an advanced science course for students that have passed Algebra I and either Integrated Physics and Chemistry or Chemistry. It is designed to allow students an opportunity to conduct laboratory and field investigations, use scientific methods, and work collaboratively to make informed decisions using critical thinking and scientific problem-solving skills. Students will study astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.

Environmental Systems

[B35300 ENVIRSYS 03020000]

Grade: 11-12 Credit: 1 PR: Biology & 1 Physical Science

Environmental Systems is for students who have passed Biology and need an elective science course. Students who have earned credit for Environmental Systems Pre-Biology, are not eligible for this course. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Students will assess the plant ecosystem, erosion processes, petroleum energy, crop production, and genetically engineered plants and their importance to solving world hunger.

Social Studies

World Geography Studies

[B45140 WGEO 03320100]

Grade: 9 Credit: 1

Students enrolled in this course will study the interaction of man and his environment in space and time. This study includes current developments around the world which affect physical and cultural settings.

World Geography Studies Honors

[B45549 W GEO H 03320100]

Grade: 9 Credit: 1

This course is designed to provide students an opportunity to obtain a more in-depth study of the interaction of man and his environment in space and time. Emphasis is placed on the development of knowledge, skills, and attitudes that will enable students to research projects, analyze materials and draw conclusions based on academic reasoning in preparation for AP Social Studies courses.

World Geography Studies Honors-Dual Language

[45571 W GEO H DUAL LANG]

Grade: 9 Credit: 1

This course is designed to provide students an opportunity to obtain a more in-depth study of the interaction of man and his environment in space and time. Emphasis is placed on the development of knowledge, skills, and attitudes that will enable students to research projects, analyze materials and draw conclusions based on academic reasoning in preparation for AP Social Studies courses. This course is only offered at MacArthur HS.

AP Human Geography

[B45189 APHUMGEO A3360100]

Grade: 9-12 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. The AP Human Geography exam is mandatory and may result in students earning college credit hours. This course may be substituted for World Geography Studies. Students will be required to take the AP exam.

World History Studies

[B45440 W HIST 03340400]

Grade: 10 Credit: 1

In this course, students will participate in a survey study of world history and of world cultures, their problems and their achievements from earliest times. Students will acquire a greater insight and understanding of their own times and own country as a major player on the world stage. Major concentration is on those events which have shaped the modern world.

World History Studies Honors

[B45479 W HIST H 03340400]

Grade: 10 Credit: 1

This program is designed to provide students an opportunity to obtain a more in-depth study of world history. Emphasis is placed on developing knowledge, skills, and attitudes that will enable students to research projects, analyze materials, and draw conclusions based on academic reasoning. Course content includes studies of the history and development of a variety of world cultures in preparation for AP Social Studies courses.

AP World History Studies

[B45489 AP W HIST A3340400]

Grade: 10 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In AP World History students investigate significant events, individuals, developments, and processes in the period from approximately 1200 C.E. to the present. The course also addresses prerequisite information about the period of approximately 8000 B.C.E. to 1200 C.E. to provide the necessary context to understand modern World History. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Students will be required to take the AP exam.

United States History Studies Since 1877

[B45340 US HIST 03340100]

Grade: 11 Credit: 1

Content for the second-year study of United States history includes significant events, issues, and problems after the period of reconstruction, emphasizing present-day issues that have their roots in the past.

United States History EOC

[96231/2 or 96234 USHISTEOC 84400001]

Grade: 11-12 Credit: 1/2 – 1 (Local Credit)

This course is designed for students who did not pass the High School U. S. History STAAR EOC. Teachers will utilize a United States History Since 1877 curriculum that includes a focus on student data and testable U. S. History standards. The overarching goal is to prepare students to successfully retake the assessment.

United States History-Dual Credit (H)

[B45359 US HIST H/DC 03340100]

Grade: 11 Credit: 1

This course will provide students the opportunity to enroll in North Lake College courses History 1301 and 1302. The first semester will be devoted to the history of the United States, beginning with the European background and first discoveries. The second semester will encompass the history of the United States from the Reconstruction era to the present day. This course meets graduation requirements for high school and college credit.

AP United States History

[B45369 APUSHIST A3340100]

Grade: 11 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In preparation for the advanced placement U.S. History comprehensive examination, this course will provide an in-depth study of U. S. History from discovery to the present. The program is designed to provide information and skills with an intensive focus on writing. The AP U. S. History exam is mandatory and may result in students earning college credit hours. Students will be required to take the AP exam.

United States Government

[45234 GOVT 03330100]

Grade 12 Credit: 1/2

This course is a general survey of the development and mechanics of the United States government. It includes studies in the following areas: foundations of American government, federalism, legislative branch, executive branch, and judicial branch.

For online course info access: www.irvingisd.net/Page/2790

United States Government-Dual Credit (H)

[45244 GOVT/H/DC 03330100]

Grade: 12 Credit: 1/2

Students will have the opportunity to enroll in a North Lake College American government survey course. This one-semester course will be devoted to the three branches of government, the legislative process, the executive and bureaucratic structure, the judicial process, civil rights and liberties, and domestic policies. This course meets the graduation requirements for high school and college credit.

AP United States Government

[45254 APUSGOVT A3330100]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course provides an in-depth study of American government. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. Students are required to take the AP exam.

AP Government and Politics: Comparative

[45284 APCPGOVT A3330200]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Prerequisite - Government & Politics: United States AP

This course will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course encompasses the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students are required to take the AP exam.

Economics with Emphasis on the Free Enterprise System & Its Benefits

[46134 ECO-FE 03310300]

Grade: 12 Credit: 1/2

The purpose of this course is to develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

For online course info access: www.irvingisd.net/Page/2790

Economics with Emphasis on the Free Enterprise System-Dual Credit (H)

[46144 ECO-FE H/DC 03310300]

Grade: 12 Credit: ½

Students will have the opportunity to enroll in a North Lake Community College economics course. This one-semester course emphasizes national income determination, money and banking, the role of monetary and fiscal policy, international trade and finance. This course meets the graduation requirements for high school and college credit.

AP Economics: Macro with Emphasis on the Free Enterprise System & Its Benefits

[46154 APMACECO A3310200]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In addition to stressing the merits of the free enterprise system, our economy will be compared with other economies by examining the role and importance of economic theory, markets, and competition. Higher-level thinking skills will be a vital part of this course of study. Students are required to take the AP exam.

Personal Financial Literacy

[45874 PFL 03380082]

Grade: 10-12 Credit: 1/2

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.

Personal Financial Literacy- Economics

[45884 PFL-ECO 03380083]

Grade: 12 Credit: 1/2

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. Through their studies in this combined Personal Financial Literacy and Economics course, students will gain the ability to lead productive and financially self-sufficient lives.

AP European History

[B45499 APEUHIST A3340200]

Grade: 12 Credit: 1

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

Psychology
[45514 PSYCH 03350100]
Grades: 11-12 Credit: 1/2
This course provides an opportunity for the student to study some of the elements of individual and social psychology. They will learn how the knowledge and methods of psychology are applied to the solution of human problems. Content for the course is designed to give students some insight into human behavior and attitude development relating to ideas and people.
For online course info access: www.irvingisd.net/Page/2790

AP Psychology
[45524 APPSYCH A3350100]
Grades: 11-12 Credit: 1/2
Students will learn the foundational concepts that detail how and why people think and behave the way they do, connecting psychological concepts and theories to real-life scenarios, and analyzing research studies in psychology. The AP exam is mandatory and may result in the student earning college credit hours.

Investigations of Psychology Honors
[45564 PSYCHINV H 3380032]
Grades: 11-12 Credit: 1/2
2nd Semester course for AP Psychology.

Sociology
[45614 SOC 03370100]
Grades: 11-12 Credit: 1/2
Sociology is the study of human social groups. Various group types are examined in an attempt to understand man's social behavior. Topics include the urban community, the handicapped, teen peer groups, as well as social problems such as slums and juvenile delinquency. Current events, projects and an independent research paper may be required.
For online course info access: www.irvingisd.net/Page/2790

Social Studies Research Methods Honors Academic Decathlon
[45804 SSRES H 03380003]
Grades: 10-12 Credit: 1/2 PR Teacher R
In this elective course, students will conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. Essay writing, testing, public speaking, higher level and critical thinking skills will be stressed. Emphasis is on preparation for Academic Decathlon.

Special Topics in Social Studies Honors Academic Decathlon
[45744 SPTSS H 03380002]
Grades: 10-12 Credit: 1/2 PR: Teacher R
This elective course provides students the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues. Problem solving and decision making are important elements of the course as is the communication of information in written, oral, and visual forms. Emphasis is on preparation for Academic Decathlon.

Special Topics-African American Studies
[45734 SPTSS3 03380032]
Grades: 9-12 Credit: 1/2
African American studies is a one-semester course of African American history with emphasis on African heritage and the history of the African American experience, including recent events.

Special Topics-Juvenile Justice and Civic Responsibility
[45764 SPTSS4 03380042]
Grades: 9-12 Credit: 1/2
This problem-based course is designed to provide students with practical information and problem-solving opportunities that will help them succeed in our law-related society. They will have the opportunity to discuss and analyze the most current law-related public issues.

Special Topics-Latin American Studies
[45724 SPTSS2 03380022]
Grades: 9-12 Credit: 1/2
Students enrolled in this course will examine the land, people, and history of Hispanic America (Mexico, Central America, and South America) from pre-Columbian cultures to the present. The relationship between Latin America and the U.S. in international issues will also be addressed.

Special Topics-Dual Language
[45824 SPTSS DUAL LANG 03380002]
Grades:9-12 Credit 1/2
Students enrolled in this course will provide students the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues.

Physical Education
Students are encouraged to take PE during the 9th and 10th grade.

Lifetime Fitness and Wellness Pursuits
[56111/2 LIFEFIT PES00051]
Grades:9-12 Credit 1

Lifetime Fitness and Wellness Pursuits offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. This course equips students to assess individual fitness levels according to the five components of health-related fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.
For online course info access: www.irvingisd.net/Page/2790

Skill-Based Lifetime Activities
[56121/2 SBLIFE PES00056]
Grades:9-12 Credit 1
Skill-Based Lifetime Activities offers students the opportunity to demonstrate mastery in the basic sports skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students participate in a minimum of one lifelong activity from each of the following five categories during the course. Those are: (A) Target games (B) Striking and fielding (C) Fitness activities (D) Rhythmic activities and (E) Innovative games and activities with international significance.

Lifetime Recreation and Outdoor Pursuits
[56161/2 LIFEROP PES00053]
Grades:9-12 Credit 1
Lifetime Recreation and Outdoor Pursuits provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues.

Health

Health Education
[55144 HITH ED 03810100]
Grades: 9-12 Credit: 1/2

In this course, the following areas are covered: mental health, tobacco, alcohol and drugs, body systems, nutrition, consumer education, safety and first aid, CPR, environmental health, diseases, reproductive health, and human growth and development. This course may be offered as an online course for a fee.
For online courses info access: www.irvingisd.net/Page/2790

Health Education-Dual Language
[55154 HEALTH DL]
Grades: 9-12 Credit: 1/2
In this course, the following areas are covered: mental health, tobacco, alcohol and drugs, body systems, nutrition, consumer education, safety and first aid, CPR, environmental health, diseases, reproductive health, and human growth and development. This course is only offered at MacArthur HS.

Athletics

All athletics must be approved by a coach.

Baseball
Basketball Boys
Basketball Girls
Cross Country Boys
Cross Country Girls
Football
Golf (fall tryout)
Soccer Boys
Soccer Girls
Softball
Swimming
Tennis
Track Boys
Track Girls
Trainer
Volleyball
Water Polo Boys
Water Polo Girls
Wrestling Boys
Wrestling Girls

Sports Medicine I
[55301/2 or 55304 SPORTMD 1 N1150040]
Grades: 9-12 Credit: 1/2-1
This course is designed for athletic training students. Students will gain an understanding of the treatment, rehabilitation and prevention of athletic injuries. Students will be instructed in basic First Aid techniques. They will learn basic principles of athletic training including, but not limited to, modalities, stretching techniques, and taping of athletic injuries and basic first aid. Students will have the opportunity to become certified in First Aid and CPR. Additionally, students will gain an understanding of human anatomy such as bones, muscles, tendons, ligaments, and other anatomical landmarks.

Sports Medicine II
[55311/2 or 55314 SPORTMD 2 N1150041]
Grades: 10-12 Credit: 1/2-1 PR Sports Medicine I
This course is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: Basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.

Languages Other Than English

District Criteria: Students will be assigned to a language class based on their readiness, as determined by a district placement instrument. Those who complete the district placement process will also be accredited for the levels they are placed in. For instance, if a student is placed in Spanish 3, they will receive credit for both Spanish 1 and 2.

French and Spanish Level I

[65101/2 FREN 1 03410100]
[B65410 SPAN 1 03440100]
Grades: 9-12 Credit: 1
Level I introduces the beginning foreign language student to the basic reading, speaking, and writing skills and concepts necessary for communication in daily situations. Pronunciation skills will be developed through the accurate reproduction of native sounds. French is only offered at Irving High School and MacArthur High School.

French and Spanish Level II

[65111/2 FREN 2 03410200]
[B65420 SPAN 2 03440200]
Grades: 9-12 Credit: 1 PR: Level I or District Criteria
Level II reviews the basic structures learned in Level I and continues with additional structures, expressions, and vocabulary. Listening and speaking skills will continue to be developed. Conversation in different social situations will be stressed through creative oral activities. French is only offered at Irving High School and MacArthur High School.

French and Spanish Level III Honors

[65131/2 FREN 3 H 03410300]
[65441/2 SPAN 3 H 03440300]
Grades: 10-12 Credit: 1 PR: Level II or District Criteria
During the third year of study, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher-level and critical-thinking skills, which address a variety of learning styles. French is only offered at Irving High School and MacArthur High School.

AP French Language Level IV

[65141/2 APFR LAN A3410100]
Grades: 11-12 Credit: 1 PR: French III or District Criteria
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Emphasis is placed on the use of French for active communication as the student develops a deeper understanding of spoken French in various contexts, and a vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. Extensive training in organizing and writing compositions is emphasized. Students will be required to take the AP exam. French is only offered at Irving High School and MacArthur High School.

AP Spanish Language Level IV

[65451/2 APSPALAN A3440100]
Grades: 9-12 Credit: 1 PR: Spanish III or District Criteria
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Spanish Language emphasizes the use of Spanish for active communication and encompasses listening and speaking skills, reading comprehension, grammar, and composition. Course objectives help students to learn at a higher level to comprehend formal and informal spoken Spanish as well as accurate reading of newspaper and magazine articles and synthesis of several sources. Students will be required to take the AP exam.

AP Spanish Literature Level V

[65471/2 APSPA LIT A3440200]
Grades: 11-12 Credit: 1 PR: AP Spanish Language
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Students read and analyze selected works from Spain and Latin American Literature. This is done both orally and in writing. Students are prepared to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish. Required authors include Jorge Luis Borges, Federico Garcia Lorca, Gabriel Garcia Márquez, Ana Maria Matute, and Miguel de Unamuno. Students will be required to take the AP exam.

Spanish Seminar
[65521/2 or 65524 SEMSPAN1 03440910]
Grades: 9-12 Credit: 1 PR: Spanish I, II, III
This course will offer students the opportunity to gain and develop a deeper understanding of the spoken Spanish language and the diversity of the Spanish speaking countries and their cultures.

Advanced Language for Career Applications
[65541/2 ADVLCA 11403700]
Grades: 10-12 Credit: 1 PR: Spanish III
This course provides students with instruction in terminology that prepares students to communicate in a language other than English in a professional, business, or industry setting. Students will learn how to communicate in the target language and use culturally appropriate language when addressing diverse audiences in different workplace environments.

Visual Arts

Art I
[B66100 ART 1 03500100]
Grades: 9-12 Credit: 1

Art I is a foundation course for the student who plans to pursue advanced studies in art and for the student who simply enjoys creating and learning about art. This course provides students with experience in expressing themselves imaginatively through drawing, painting, sculpture, ceramics, fibers, and printmaking.
For online courses information access: www.irvingisd.net/Page/2790

Art 1, Art Appreciation Honors Dual Credit 1301
[66114 ART1APP 03500110]
Grades: 9-12 Credit: .5- 1
This is a Texas Common Course Number. This is a Dallas College Core Curriculum course.
Students will gain a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. (3 Lec.)
Coordinating Board Academic Approval Number 5007035126

Art II Ceramics
[66231/2 ART 2 CRMC 03500900]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
Students will apply the elements and principles of design to work in clay. In Ceramics II, the student will learn to create functional and non-functional clay pieces using pinch, coil, and slab techniques. As the student progresses, they will learn to use the potter's wheel and explore a variety of glazes and firing processes. Students will be required to keep a sketchbook.

Art II Drawing
[66201/2 ART2DRAW 03500500]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
The serious art student will explore drawing in its many forms by using a wide variety of media and techniques. Students will use drawing as a source of inspiration for works of art in other two and three-dimensional media. Students will be required to keep a sketchbook and present a portfolio of work. This class is a prerequisite for AP 2D and AP Studio Art Drawing Portfolio.

Art II Fibers
[66221/2 ART 2 FBRS 03500800]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
Students will work with yarn, fibers, and fabrics and will explore quilting, weaving, basketry, tie-dying, and batik. Students will create wearable, usable, and decorative items and will study the importance of the textile arts in history. Students will keep a sketchbook and present a portfolio of work.

Art II Jewelry– Making

[66241/2 ART2JWLR 03501100]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

Students will apply the elements and principles of design to jewelry. Beginning students will learn basic fabricating techniques and will work with precious and non-precious metals, glass, wood, and other materials. Students will also learn the techniques of soldering and casting. Students will keep a sketchbook and present a portfolio of work.

Art II Painting

[66211/2 ART2PATG 03500600]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

This class will familiarize the student who has excellent drawing and design skills with wet media techniques and production. Media used will include, but will not be limited to, watercolor, oil, acrylic, tempera, and ink. Students will explore color theory and historical styles in painting and will complete realistic, abstract, and non-objective work. Students will be expected to keep a sketchbook and present a portfolio of work.

Art II Sculpture

[66251/2 ART2SCLP 03501800]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

Students will apply the elements and principles of design to sculpture. The serious art student will explore a variety of media such as wood, wire, plaster, and found objects for three-dimensional sculptures. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Ceramics

[66331/2 ART3CRMC 03501800]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Ceramics II

Students will continue to develop advanced skills in hand building and wheel thrown work. A strong emphasis will be placed upon personal expression and the refinement of form in functional and sculptural ceramics. Students will explore a variety of glazes and firing processes and will formulate their own glazes. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Drawing

[66301/2 ART3DRAW 03501300]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Drawing II

Students will continue to strengthen skills in drawing with a variety of media and techniques. A strong emphasis will be placed on developing a personal style of drawing. Each student will work independently on a variety of assignments. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Fibers

[66321/2 ART3FBRS 03501600]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Fibers

Students will build upon experiences gained in Fibers II. An emphasis will be placed upon personal expression and selection of media and technique. Students will research fiber-related topics and will create a series of fiber constructions. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Jewelry-Making

[66341/2 ART3JWLR 0350200]

Grades: 11-12 Credit: 1

PR: Instructor Approval/Art II Jewelry

Students will continue to develop skills in jewelry fabrication and casting. Advanced techniques, such as multiple stage soldering, and stone setting will be introduced. The historical, cultural, and ceremonial aspects of jewelry as a form of art and human adornment will be examined. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Painting

[66311/2 ART3PATG 03501400]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Painting

Students will build upon experiences gained in Painting II. An emphasis will be placed upon personal expression and selection of media and technique. Students will research contemporary and historical painters and will create a series of paintings. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Sculpture

[66351/2 ART3SCLP 03501900]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Sculpture

Students will continue to apply the principles and elements of design to the creation of works in wood, wire, clay, plaster, sheet metal, and found objects. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Ceramics

[66431/2 ART4CRMC 03502700]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Ceramics

Students will create a thematic portfolio of ceramic work in an area approved by the instructor. The scope of the portfolio will demonstrate exemplary achievement in hand building, wheel throwing, and glazing techniques. Students should have a minimum of ten exhibition quality pieces for their portfolios. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Drawing

[66401/2 ART4DRAW 03502300]

Grades: 12 Credit: 1

PR: Instructor Approval/Art III Drawing

Each student will continue to work independently to more firmly establish a personal style of drawing that illustrates their expertise in a wide range of media/ techniques. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Fibers

[66421/2 ART4FBRS 03502600]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Fibers

Fibers IV is an advanced studio course for the serious student interested in fibers. Personal expression will be an emphasis in a fiber media (yarn, rope, raffia and other materials) that the student excelled in working with in Fibers III. Students will study the history of fibers from prehistoric to post-modern times. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Jewelry-Making

[66441/2 ART4JWLR 03502900]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Jewelry

Students will continue to apply the elements and principles of design to jewelry making while developing skills in using such advanced techniques as multiple stage soldering and stone setting. Gem analysis and identification by name and grade will be added. Students will create a thematic portfolio of jewelry in an area approved by the instructor. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Painting

[66411/2 ART4PAIN 03502400]

Grade: 12 Credit: 1

PR: Instructor Approval/Painting III

Each student will work independently to establish a personal style of painting. Each student will exhibit a body of work that reflects a concentration of their expertise in a wide range of media and techniques. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Sculpture

[66491/2 ART4SCLP 03502800]

Grade: 12 Credit: 1 *PR: Instructor Approval/Art III Sculpture*

Each student will continue to work independently to more firmly establish a personal style of sculpture that illustrates their expertise in a wide range of media/techniques. Students will be required to keep a sketchbook and present a portfolio of work.

AP Art - 2D Design Portfolio
[66361/2 AP 2D DP A3500400]
Grade: 11-12 Credit: 1
PR: Instructor Approval Portfolio/Art II
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course is an advanced studio art course in which the student demonstrates mastery of 2D design through graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking. Students will compile a portfolio that meets current College Board requirements for AP. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Art - 3D Design Portfolio
[66371/2 AP 3D DP A30500500]
Grade: 11-12 Credit: 1
PR: Instructor Approval/Portfolio/Art II
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This advanced studio art course allows the student to demonstrate mastery of 3D design through figurative or non-figurative sculpture, architectural models, metal work, ceramics or three-dimensional fiber arts. Students will compile a portfolio that meets current College Board requirements for AP. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Studio Art Drawing
[66461/2 APSTARTD A3500300]
Grade: 11-12 Credit: 1
PR: Instructor Approval/Portfolio/Art II Drawing
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Art IV is an advanced studio course for the college-bound and art career-oriented student. It differs from AP Art 2D Design Portfolio in that it concentrates exclusively on advanced drawing. Students will compile an exemplary portfolio that meets current College Board Requirements for Advanced Placement. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Art History
[66451/2 APHISART A3500100]
Grades: 10-12 Credit: 1 PR: Instructor Approval
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Art History is an advanced placement course for the college-bound student. An understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts are studied. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. Students will be required to take the AP exam.

Dance

Dance I
[69101/2 DANCE 1 03830100]
Grades: 9-12 Credit: 1
Beginning dance class includes an overview of a variety of dance genres (jazz, hip-hop, ballet, lyrical, modern, and various drill team styles). Students will develop performance and choreographic skills culminating in at least one mandatory performance.

Dance II
[69111/2 DANCE 2 03830200]
Grades: 10-12 Credit: 1 PR: Instructor Approval /Dance I
Intermediate dance class includes an overview of a variety of dance genres (jazz, hip-hop, ballet, lyrical, modern, and various drill team styles). Students will develop performance and choreographic skills culminating in at least one mandatory performance. An important element of this class is physical conditioning to develop flexibility, physical expression of rhythmic understanding, and poise.

Dance III-IV
[69121/2 DANCE 3 03830300]
[69131/2 DANCE 4 03830400]
Grades: 11-12 Credit: 1
PR: Instructor Approval Dance II
Advanced dance class includes extensive study of a variety of dance genres. Continued development of technical facility and refinement of high-level performance skills will be the focus of this class. Students will develop performance and choreographic skills culminating in multiple performances both in the school and in the greater metropolitan community. Students can expect a high level of physical demand in the day-to-day routine of this class.

Music

Non-Varsity Band I-IV
[B68000 SUB NV B BAND 03150100]
[B68170 SUB NV A BAND 03150200]
[B68120 NV BAND 03150300]
Grades: 9-12 Credit: 1 (1/2 PE Waiver) PR: Instructor Approval
This band is designed to meet the individual needs of the student, and membership is by audition. Musical performance in UIL events, concerts, scheduled band activities, and additional rehearsals are a required part of the student's responsibility in the organization. Marching band is required and begins the first of August and includes before and after school rehearsals throughout the school year. Students can substitute Marching Band for Physical Education. An instrument use/band fee may be required.

Varsity Band I-IV
[68131/2 V BAND 03150400]
Grades: 9-12 Credit: 1 (1/2 PE Waiver) PR: Instructor Approval
The Varsity Band is designed for the advanced instrumental student and membership is by audition. Musical performance in UIL events, concerts, scheduled band activities, and additional rehearsals are a required part of the student's responsibility in the organization. Marching Band is required and begins the first week of August and includes before and after school rehearsals throughout the school year. Students are allowed to substitute Marching Band for Physical Education. An instrument use/band fee may be required.

Jazz Band I-IV
[68501/2 JAZZ BAND 1 03151300]
[68511/2 JAZZ BAND 2 03151400]
[68521/2 JAZZ BAND 3 03151500]
[68531/2 JAZZ BAND 4 03151600]
Grades: 9-12 Credit: 1 PR: Instructor Approval
PR: Concurrent membership in band or orchestra; Exception permitted for piano, guitar, bass. Vocalists that enroll in the jazz band course are required to hold concurrent membership in the choral program. The Jazz Band provides students with an opportunity to explore alternative styles and instrumental techniques utilized in American jazz and jazz-derived musical idioms. Students will learn creativity through improvisation. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. An instrument use/band fee may be required.

Mariachi I-IV
[68541/2 MARIACHI 1 ENS 03153800
[68551/2 MARIACHI 2 ENS 03153900
[68561/2 MARIACHI 3 ENS 03154000
[68571/2 MARIACHI 4 ENS 03154100
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Mariachi Ensemble is a musical organization designed to study the various mariachi styles (jalisciense, rancion, ranchera, corrido, huapango, bolero, polka, joropo, pasodoble and vals mexicano) in an ensemble setting. All musical skills, including tablature and improvisation that relate to mariachi will be taught. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. Violinists must hold concurrent membership in the orchestra program, wind players must hold concurrent membership in the band program, and vocalists must hold concurrent membership in the choral program to be eligible to participate. An instrument use/mariachi fee may be required.

Non-Varsity Orchestra

[68231/2 SUB NV B ORCH 03150500]
[68221/2 SUB NV A ORCH 03150600]
[68211/2 NV ORCH 03150700]
Grades: 9-12 Credit: 1 PR: Instructor Approval
Non-Varsity and Sub Non-Varsity Orchestra is designed to meet the individual needs of the student, and membership is by audition. Musical performances in UIL events, concerts, and additional rehearsals are a required part of the student's responsibility in the organization. Students are encouraged to demonstrate improvement and audition for the advanced level orchestras each year. An instrument use/orchestra fee may be required.

Varsity Orchestra

[68201/2 V ORCH 03150800]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Varsity String Orchestra class is for advanced instrumental violin, viola, cello, and string bass students and membership is by audition. The course of study includes developmental playing techniques, general musicianship, and representative orchestral literature. Musical performance in UIL events, concerts, scheduled orchestral activities, and additional rehearsals is a required part of the student's responsibility in the organization. An instrument use/orchestra fee may be required.

Instrumental Ensemble

[68601/2 INST EN1 03151700]
[68611/2 INST EN2 03151800]
[68621/2 INST EN3 03151900]
[68631/2 INST EN4 03152000]
Grade: 9-12 Credit: 1
PR: Instructor Approval/Concurrent membership in band or orchestra
Instrumental ensembles meet the needs of students with a specific interest in performing ensemble literature other than that studied in band or orchestra. Size and composition of each group is designed to meet requirements of the music to be studied.

A Cappella Choir I–IV

[68701/2 VOC ENS 9 03152100]
[68711/2 VOC ENS 10 03152100]
[68721/1 VOC ENS 11 03152100]
[68731/2 VOC ENS 12 03152100]
[68741/2 MUS ENS CONTEMP 03152100]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The A Cappella Choir is designed for the advanced choral students, and membership is by audition. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Mixed Choir I-IV

[68321/2 VARMIXED 09 03150900]
[68351/2 VARMIXED 10 03150100]
[68381/2 VARMIXED 11 03151100]
[68411/2 VARMIXED 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Mixed Choir is designed to meet the individual needs of students, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals are a required part of the student's responsibility in the organization. A choir fee may apply.

Treble Choir I-IV

[68301/2 VAR TREBLE 9 03150900]
[68311/2 NV TREBLE 9 03150900]
[68331/2 VAR TREBLE 10 03151000]
[68341/2 NV TREBLE 10 03151000]
[68361/2 VAR TREBLE 11 03151100]
[68371/2 NV TREBLE 11 03151100]
[68391/2 VAR TREBLE 12 03151200]
[68401/2 NV TREBLE 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Treble Chorus is designed to meet the needs of the choral students, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Tenor-Bass Choir I-IV

[68421/2 NV TEN/BASS 9 03150900]
[68431/2 NV TEN/BASS 10 03151000]
[68441/2 NV TEN/BASS 11 03151100]
[68451/2 NV TEN/BASS 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Tenor-Bass Chorus is designed to meet the needs of the choral student, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Vocal Ensemble

[68701/2 VOC ENS 9 03152100]
[68711/2 VOC ENS 10 03152200]
[68721/2 VOC ENS 11 03152300]
[68731/2 VOC ENS 12 03152100]
Grades: 11-12 Credit: 1 PR: Instructor Approval
Meets the needs of students with a specific interest in a specialized choral music class. Size and composition of each group is designed to meet requirements of the music to be studied. A choir fee may apply.

Applied Music I-IV

[68801/2 MUS ENS 9 03152500]
[68811/2 MUS ENS 10 03152600]
[68851/2 MUS ENS 11 03152601]
[68861/2 MUS ENS 12 03152602]
Grades: 9-12 Credit: 1
PR: Instructor Approval/Previous music experience
Credit may be granted for Applied Music (individual study) in the areas of piano, voice, wind and string instruments only when the contracting student is enrolled concurrently in at least one additional music course. Public performance is required. A choir fee may apply.

Music Theory

[68821/2 MUS THY 1 03155400]
Grades: 9-12 Credit: 1 PR: Instructor Approval
This is a study of the principles and techniques of the 18th and 19th century composition. This course will cover the basic fundamentals of music theory, ear-training, sight-singing, harmonic, and melodic dictation, and part-writing through the use of non-harmonic tones.

AP Music Theory

[68831/2 APMUSTHY A3150200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Music Theory is an enhanced music theory course designed for more in-depth study and application for students in ear-training, sight-singing, melodic dictation and composition. The course will also provide an overview of music history from the Renaissance through the contemporary period. Students will be required to take the AP exam.

Theater Arts

Theater Arts I

[67101/2 TH 1 03250100]

Grades: 9-12 Credit: 1

This course of study is designed as an introductory survey in the fundamentals of theater production, including the role of the actor in the interpretation of dramatic literature and the development of the physical theater. The student is also involved in the physical and mental processes of learning to act with emphasis on interpretation, bodily movement, and characterization.

Theater Arts II

[67111/2 TH 2 03250200]

Grades: 10-12 Credit: 1 PR: Instructor Approval

This course of study is designed to provide the student with knowledge of the actor's craft, the development of theater as part of our cultural heritage, fine dramatic literature, and the ability to evaluate dramatic experiences. The major emphasis of the course is on the extension of the student's knowledge of the principles of acting, comedic and dramatic theory, stagecraft, directing, and actual workshop experience in the preparation and presentation of plays.

Theater Arts III

[67121/2 TH 3 03250300]

Grades: 11-12 Credit: 1 PR: Instructor Approval

This course of study is designed as an advanced course, which prepares students for competition in drama events in local and statewide tournaments. The major emphasis is on the practice, critique, and refinement of the techniques of acting, directing, stagecraft, and preparing and presenting plays and/ or scenes from plays.

Theater Arts IV

[67131/2 TH 4 03250400]

Grade: 12 Credit: 1 PR: Instructor Approval

This course of study is designed to further engage students in theatrical competitions and to provide the student with advanced training in the actor's craft, the history of the theater, and theories of dramatic study. The student will refine skills in acting, directing, stagecraft, and production.

Theater Production I-IV

[67201/2 TH1 PROD 03250700]
[67211/2 TH2 PROD 03250800]
[67221/2 TH3 PROD 03250900]
[67231/2 TH4 PROD 03251000]

Grades: 9-12 Credit: 1 PR: Audition & Instructor Approval

Theater Production I, II, III, and IV are lab courses in which students are involved in acting in and producing a minimum of three plays each school year.

Technical Theater I-IV

[67301/2 TH1TECH 03250500]
[67311/2 TH2TECH 03250600]
[67321/2 TH3TECH 03250700]
[67331/2 TH4TECH 03250800]

Grades: 9-12 Credit: 1 PR: Instructor Approval

Technical Theater is the study and application of scenic design, make-up design, costume design, and stage and box office management.

Theatre and Media Communications I

[67351/2 TH1MCOM 03251300]

Grades: 9-12 Credit: 1

PR: Instructor Approval and offered at Singley Only

This course will balance explorations into contemporary practices in digital media and creation and analysis of student performances. Students will learn how to bridge traditional stagecraft with current technology applications to create new media such as animation, digital images, multimedia presentation, digital video, websites, and interactive performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change.

Leadership

Student Leadership

[85111/2 STULEAD N1290010]

Grades: 9-12 Credit: 1 PR: Teacher Recommendation

This course provides an opportunity to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relations skills and understanding the need for civic responsibility. Students who take this course will apply these skills in dealing with peers, school staff and the community. This course is a hands-on, lab-oriented approach to leadership.

Methodology for Academic and Personal Success (MAPS)

[85481/2 MAPS1 N1130021]

Grades: Credit: 1-2

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self –understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Special Education

Note: An Admission, Review and Dismissal (ARD) Committee determines Special education placement and individual course selections. Placement and course selections are reviewed, at a minimum, on an annual basis.

Special Education Course Offerings: The following are courses taught by special education teachers. All students will have access to the general curriculum and to the Texas Essential Knowledge and Skills (TEKS). Curriculum may be accessed through modifications, accommodations, and/or Recommended Prerequisite skills dependent upon the individual needs of the student. All core subject special education courses are taken for credit.

Principles

Principles of English I

[15111/2 ENG1PRN 03220100]

Grades: 9 Credit: 1

This course uses modified English I content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and view representing. Students will integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of English II

[15211/2 ENG2PRN 03220200]

Grades: 10 Credit: 1

This course uses modified English II content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated to English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual needs of the students.

Principles of English III

[15311/2 ENG3PRN 03220300]

Grades: 10-11 Credit: 1

This course uses modified English III content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of English IV

[15411/2 ENG4PRN 03220400]

Grades: 12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skill for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Algebra 1

[25181/2 ALG1PRN 03100500]

Grades: 9 Credit: 1

This course is designed for students to learn the skills and application of Algebra 1 through modified and accommodated curriculum. Principles of Algebra 1 students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions among others.

Principles of Geometry

[25391/2 GEOMPRN 03100700]

Grades: 9-12 Credit: 1

Principles of Geometry is designed for students to learn the skills and application of geometry through modified and accommodated curriculum. Students develop the facility with a broad range of ways of representing geometric ideas that allow multiple approaches to geometric problems that connect geometric interpretations to other contexts.

Principles of Algebra 2

[25241/2 ALG2PRN 03100600]

Grades: 9-12 Credit: 1

Principles of Algebra 2 is designed for students to build on Principles of Algebra 1 and Geometry Modified experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connections will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.

Principles of Math Models

[25631/2 MTHMDPRN 03102400]

Grades: 11-12 Credit: 1

This course is designed for students to continue to build on the K-8 and Principles of Algebra 1 foundations as they expand their understanding through other mathematical experiences. Through the use of modified and accommodated curriculum students use mathematical methods to model and solve real-life application problems involving money, date, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

Principles of Biology

[35101/2 BIOPRN 03010200]

Grades: 9-10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific processes and basic concepts of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Chemistry

[35481/2 CHEMPRN 03040000]

Grades: 10-12 Credit: 1

This course uses modified Chemistry content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Integrated Phy & Chem

[35701/2 IPCPRN 03060201]

Grades: 9 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

Principles of Environmental Systems

[35341/2 ENVRSYPRN 03020000]

Grades: 11-12 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level Environmental Systems TEKS. In Principles of Environmental Systems, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Principles of Physics

[35551/2 PHYSICSPRN 03050000]

Grades: 10-12 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level Physics TEKS. In Principles of Physics, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

Principles of World Geography Studies

[45101/2 WGEOPRN 03320100]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of US Government

[45204 GOVTPRN 03330100]

Grades: 12 Credit: ½

This course will enable students to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

Principles of US History

[45301/2 USHSTPRN 03340100]

Grades: 11 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of World History

[45401/2 WHSTPRN 03340400]

Grades: 10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Economics

[46104 ECOPRN 03310300]

Grades: 12 Credit: ½

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Economics TEKS. Students will develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

Principles of Methodology for Academic and Personal Success (MAPS)

[85551/2 MAPS1PRN N1130021]

Grades: 9-12 Credit: 1

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self–understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Principles of Occupational Prep 1

[79101/2 OCPR1PRN 85000013]

Grades: 9-12 Credit: 1

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Workforce Development Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Principles of Occupational Prep 2
[79111/2 OCPR2PRN 85000014]
Grades: 9-12 Credit: 1
This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Principles of Occupational Prep 3
[79151/2 OCPR3PRN 85000015]
Grades: 9-12 Credit: 1
This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Campus work-based learning activities will be provided to allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

Fundamentals

Listed below are additional courses only offered as "Fundamentals". All fundamentals courses are based on ARD committee decisions.

Fundamentals of English I
[15911/2 ENG1FND 03220107]
Grades: 9 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated to English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English II
[15921/2 ENG2FND 03220207]
Grades: 10 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English II TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple from world literature translated into English from various cultures. Students continue development of study skills, strategies, and the use genre of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English III
[15931/2 ENG3FND 03220300]
Grades: 10-11 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English IV

[15941/2 ENG4FND 03220400]

Grades: 12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Communication Applications

[16904 COMAPFND 03241400]

Grades: 11-12 Credit: ½

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Communication Application TEKS. All aspects of human interaction, whether professional or social, rely on effective communication skills. Due to the incredibly rapid expansion in technologies and social media, there exists increasing demands for human communications to be clear and precise in both verbal and nonverbal behaviors. Speaking and listening behaviors require valid critical-thinking and problem-solving processes. Students enrolled in Fundamentals of Communication Applications will identify, analyze, develop and evaluate communication prerequisite skills in interpersonal situations, group interactions, and personal and professional presentations.

Fundamentals of Algebra 1

[25901/2 ALG1FND 03100507]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Algebra 1 TEKS. Algebra 1 Alternate students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, among others. Students learn to combine functions, express functions in equivalent forms, compose functions and find inverses where possible. Algebra 1 Alternate will provide students with insights into mathematical abstraction and structure through the content strands Foundations for Functions, Linear Functions, and Quadratics and other Non-Linear Functions. It is extremely important for students to learn Algebra 1 standards in depth, as it is a foundation for other math courses.

Fundamentals of Algebra 2

[25931/2 ALG2FND 03100600]

Grades: 9-12 Credit: 1

Fundamentals of Algebra 2 is designed for students to build on Algebra 1 Alternate and Geometry Alternate experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connection will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.

Fundamentals of Geometry

[25911/2 GEOMFND 03100700]

Grades: 9-12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Geometry TEKS. High school students develop facility with a broad range of ways of representing geometric ideas, including coordinates, networks, transformations, that will allow multiple approaches to geometric problems and that connect geometric interpretations to other contexts. Students learn to recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

Fundamentals of Mathematical Models with Applications

[25921/2 MTHMDFND 03102400]

Grades: 11-12 Credit: 1

Fundamentals of Math Models is designed for students to continue to build on the K-8 and Fundamentals of Algebra 1 foundations as they expand their understanding through other mathematical experiences. Through the use of modified and accommodated curriculum students use mathematical methods to model and solve real-life application problems involving money, date, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

Fundamentals of Biology

[35901/2 BIOFND 03010207]

Grades: 9-10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific, processes and basic concept of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Environmental Systems

[35351/2 ENVRSYFND 03020000]

Grades: 11-12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Environmental Systems TEKS. In Fundamentals of Environmental Systems, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Chemistry

[35921/2 CHEMFND 0304000]

Grades: 10-12 Credit: 1

This course uses alternate Chemistry content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Physics

[35571/2 PHYSICSFND 0305000]

Grades: 10-12 Credit: 1

This course uses alternate Physics content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motions; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior waves; and atomic, nuclear, and quantum physics. Some variation in course content/emphasis may occur on campus depending on individual learning needs of the students.

Fundamentals of Integrated Phy & Chem

[35911/2 IPCFND 03060201]

Grades: 9-11 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

Fundamentals of World Geography Studies

[45101/2 WGEOFND 03320100]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of US Government

[47934 GOVTFND 0333010]

Grades: 12 Credit: ½

Fundamentals of Government will enable students to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

Fundamentals of US History

[47921/2 USHSTFND 03340107]

Grades: 11 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of World History Studies

[47911/2 WHSTFND 03340400]

Grades: 10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Economics

[47944 ECOFND 03310300]

Grades: 12 Credit: 1/2

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Economics TEKS. Students will develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

Fundamentals of Methodology for Academic and Personal Success (MAPS)

[85561/2 MAPS1FND N1130021]

Grades: 9-12 Credit: 1

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self–understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Fundamentals of Work Based Learning I

[79301/2 WBLFND 85000006]

In this instructional arrangement/setting students will practice employability skills at actual job sites in the local community. A wide range of sites will be used including, but not limited to retail, service, volunteer, health related and clerical so as to provide the student with numerous opportunities to explore a variety of employment options. Students will be supervised directly by special education personnel without remuneration. Work Based Learning I: Focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.

Fundamentals of Work Based Learning II

[79471/2 WBL2FND 85000007]

In this instructional arrangement/setting students will practice employability skills at actual job sites in the local community. A wide range of sites will be used including, but not limited to: retail, service, volunteer, health related and clerical so as to provide the student with numerous opportunities to explore a variety of employment options. Students will be supervised directly by special education personnel without remuneration. Work Based Learning II: Continued focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.

CCC Voc I: Academic

[96441/2 CCCVOCI 85000017]

Grades: 12+ Credit: 2

Classroom and community-based instruction is provided to help students achieve the greatest level of independence possible. Students continue to learn reading, writing, and math while developing basic living skills, job skills, personal safety, community access, and recreation skills. CCCVoc I is a supplementary course to CCCVoc II,III, and IV.

CCC Voc II: Community

[96451/2 CCCVOCII 85000018]

Grades: 12+ Credit: 2

*S*tudents build a network of support utilizing resources available in Dallas County. Students develop self-advocacy skills and identify and practice the decisions they will make as responsible adults. Students will continue to build functional life skills needed for independence or interdependence in adulthood. CCCVoc II is a supplementary course to CCCVoc I, III, and IV.

CCC Voc III: Vocation

[96461/2 CCCVOCIII 85000019]

Grades: 12+ Credit: 2

This course is designed to strengthen career readiness skills needed to prepare students for employment**:** Students use a hands-on vocational curriculum to learn skills necessary for the work-force and independent life. In addition, students will participate in internships to gain vocational experience or to identify a possible career. CCCVoc III is a supplementary course to CCCVoc I, II, and IV.

CCC Voc IV: Career Exploration-Capstone Course

[96471/2 CCCVOCIV 85000022]

Grades: 12+ Credit: 2

This course will provide students with a capstone experience in work- based learning. The course is designed to give students supervised practical application of employment skills that can be generalized in a variety of work settings. CCCVOC IV is a supplementary course to CCCVOC I, II, III.

PS Vocational I

[96401/2 PSVOCI 8500001]

Grades: 12+ Credit: 2

PS Voc I is designed to strengthen career readiness skills needed to prepare students for competitive employment. This course will be taught at the host business site to provide students time to work on problem solving techniques, communication skills and planning for successful employment. This is a supplementary course to PS Voc II, III, and IV.

PS Vocational II

[96411/2 PSVOCII 8500003]

Grades: 12+ Credit: 2

The practicum course is designed to give students supervised practical application of entry level job skills. Non-paid internship will take place at the host business. Student will apply knowledge and job skills necessary to meet employer expectations.

PS Vocational III

[96421/2 PSVOCIII 8500004]

Grades: 12+ Credit: 2

The practicum course is designed to give students supervised practical application of entry level job skills. Non-paid internship will take place at the host business. Students will apply knowledge and job skills necessary to meet employer expectations.

PS Vocational IV

[96431/2 PSVOCIV 8500005]

Grades: 12+ Credit: 2

PS VOC IV will provide students with a capstone experience in work based learning. The internship is designed to give students supervised practical application of employment skills that can be generalized in a variety

CTED Horticulture and Floriculture

[78901/2 CTED HORTISCI 13002000]

Grades: 9-12 Credit: 1

In this course, students will learn to plant, grow and sell plants and flowers while working in the greenhouse. Students will develop skills to prepare for careers in the horticulture industry, including product development, marketing and management skills. Enrollment is based on ARD Committee decision.

CTED Employability Skills

[79671/2 CTED GEMPLS N1270153]

Grades 9-12 Credit: 1

In this course, students will learn the skills necessary to secure employment. The course will focus on various careers that are in-demand, the skills necessary for success on the job and provide instruction on interviewing and completing applications. Enrollment is based on ARD Committee decision.

Vocational I-V

[85000008] [85000009] [85000010] [85000011] [85000012]

Grades: 9-12 Credit: 1 Local

This course focuses on real world vocational training. Students enrolled in this course will study vocational skills necessary for applying for, obtaining, and maintaining employment. Students will learn hands-on job skills, effective communication strategies, and problem-solving techniques necessary for successful employment. Enrollment is based on ARD committee decision.

Irving ISD Recommended High School Course Sequence English – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th grade English	English I	English II	English III	English IV College Preparatory Course ELA
8th grade English	English I	English II	English III Dual Credit	English IV Dual Credit
8th grade Honors English	English I Honors	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Research Capstone
English 1 GT/Humanities	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Seminar Capstone or AP Research Capstone	English V Genre Study AP Research Capstone

Irving ISD Recommended High School Course Sequence Math – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 8	Algebra 1	Geometry	Algebra II	Precalculus Statistics College Preparatory Course Mathematics
Math 8	Algebra 1	Geometry	Algebraic Reasoning	Algebra 2 Statistics College Preparatory Course Mathematics
Algebra 1 Honors/GT	Geometry Honors	Algebra 2 Honors GT	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A

Irving ISD Recommended High School Course Sequence Science – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Science	Biology	Chemistry	Physics	Environmental Systems Astronomy
8th Grade Science	IPC	Biology	Physics Chemistry Environmental Systems Astronomy	Physics Chemistry Environmental Systems Astronomy
8th Grade Science Honors	Biology Honors	Chemistry Honors	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science
Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science	AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.**

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2018-2027

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography	World History	US History	US Government Economics
8th Grade Social Studies	World Geography	World History	US History Dual Credit	US Government Dual Credit Economics
8th Grade Honors Social Studies	World Geography Honors AP Human Geography	World History Honors AP World History	US History Dual Credit AP US History	US Government Dual Credit/ AP US Government AP Macroeconomics
8th Grade Honors Social Studies (GT students)	AP Human Geography	AP World History	AP US History	AP US Government AP Macroeconomics

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2028 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography **or** World History*		US History	US Government and Economics
8th Grade Social Studies	World Geography **or** World History*		US History Dual Credit	US Government Dual Credit and Economics
8th Grade Honors Social Studies	World Geography Honors, AP Human Geography, World History Honors, **or** AP World History*		US History Dual Credit or AP US History	US Government Dual Credit/ AP US Government and AP Macroeconomics
8th Grade Honors Social Studies (GT students)	AP Human Geography **or** AP World History*		AP US History	AP US Government and AP Macroeconomics

*Per local graduation policy, students are required to take 3 total Social Studies credits - World Geography **or** World History, US History, Government, and Economics.

Irving ISD Gifted and Talented Education

Subject	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Language Arts	6 GT ELA/ Humanities	7 GT ELA/ Humanities	GT English Humanities	English II GT	AP Language & Composition GT AP Capstone Seminar	AP Literature & Composition GT AP Capstone Seminar AP Capstone Research	English V Genre Study AP Capstone Research
Mathematics	Math 6 Honors / HGT Accelerated	Math 7 Honors / HGT Accelerated	Algebra I GT	Geometry GT	Algebra II GT	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A
Science	Science 6 GT	Science 7 GT	Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry Environmental Science	AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Environmental Science	
Social Studies	6th grade World Cultures	7th grade Honors Texas History	8th grade Honors US History	AP Human Geography/ Honors World Geography for Dual Language	AP World History	AP US History	AP US Gov't Comp Gov't AP Macro AP Micro

All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.

Irving ISD High School ESL Course Sequencing Guidance

<table>
<tr><th>Grade</th><th>LAS LEVEL 1</th><th>LAS LEVEL 2</th><th>LAS LEVEL 3</th></tr>
<tr><td rowspan="2">9th</td><td>Mandatory Courses:
ESOL 1A 15511/2
Reading 1 ESL 15561/2
Independent English 15501/2
IPC ESL 35391/2
W Geography ESL 45131/2
Algebra 1 ESL 25121/2
*ELDA 15781/2
(Newcomer/gaps in education)</td><td>Mandatory Courses:
ESOL 1B 15521/2
Reading 2 ESL 15571/2
IPC ESL 35391/2
W Geography ESL 45141/2
Algebra 1 ESL 25121/2</td><td rowspan="2">English 1 ESL 15131/2
Reading 1 17501/2</td></tr>
<tr><td>Possible Elective Courses:
LOTE (native language)
PE/Fine Arts</td><td>Possible Elective Courses:
LOTE (native language)
PE/Fine Arts</td></tr>
<tr><td>10th</td><td>ESOL 2A 15531/2
Reading 1 ESL 15561/2
IPC ESL 35391/2
W History ESL 45431/2
Geometry ESL 25311/2
LOTE (native language)
PE/Fine Arts</td><td>ESOL 2B 15541/2
Reading 2 ESL 15571/2
Biology ESL 35131/2
W History ESL 45441/2
Geometry ESL 25311/2
LOTE (native language)
PE/Fine Arts</td><td>English 2 ESL 15231/2
Reading 2 17531/2
Geometry ESL 25121/2</td></tr>
<tr><td>11th</td><td></td><td>English 3 ESL 15331/2
Biology ESL 35131/2
LOTE (native language)</td><td>English 3 ESL 15331/2</td></tr>
</table>

IRVING
Independent School District

Career and Technical Education

Career and Technical Education programs are designed to meet the demands of today's workforce by focusing on the needs of the business community today and in the future. The growth of the CTE programs in Irving is on the rise with emphasis on rigor, relevance, and relationships while focused on college, career, and military readiness.

It is the policy of the Irving Independent School District not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its vocational programs, services or activities as required byTitle VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Irving Independent School District no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda

JACK E. SINGLEY ACADEMY

Admission to Jack E. Singley Academy is by application only and students are admitted to programs through an equitable lottery process. The application is available on the Jack E. Singley website, or students may see their counselors.

SCHOOL OF
LAW AND PUBLIC SERVICE

JACK E. SINGLEY ACADEMY

Level 1	**Principles of Law, Public Safety, Corrections, and Security** [79821/2 PRINLPCS 13029200] Credit: 1 **AND** **Principles of Government** [79411/2 PRINGPA 13018200] Credit: 1
Level 2	**Court Systems and Practices** [79451/2 COURTSP 13029600] Credit: 1 **AND** [77551/2 LEGRW N1303014] [77551/2 LEGRW N13003014] Credit: 1
Level 3	**Advanced Legal Skills** [79851/2 ADVLSP N1303016] Credit: 1 **AND** **Business Law** [74391/2 BUSLAW 13011700] Credit: 1
Level 4	**Practicum in Law** [75461/2 PRACLPS1 13030100] Credit: 2 **OR** **Political Science I** [73171/2 POLISCI1 13018300] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Attorney	Legal Assistant/ Paralegal	Legal Assistant/ Paralegal	Law
	Certified Paralegal			Intellectual Property Law
	Board Certification in Types of Law			Advanced Legal Research/ Studies, General
	Certified Legal Video Specialist			International Law and Legal Studies

Occupations	Median Wage	Annual Openings	% Growth
Lawyers	$126,131	2,801	19%
Paralegal and Legal Assistants	$50,544	2,837	19%

Exploration Activities:	Work Based Learning Activities:
Attend court hearings and other legal procedures; Texas Public Service Association	Intern with a local attorney; script and conduct a mock trial

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Legal Studies program of study introduces CTE learners to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Legal Studies program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1

Principles of Law, Public Safety, Corrections, and Security
[79821/2 PRINLPCS 13029200]
Credit: 1

AND

Principles of Government
[79411/2 PRINGPA 13018200]
Credit: 1

Level 2

Court Systems and Practices Dual Credit
[77561/2 COURTSP 13029600]
Credit: 1

AND

Legal Research and Writing Dual Credit
[78691/2 LEGRW DC N1303014]
Credit: 1

Level 3

Advanced Legal Skills Dual Credit
[79841/2 ADVLSP N1303016]
Credit: 1

AND

Business Law Dual Credit
[79831/2 BUSLAW 13011700]
Credit: 1

Level 4

Practicum in Law Dual Credit
[79861/2 PRACLPS1 13030100]
Credit: 2

OR

Political Science I
[73171/2 POLISCI1 13018300]
Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Attorney	Legal Assistant/ Paralegal	Legal Assistant/ Paralegal	Law
	Certified Paralegal			Intellectual Property Law
	Board Certification in Types of Law			Advanced Legal Research/ Studies, General
	Certified Legal Video Specialist			International Law and Legal Studies

Occupations	Median Wage	Annual Openings	% Growth
Lawyers	$126,131	2,801	19%
Paralegal and Legal Assistants	$50,544	2,837	19%

Exploration Activities:	Work Based Learning Activities:
Attend court hearings and other legal procedures; Texas Public Service Association	Intern with a local attorney; script and conduct a mock trial

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Legal Studies program of study introduces CTE learners to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Legal Studies program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1	**Principles of Law Enforcement** [75411/2 PRINLAWEN 13029200] Credit: 1	AND
	Criminal Investigation [77601/2 CRINVEST 13029550] Credit: 1	
Level 2	**Court Systems and Practices** [76561/2A COURTSP 13029600] Credit: 1	AND
	Correctional Services [75451/2 CORRSRVS 13029700] Credit: 1	
Level 3	**Law Enforcement I** [75421/2 LAWENF1 13029300] Credit: 1	AND
	National Security [77681/2 NATLSEC 13018800] Credit: 1	
Level 4	**Law Enforcement II** [75431/2 LAWENF2 13029400] Credit: 1	OR
	Practicum in Law Enforcement [76541/2 PRACLPS1 13030100] Credit: 2	

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
Emergency Telecommunicator	Private Investigator/ Security Guard	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%

Exploration Activities:	Work Based Learning Activities:
Texas Public Service Association; criminal justice clubs	Attend court hearings and other legal procedures

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1

Principles of Law Enforcement
[75411/2 PRINLPCS 13029200]
Credit: 1

AND

Criminal Investigation
[77601/2 CRINVESTL 13029550]
Credit: 1 **Dual Credit**

Level 2

Court Systems and Practices
[76271/2 COURTSP D/C 13029600]
Credit: 1

AND

Correctional Services
[75451/2 CORRSRVS 13029700]
Credit: 1 **Dual Credit**

Level 3

Law Enforcement I
[76311/2 LAWENF1 D/C 13029300]
Credit: 1

AND

National Security
[77681/2 NATLSEC 13018800]
Credit: 1 **Dual Credit**

Level 4

Law Enforcement II
[75241/2 LAWENF2 D/C 13029400
Credit: 1

OR

Practicum in La **Dual Credit**
Enforcement
[79741/2 PRACLPS1 H/DC 13030100]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
Emergency Telecommunicator	Private Investigator/ Security Guard	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%

Exploration Activities:	Work Based Learning Activities:
Texas Public Service Association; criminal justice clubs	Attend court hearings and other legal procedures

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

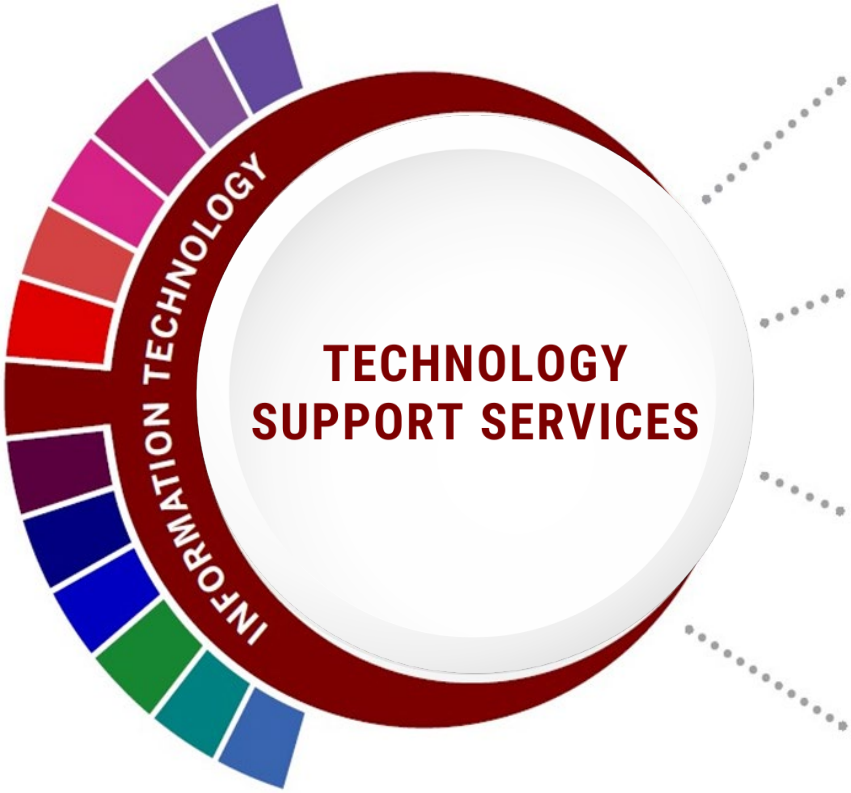
The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

SCHOOL OF INNOVATIVE TECHNOLOGY

JACK E. SINGLEY ACADEMY



Level 1

Principles of Information Technology
[75301/2 PRINIT 13027200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Computer Maintenance Lab
[77841/2 COMMTLAB 13027310]
Credit: 1

Networking
[79651/2 NETWRK 13027400]
Credit: 1

Level 3

Computer Technician Practicum I DC
[79881/2 COMPT1 H/DC 13027500]
Credit: 2

Computer Technician Practicum I
[75331/2 COMPT1 13027500]
Credit: 2

Level 4

Computer Technician Practicum II
[77881/2 COMPT2 13027510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Technology Associate Windows Operating System Fundamentals	IBM Certified Specialist - InfoSphere Optim for Distributed Systems Fundamentals	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
ERSI ArcGIS Desktop Entry	IBM Certified Database Associate - DB2 11 Fundamentals for z/OS	Computer and Information Systems Security/ Information Assurance	Computer and Information Systems Security /Information Assurance	Computer Systems Analysis/ Analyst
CompTIA A+	HP ASE - ProLiant Server Solutions Integrator V2	Information Technology	Computer Engineering, General	Computer Engineering, General
CompTIA IT Fundamentals +	Oracle Linux 6 Advanced System Administration	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Information Technology

Occupations	Median Wage	Annual Openings	% Growth
Database Administrator	$83,075	1,063	19%
Computer Hardware Engineer	$111,738	343	24%
Computer System Analyst and Support	$87,568	5,937	29%

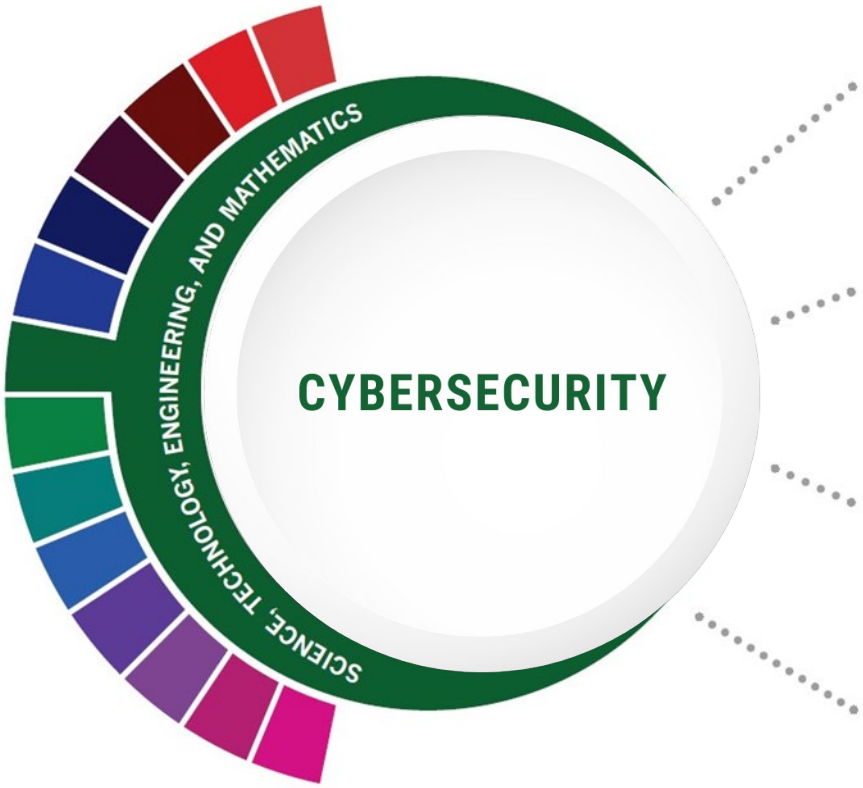
Exploration Activities:	Work Based Learning Activities:
Join TSA Job shadow a database administrator or computer hardware engineer	Obtain a Certification

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Information Technology Support and Services program of study explores the occupations and educational opportunities associated with administering, testing, and implementing computer databases and applying knowledge of database management systems. This program of study may also include analyzing user requirements and problems to automate or improve existing systems and review computer system capabilities. This program of study may also include exploration into the research, design, or testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Information Technology Support and Services program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met.



Level 1

Principles of Information Technology
[76981/2 PRINITCYBR 13027200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Networking
[79651/2 NETWRK 13027400]
Credit: 1

Foundations of Cybersecurity
[79581/2 TAFCYB 03580850]
Credit: 1

Level 3

Digital Forensics
[77361/2 TADGR 03580360]
Credit: 1

Cybersecurity Capstone
[79941/2 TACYBCAP 03580855]
Credit: 1

Level 4

Practicum in Cyber Security
[77741/2 PRACCYBRSEC 13028000]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	GIAC Reverse Engineering Malware	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
Oracle Certified Database Associate	Certified Advanced Windows Forensic Examiner	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
Cisco Certified Entry Networking Technician (CCENT)	SAP Certified Technology Professional System Security Architect	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
CompTIA A+, Network+, Security+, and IT Fundamentals	Cisco Certified Network Professional Security Certification	Computer Science	Computer Science	Computer Science

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	$91,915	814	29%
Network and Computer System Administrators	$82,597	2,814	19%
Computer System Analysts	$87,568	5,937	29%

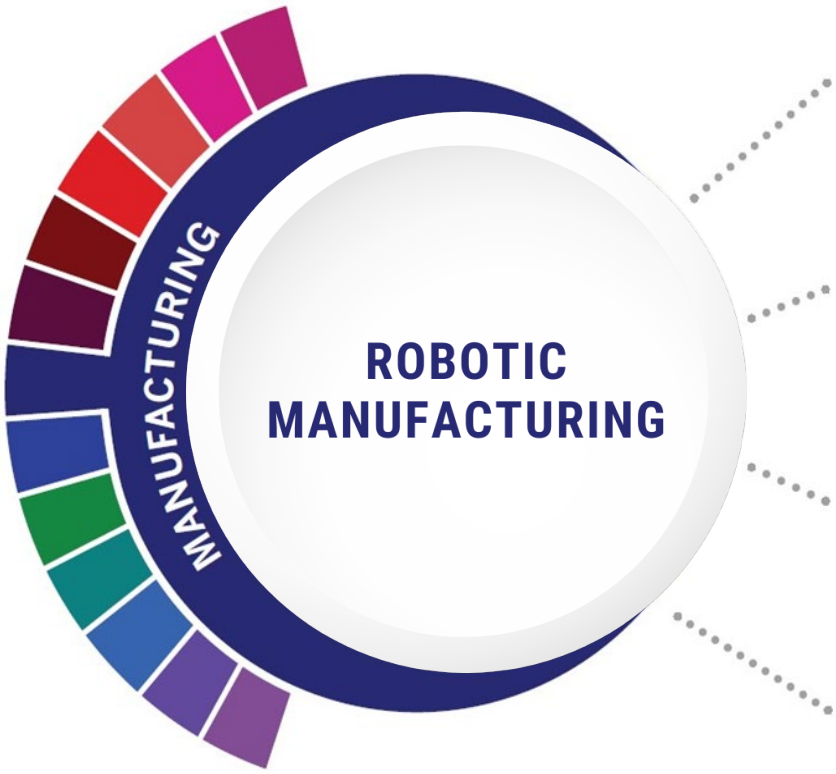
Exploration Activities:	Work Based Learning Activities:
Join TSA Job Shadow a computer system analyst or information security analyst.	Obtain an industry-based certification.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Robotic Manufacturing
[75481/2 PRINROBMAN 13032200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Manufacturing Engineering Technology I
[77951/2 MANENGT1 13032900]
Credit: 1

Robotics I
[75671/2 ROBOTIC1 13037000]
Credit: 1

Level 3

Manufacturing Engineering Technology II
[77961/2 MANENGT2 13032950]
Credit: 1

Robotics II
[77971/2 ROBOTIC2 13037050]
Credit: 1

Level 4

Practicum in Robotic Manufacturing
[79501/2 PRACROBMAN 13033000]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
MSSC Certified Production Technician	Certified Welder or Welder Inspector	Welding Technology/ Welder	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ISCET Associate-Level Certified Electronics Technician	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
Mastercam Professional Level Certification	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
NIMS Industrial Technology Maintenance - Basic Mechanical System	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Mechanical Engineering Technicians	$57,117	453	9%
CNC Machine Operators	$39,250	1,319	12%
Aerospace Engineering and Operations Technicians	$60,757	114	9%
Electrical and Electronics Engineering Technicians	$60,382	1,439	9%
Industrial Engineering Technicians	$61,672	326	9%

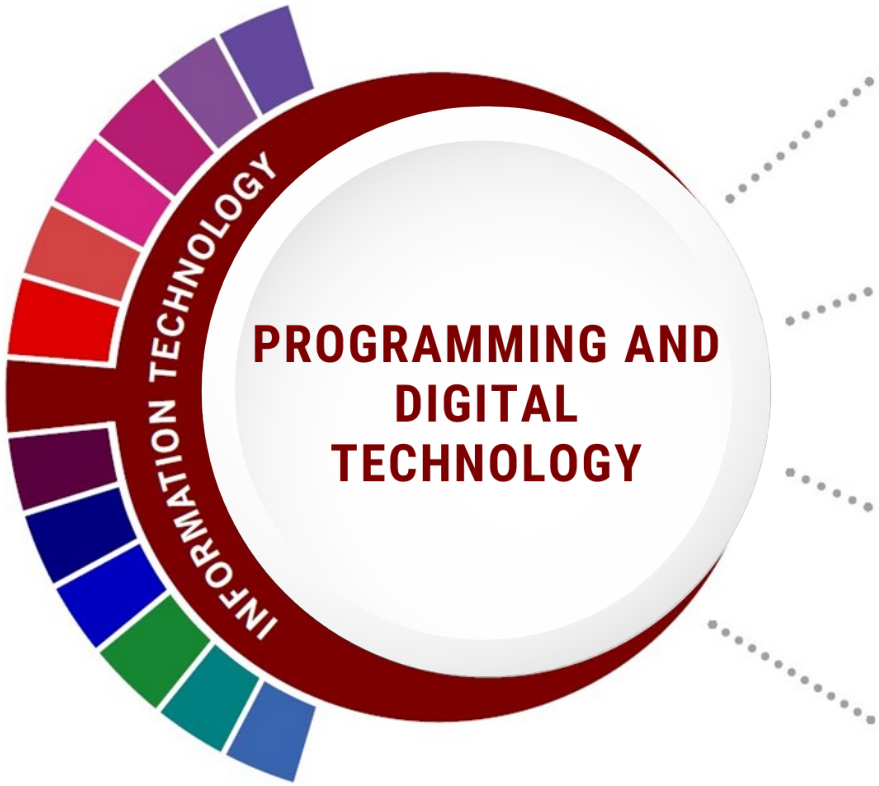
Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Manufacturing Technology program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to set up and operate a variety of machine tools to produce precision parts and instruments. Students will also learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry and STEM Endorsement if math and science requirements are met. Revised - July 2020



Level 1

Principles of Information Technology
[76981 PRINITCYBR 13027200]
Credits: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credits: 1

Level 2

Computer Science I
[75101/2 TACS1 03580200]
Credits: 1

AP Computer Science Principles
[75181/2 APCSPRIN A3580300]
Credits: 1

Level 3

Computer Science II
[75111/2 TACS2 03580300]
Credits: 1

Game Programming and Design
[72191/2 TAGMPD 03580380]
Credits: 1

Level 4

AP Computer Science A MATH
[75171/2 APTACASAM A3580110]
Credits: 1

Independent Study in Emerging Technologies
[73021/2 TAINDET1 03581500]
Credits: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/ Programmer, General	Web/ Multimedia Management and Webmaster	Computational Science
WD Certified Web Design Certification	Certified Webmaster Professional	Computer Science	Computer Science	Computer Science
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/ Multimedia and Information Resources Design	Web Page, Digital/ Multimedia and Information Resources Design	Information Science/ Studies
	IBM Certified Solution Developer – Open Social	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications

Occupations	Median Wage	Annual Openings	% Growth
Web Developers	$67,912	1,079	39%
Web Administrators, Computer Occupations	$85,197	1,616	20%
Software Developers	$104,499	6,311	30%

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding or computer programming club Create a web page	Get an Oracle or CISCO Certification

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

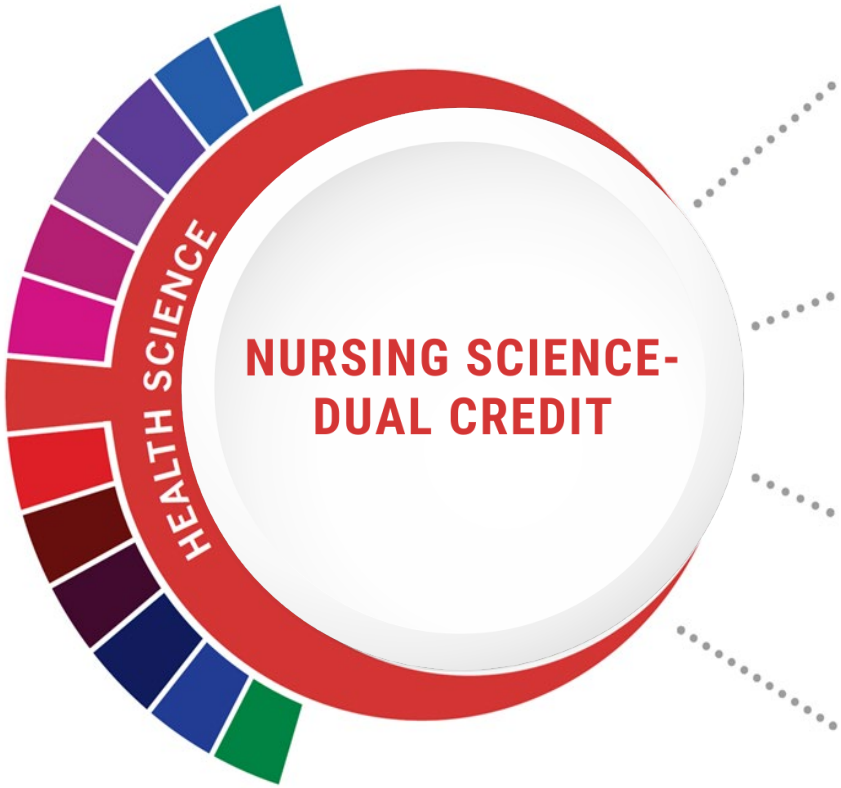
The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

SCHOOL OF HEALTH SCIENCE

JACK E. SINGLEY ACADEMY



Level 1	**Principles of Health Science** [74561/2 PRINHLSC 13020200] Credit: 1 **AND** **Medical Terminology Dual Credit** [78281/2 MEDTERM H/DC 13020300] Credit: 1
Level 2	**Health Science Theory Honors Dual Credit** [78291/2 HLSCLIN H/DC 13020410] Credit: 1 **AND** **Anatomy and Physiology** [35221/2 ANATPHYS 13020600] Credit: 1
Level 3	**Pathophysiology Honors Dual Credit** [35371/2 PATHO/DC 13020800] Credit: 1 **AND** **Pharmacology Honors Dual Credit** [78571/2 PHARMC/DC 13020950] Credit: 1
Level 4	**Practicum in Health Science II Honors Dual Credit** [78351/2 PRACHLS2 13020510] Credit: 2 **OR** **Scientific Research and Design II Dual Credit** [36241/2 SCIRD2 13037210] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Medical Assistant	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
Certified Patient Care Technician				Nurse Anesthetist

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

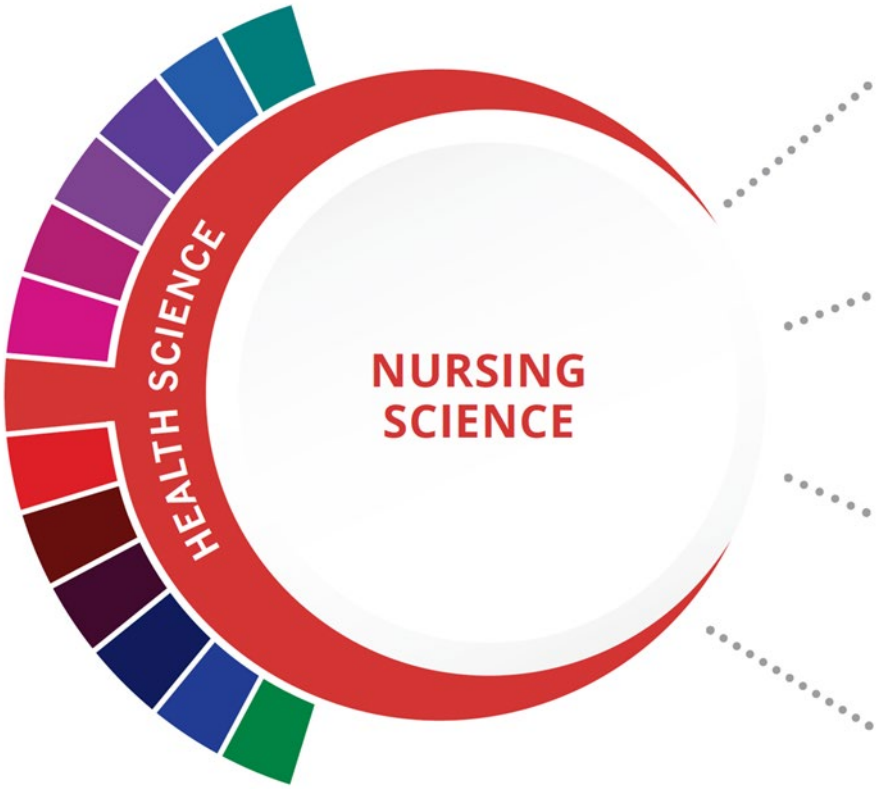
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	**Principles of Health Science** [74561/2 PRINHLSC 13020200] Credit: 1 **AND** **Medical Terminology** [74571/2 MEDTERM 13020300] Credit: 1
Level 2	**Health Science Theory** [74581/2 HLTHSCII 13020400] Credit: 1 **AND** **Anatomy and Physiology** [35221/2 ANATPHYS 13020600] Credit: 1
Level 3	**Pathophysiology** [36141/2 PATHO 13020800] Credit: 1 **AND** **Pharmacology** [78371/2/2 PHARMC 13020950] Credit: 1
Level 4	**Practicum in Health Science-Nursing** [74611/2 PRACHLS1 13020500] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Medical Assistant	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
Certified Patient Care Technician				Nurse Anesthetist

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

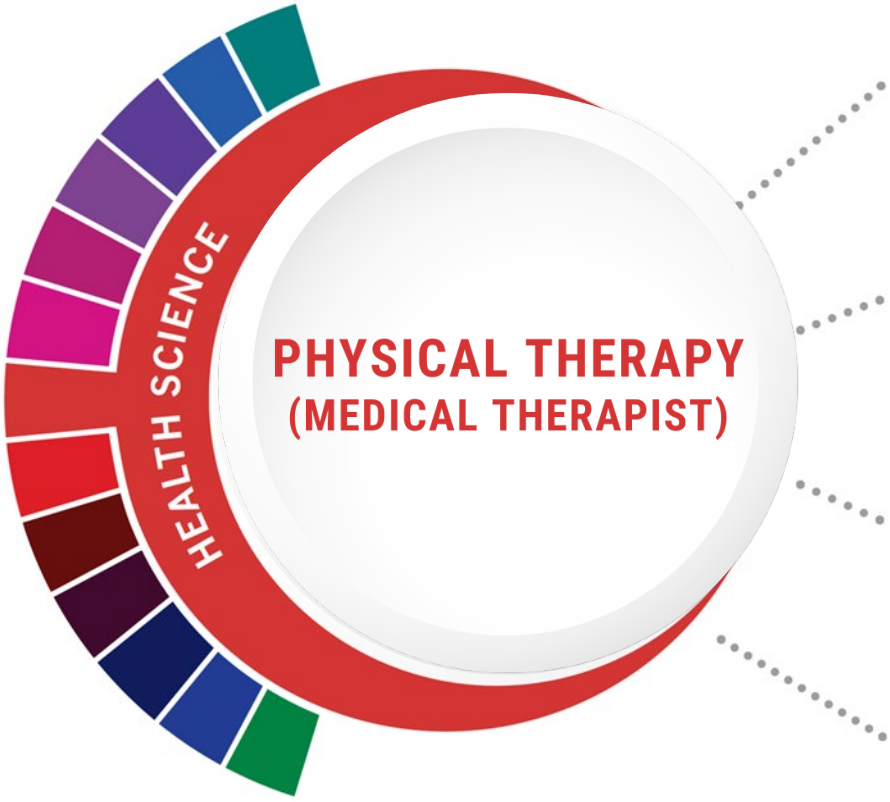
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]
Credit: 1

AND

Medical Terminology
[74571/2 MEDTERM 13020300]
Credit: 1

Level 2

Health Science Theory
[74581/2 HLSCLIN 13020400]
Credit: 1

AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]
Credit: 1

Level 3

Practicum in Health Science
(Physical Therapy)
[74611/2 PRACHLS1 13020500]
Credit: 2

Level 4

Practicum in Health Science II
(Physical Therapy)
[74711/2 PRACHLS2 13020510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certification in Orthopedic Manual Therapy	Certified Respiratory Therapist	Occupational Therapy Assistant	Respiratory Therapists	Occupational Therapists
Limited Licensed Radiology Technologist	Certified Physical Therapy Assistant	Radiation Therapists		Speech Language Pathologist
		Respiratory Therapists		Physical Therapists
		Physical Therapy Assistant		

Occupations	Median Wage	Annual Openings	% Growth
Speech Language Pathologists	$73,070	1,068	25%
Respiratory Therapists	$57,429	830	20%
Occupational Therapists	$92,227	834	34%
Physical Therapy Assistants	$70,200	1,268	44%
Radiation Therapists	$70,658	101	23%

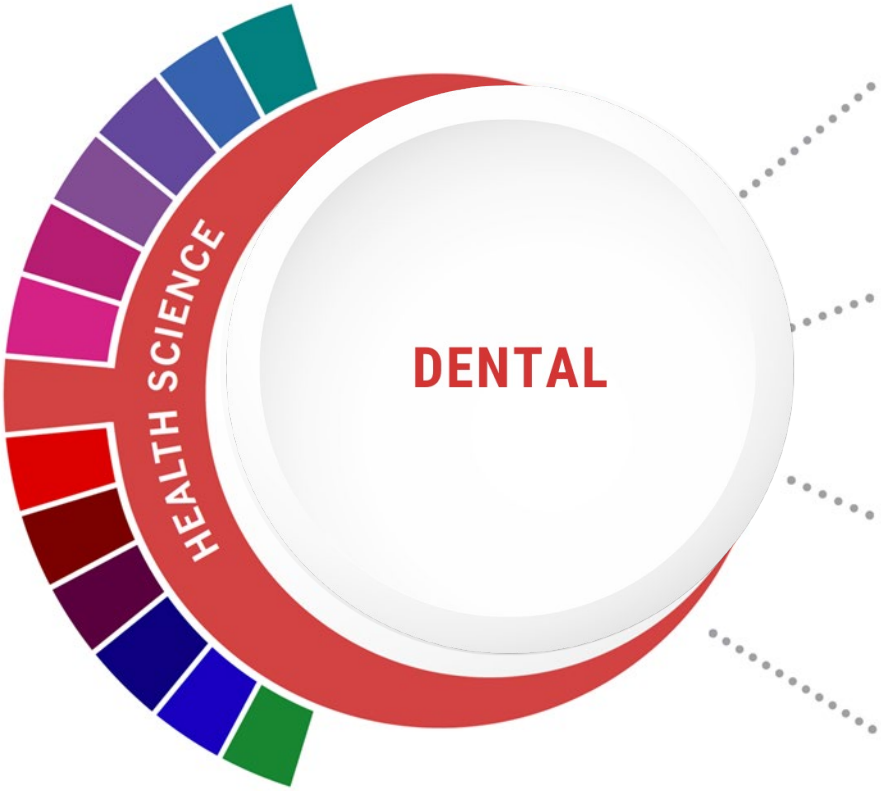
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Lab internship, Job shadow, Clinical rotations

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Medical Therapy program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skills necessary to be successful in the healthcare field in occupations such as, Respiratory, Occupational, Physical, or Speech Therapy. CTE learners may also practice patient care and communication.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Medical Therapy program of study will fulfill requirements of a Public Service or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	**Principles of Health Science** [74561/2 PRINHLSC 13020200] Credit: 1	**AND**
	Medical Terminology [74571/2 MEDTERM 13020300] Credit: 1	
Level 2	**Health Science Theory** [74581/2 HLSCLIN 13020400] Credit: 1	**AND**
	Anatomy and Physiology [35221/2 ANATPHYS 13020600] Credit: 1	
Level 3	**Practicum in Health Science I (Dental)** [74631/2 PRACHLS1 13020500] Credit: 2	
Level 4	**Practicum in Health Science II (Dental)** [74511/2 PRACHLS2 13020510] Credit: 2	

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Registered Dental Assistant	Dental Assistant	Dental Hygienist	Dental Hygienist	Dentist
Certified Patient Care Technician	Surgical Technologist	Medical/ Clinical Assistant		Physician Assistant
Certified Nurse Aide/Assistant	Medical Assistant			Family and General Practitioners
Pharmacy Technician	Pharmacy Aides			Pharmacist

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%
Dental Assistants	$34,840	4,422	31%

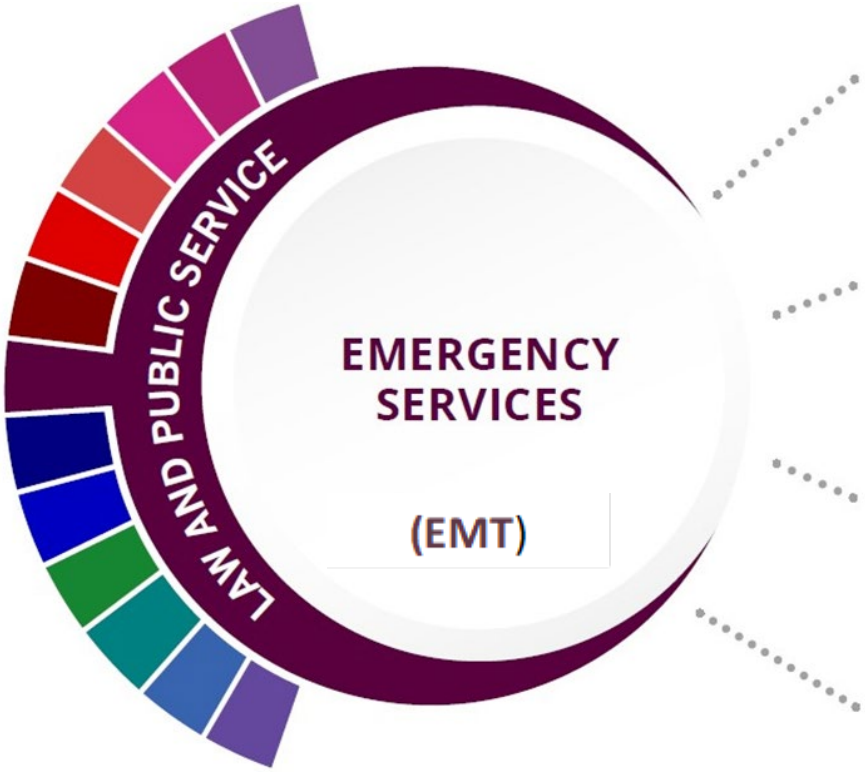
Exploration Activities:	Work Based Learning Activities:
SkillsUSA Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]

Credit: 1

AND

Medical Terminology
[74571/2 MEDTERM 13020300]

Credit: 1

Level 2

Health Science Theory
[74581/2 HLTHSCI 13020400]

Credit: 1

AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]

Credit: 1

Level 3

Practicum in Health Science
[78411/2 PRACHLS1 13020500]

Credit: 2

Level 4

Emergency Medical Technician
[79891/2 EMTB N1303015]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Emergency Medical Technician - Basic	Emergency Medical Technician - Basic	Emergency Medical Technology/ Technician (EMT Paramedic)	Emergency Medical Technology/ Technician (EMT Paramedic)	
Emergency Telecommunicator	Fire Protection Personnel/ Firefighter	Fire Prevention and Safety Technology/ Technician	Natural Resources Law Enforcement and Protective Services	
Basic Structure Fire Protection Certification	Fire Protection System Contractor	Fire Science/ Firefighting		

Occupations	Median Wage	Annual Openings	% Growth
Firefighters	$50,149	2,309	13%
Fire Inspectors and Investigators	$54,787	161	14%
Emergency Medical Technicians	$34,091	1,880	31%

Exploration Activities:	Work Based Learning Activities:
Attend local emergency awareness events, Texas Public Service Association	Volunteer at a hospital or a fire station

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

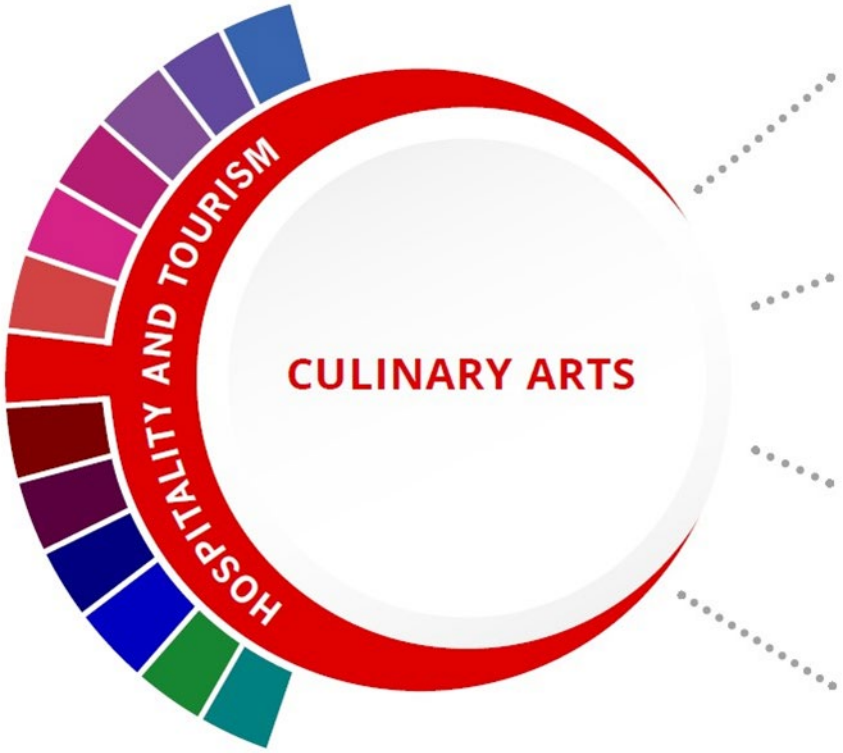
The Emergency Services program of study focuses on training CTE learners to respond to emergency situations, such as medical emergencies and fire-based emergencies. Students will learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Emergency Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

SCHOOL OF CULINARY ARTS AND HOSPITALITY SERVICES

JACK E. SINGLEY ACADEMY



Level 1	**Principles of Hospitality and Tourism** [74671/2 PRINHOSP 13022200] Credit: 1	**OR**
	Or **Introduction to Culinary Arts** [76681/2 INCULART 13022550] Credit: 1	
Level 2	**Culinary Arts** [74721/2 CULARTS 13022600] Credit: 2	
Level 3	**Practicum in Hospitality Services/ Practicum in Culinary Arts** [74761/2 PRACHOS1 13022900] [74731/2 PRACCUL1 13022700] Credit: 2	
Level 4	**Practicum in Hospitality Services/ Practicum in Culinary Arts** [74761/2 PRACHOS1 13022900] [74731/2 PRACCUL1 13022700] Credit: 2	

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association	Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF STUDIO ARTS

JACK E. SINGLEY ACADEMY

SCHOOL OF STUDIO ARTS

LEVEL 1

Art 1
[66101/2 ART1 03500100]
Grades: 9 Credit 1

AND

Graphic Design
[79991/2] 3580900
Grades: 9 Credit 1

LEVEL 2

Art 2 - Drawing
[66201/2 ART2DRAW 03500500]
Grades: 10 Credit 1

AND

Art 2 - Painting
[66211/2 ART2PATG 03500600]
Grades: 10 Credit 1

LEVEL 3

Art 3 - Drawing
[66301/2 ART3DRAW 03501300]
Grades: 11 Credit 1

AND

AP 2D Design
[66361/2 AP2DAP A3500400]
Grades: 11 Credit 1

LEVEL 4

Art 4 - Drawing
[66401/2 ART4DRAW 03502300]
Grades: 12 Credit 1

AND

AP Studio Arts
[66461/2 APSTARTD A3500300]
Grades: 12 Credit 1

Additional Courses at Singley

These courses are available based on space availability and should be taken concurrently, or upon completion of a program of study

General Employability Skills
[78591/2 GEMPLS N1270153]
Grades: 10-12 Credits: 1 SINGLEY
This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co- workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time

Parenting Education for School Aged Parents I (Counselor Recommendation)
[74921/2 PAEDSAP1 N1302536]
Grades: 9-12 Credits: 1 SINGLEY
This laboratory course is designed to address the special needs and interests of male and female students who are parents, who are pregnant, or who are expecting to become parents soon.

Parenting Education for School Aged Parents II (Counselor Recommendation)
[74941/2 PAEDSAP2 N1302537]
Grades: 9-12 Credits: 1 SINGLEY

Business Information Management I
[74371/2 BUSIM I 13011400]
Grades: 9-12 Credits: 1 SINGLEY
GET MICROSOFT OFFICE CERTIFIED! Students will learn Microsoft Office (Word, Excel, Access and Power Point). Students will work towards acquiring the Microsoft Office Specialist Certification in each of the major programs. Students will also learn desktop publishing and will improve keyboarding skills.

Professional Communications
[16394 PROFCOMM 13009900]
Grades: 9 Credits: 1/2 SINGLEY
MAY I HAVE YOUR ATTENTION? I WOULD LIKE TO SPEAK! You now need to begin preparing for a career in the global economy that will require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Through this course, you will be prepared for the world once you have developed and expanded your ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Are you ready?

Dimensions in Diplomacy
[79551/79552 DIDPL N1301820]
Grades: 11-12 Credit 1 SINGLEY
Dimensions of Diplomacy is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of Stat e must demonstrate during the selection process for internships, scholarships, fellowships, and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication, and negotiation skills applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

SCHOOL OF WORKFORCE READINESS

BARBARA CARDWELL CAREER PREPARATORY CENTER

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Entrepreneurship
[75971/2 ENTREP 13011101]

Credit: 1

Level 3

Business Management

[74441/2 BUSMGT 13012100]

Credit: 1

Level 4

Practicum in Entrepreneurship
[73091/2 PRACENT 13011111]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

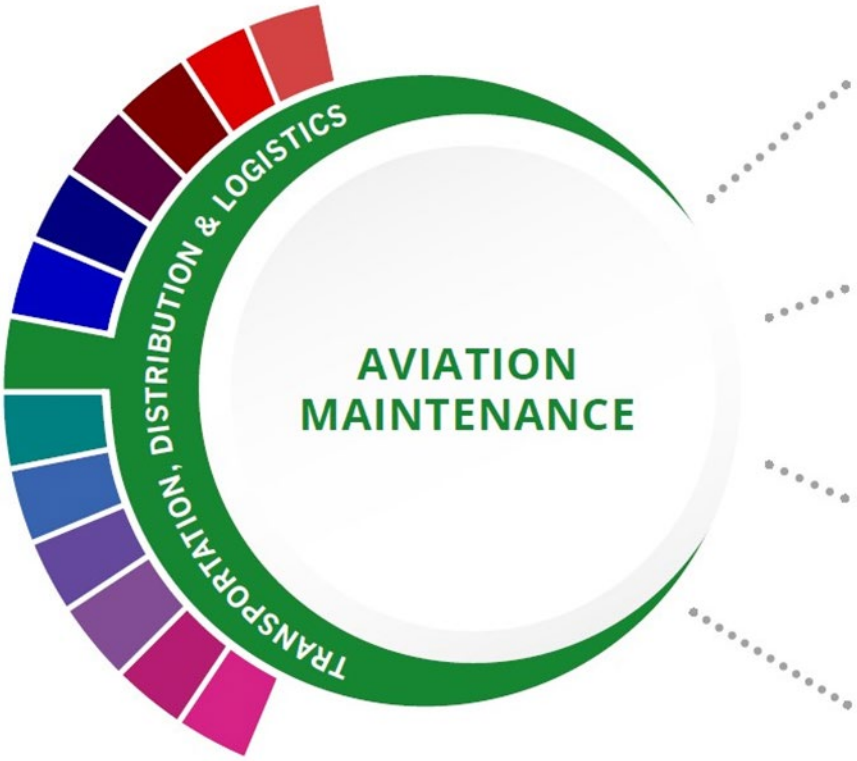
The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF AVIATION SCIENCE

IRVING HIGH SCHOOL

✪ Identifies a course as ADVANCED.



Level 1

Introduction to Aerospace and Aviation
[78961/2 INTAEAVI N1304672]

Credit: 1

Level 2

Introduction to Aircraft Technology
[76771/2 INAIRTEC 13039350]

Credit: 1

Level 3

Air Tech I
[77751/2 AIRTECHI 13039400]

Credit: 2

Level 4

Air Tech II
[76781/2 AIRTECHII 13040450]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Aerospace Manufacturing Certification	Avionics Electronics Technician	Avionics Maintenance Technology/ Technician	Airframe Mechanics and Aircraft Maintenance Technology/ Technician	
	Aircraft Electronics Technician	Aircraft Powerplant Technology/ Technician		
	Aerospace/ Aircraft Assembly Maintenance Certification	Airframe Mechanics and Aircraft Maintenance Technology/ Technician		

Occupations	Median Wage	Annual Openings	% Growth
Aircraft Mechanics and Technicians	$58,698	1,469	9%
Avionics Technicians	$59,114	170	9%

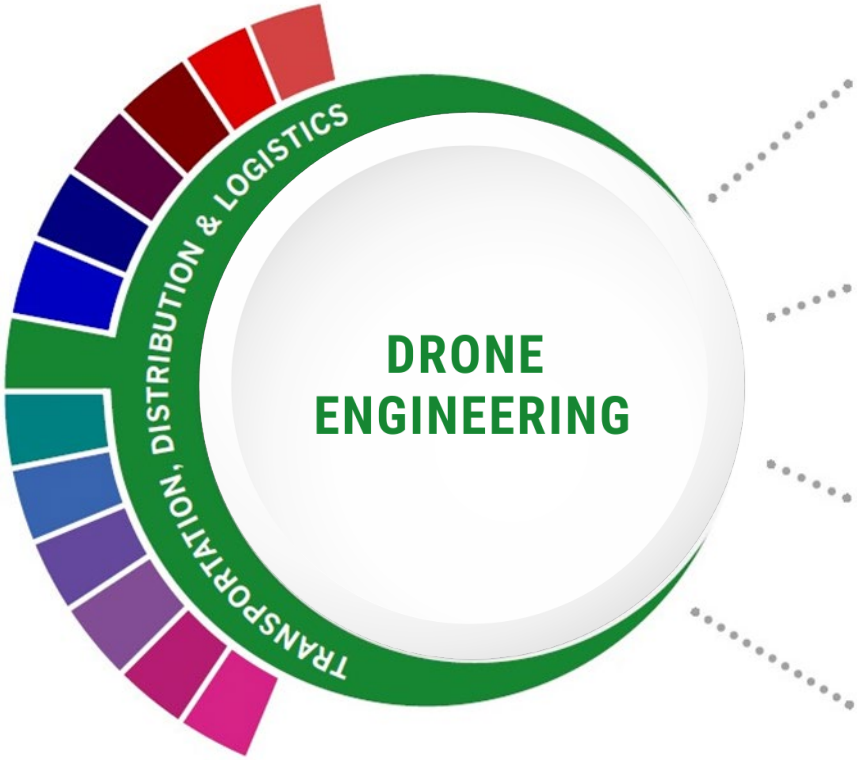
Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA Explore virtual aviation websites	Seek part-time work at an airport, aviation services agency, or airline

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Aviation Maintenance program of study introduces students to the occupations and education opportunities related to inspecting aircraft, maintenance procedures, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Aviation Maintenance program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Introduction to Aerospace and Aviation** [78961/2 INTAEAVI N1304672] Credit: 1
Level 2	**Unmanned Aerial Vehicles** [73101/2 PRINUAV N1304670] Credit: 1
Level 3	**Drone Engineering I** [73131/2 DRONEENG1 13037000] Credit: 1
Level 4	**Drone Engineering II** [73141/2 DRONEENG2 13037050] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	Associate DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Mechanical Engineers	$91,107	1,535	11%

Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA Explore virtual aviation websites	Seek part-time work at an airport, aviation services agency, or airline Engineering internship

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

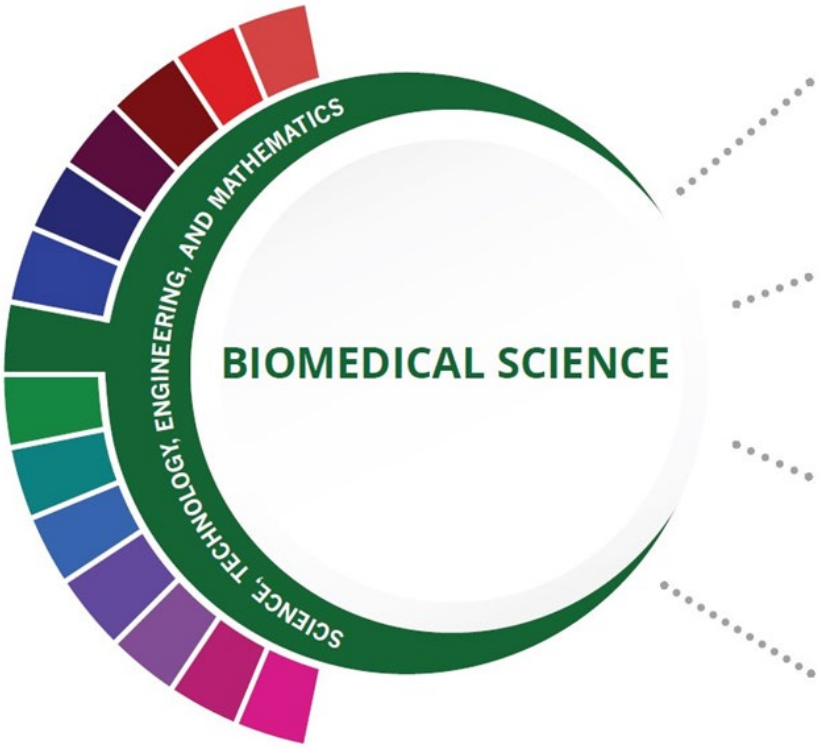
The Aviation Maintenance program of study introduces students to the occupations and education opportunities related to inspecting aircraft, maintenance procedures, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Aviation Maintenance program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF BIOMEDICAL SCIENCES

IRVING HIGH SCHOOL



Level 1

Principles of Biosciences
[79751/2 PRBIOSCI 13036300]

Credit: 1

Level 2

Biotechnology I
[76901/2 BIOTECH 1 13036400]

Credit: 1

Level 3

Biotechnology II
[76911/2 BIOTECH2 13036450]

Credit: 1

Level 4

Practicum in STEM
[75661/2 PRCSTEM1 13037400]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Medical Laboratory Assistant	Medical and Clinical Laboratory Technologists	Histologic Technician	Biomedical Engineers	Genetic Counseling
Medical Laboratory Technician		Clinical Laboratory Science/ Medical Technology/ Technologist	Biomedical Engineers	Medical Scientists
			Clinical Laboratory Science/ Medical Technology/ Technologist	Epidemiology

Occupations	Median Wage	Annual Openings	% Growth
Medical and Laboratory Technicians	$37,981	1,159	28%
Biological Technicians	$42,931	452	17%
Forensic Science Technicians	$48,152	171	35%
Medical and Clinical Laboratory Technologists	$58,760	1,166	25%

Exploration Activities:	Work Based Learning Activities:
Health Occupations Students of America (HOSA)	Lab internship or shadow a healthcare or medical professional

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Biomedical Science program of study focuses on the study of biology and medicine in order to introduce CTE learners to the knowledge and skills necessary to be successful in the healthcare field, such as researching and diagnosing diseases, pre-existing conditions, or other determinants of health. Students may also practice patient care and communication.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

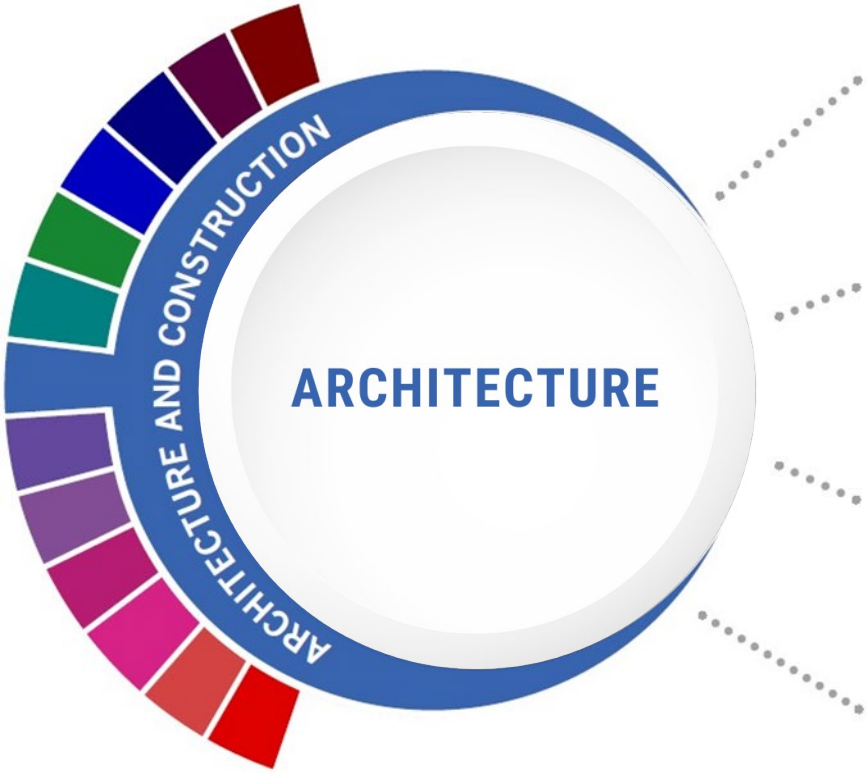
Successful completion of the Biomedical Science program of study will fulfill requirements of the Public Service or STEM endorsement if the math and science requirements are met.

Revised - July 2020

SCHOOL OF ARCHITECTURE, CONSTRUCTION & CIVIL ENGINEERING

MACARTHUR HIGH SCHOOL

✪ Identifies a course as ADVANCED.



Level 1

Principles of Construction
[76851/2 PRINCON 13004220]
Credit: 1

Principles of Architecture
[76921/2 PRINARCH 13004210]

Level 2

Credit: 1

Architectural Design 1
[74151/2 ARCHDSN1 13004600]

Level 3

Credit: 1

Architectural Design II
[74161/2 ARCHDSN2 13004700]

Level 4

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User in AutoCAD	Certified Photogrammetric Technologist	Architecture	Architecture	Architecture
Autodesk Certified Professional or User in AutoCAD Civil 3D	Certified Development, Design & Construction Professional	Interior Design	Interior Design	Interior Architecture
Autodesk Certified Professional or User in Autodesk Revit Architecture	National Council Certified Interior Designer	Civil Engineering, General	Civil Engineering, General	Civil Engineering, General
Autodesk Certified Professional or User in Autodesk Revit MEP Electrical	LEED AP Building Design & Construction	Geographic Information Science and Cartography	Geographic Information Science and Cartography	Geographic Information Science and Cartography

Occupations	Median Wage	Annual Openings	% Growth
Architects	$77,043	808	16%
Geographic Information Analysts and Surveyors	$58,926	162	27%
Architectural/ Civil Drafters	$50,170	1,068	9%
Construction Managers	$87,402	2,401	14%

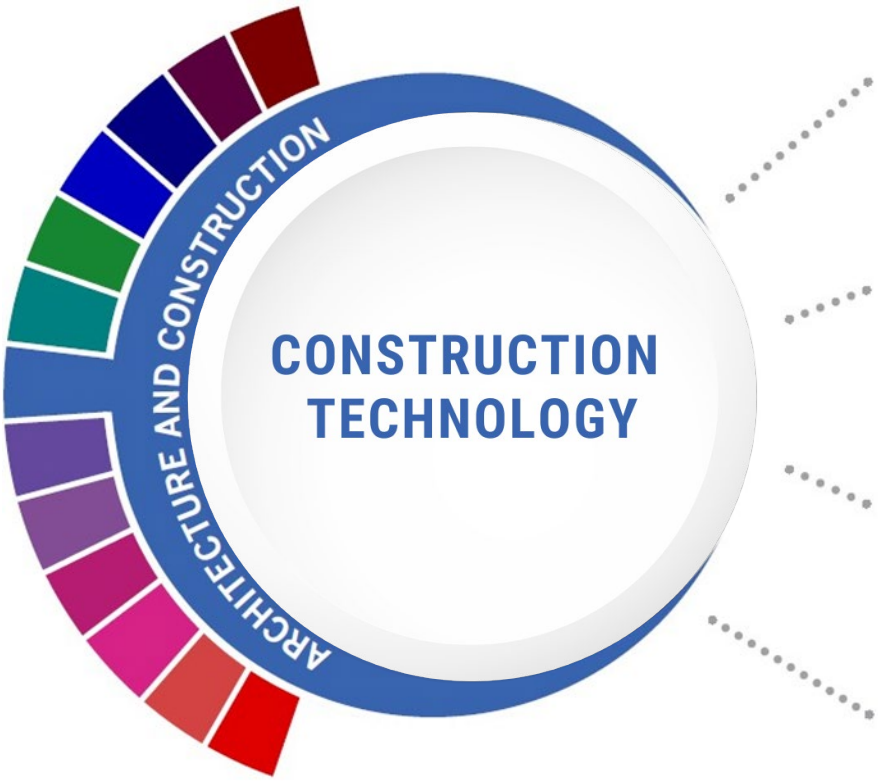
Exploration Activities:	Work Based Learning Activities:
Shadow an architect, interior designer, or civil engineer. SkillsUSA/TSA	Intern at an architecture firm.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	**Principles of Construction** [76851/2 PRINCON 13004220] Credit: 1
Level 2	**Construction Technology 1** [75371/2 CONTECHH1 D/C 13005100] Credit: 2
Level 3	**Construction Technology II** [76931/2 CONTECH2 13005200] Credit: 2
Level 4	**Practicum in Construction Technology** [76951/2 PRACCT1 13005250] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER Construction Technology	Code Enforcement Officer, Texas Department of Health Code Enforcement	Construction Engineering Technology/ Technician	Construction Engineering Technology/ Technician	Materials Engineering
NCCER Core Curriculum	Certified Cost Estimator/ Analyst	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
OSHA 30 Hour Construction	Certified Professional Estimator	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
NCCER Construction Site Safety Technician	Structural Masonry Special Inspector	Business/ Commerce, General	Business/ Commerce, General	Manufacturing Engineering

Occupations	Median Wage	Annual Openings	% Growth
Construction and Building Inspectors	$53,914	983	17%
Cost Estimators	$63,939	2,239	21%
Construction Managers	$87,402	2,401	14%

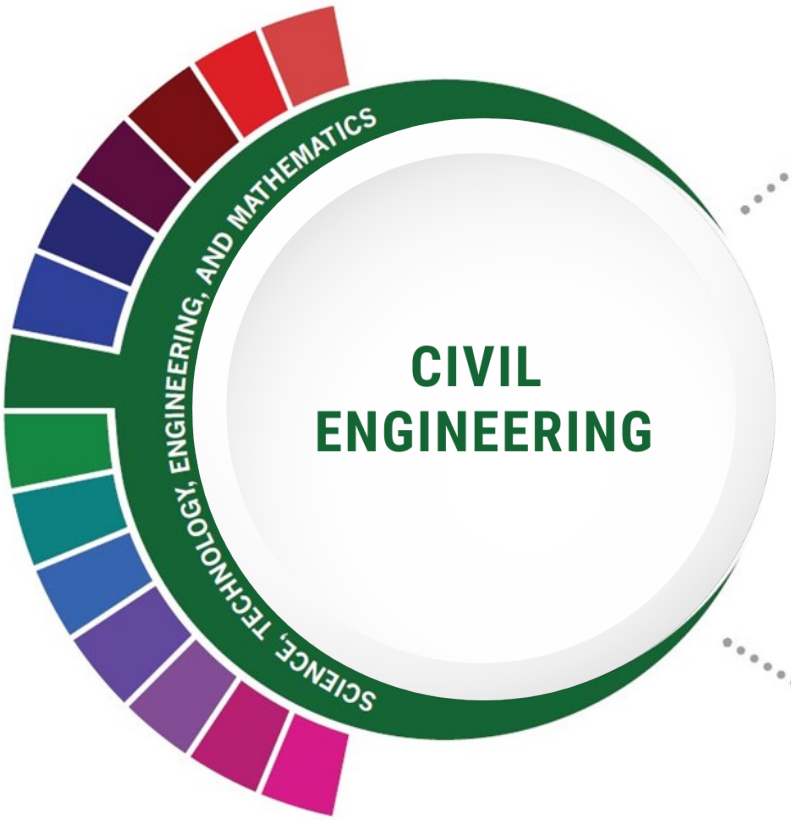
Exploration Activities:	Work Based Learning Activities:
Shadow a building inspector or cost estimator SkillsUSA	Intern with a construction company shadowing project managers or inspectors

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Building Codes and Inspection program of study explores the occupations and educational opportunities associated with cost estimates for construction projects or services to aid management in bidding on or determining the price of products or services. This program of study may also include exploration into inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Construction Management and Inspection program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1

Principles of Civil Engineering
[77611/2 PRAPPENG 13036200]

Credits: 1

Level 2

Civil Engineering I
[79711/2 ACDCELEC 13036800]

Credits: 1

Level 3

Civil Engineering II
[73121/2 ENGDPRS 13037300]

Credit: 1

Level 4

Practicum in STEM
[75661/2 PRCSTEM1 13037400]

Credit: 2

OR

Engineering Mathematics
[26121/2 ENGMATH 13036700]

Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)- Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

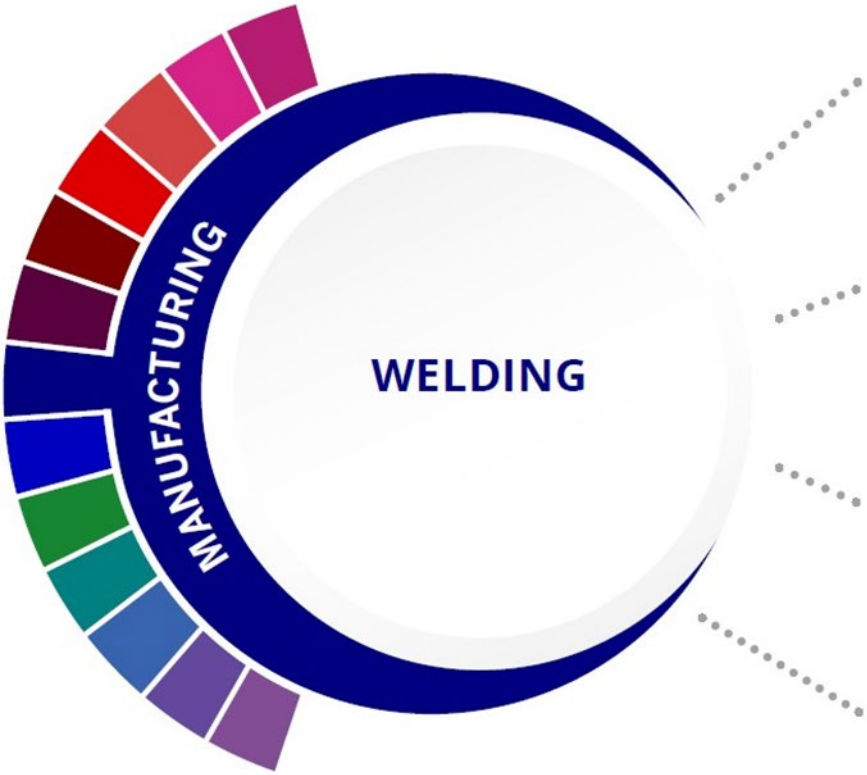
Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Construction
[76851/2 PRICON 13004220]
Credit: 1

Level 2

Introduction to Welding
[79491/2 INTROWELD 13032250]
Credit: 1

Level 3

Welding I
[78651/2 WELD1 13032300]
Credit: 2

Level 4

Practicum in Welding
[79761/2 PRACMAN1 13033000]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Certified Welder or Welder Inspector	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ASW SENSE Level 1	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
API 1104 Welding Certificate	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
NCCER Welding, Level 1	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020

SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

MACARTHUR HIGH SCHOOL

Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Business Information Management II** [74381/2 BUSIM2SOBE 13011500] Credit: 1
Level 3	**Business Management** [78481/2 BUSMGTSOBE 13012100 Credit: 1 **OR** **Business Management-Honors Dual Credit** [78541/2 BUSMGTSOBEH/DC 13012100 Credit: 1
Level 4	**Practicum in Business Management** [78491/2 PRACBM 13012200] Credit: 2 **OR** **Business Law** [74391/2 BUSLAW 13011700] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Retail Management
[778991/2 REMGMT N1303420]

Credit: 1

Level 3

Practicum in Marketing I
[75571/2 PRACMKT1 13034800]

Credit: 2

Level 4

Practicum in Marketing II
[76641/2 PRACMKT2 13034810]

Credit: 2

OR

Advanced Marketing
[75561/2 ADVMKTG 13034700]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Fundamentals of Real Estate** [78981/2 FUNDRE N1301120] Credit: 2
Level 3	**Practicum in Real Estate I** [79791/2 PRACMKT1REM 13034800] Credit: 2
Level 4	**Practicum in Real Estate II** [79801/2 PRACMKT2REM 13034810] Credit: 2 **OR** **Advanced Marketing** [75561/2 ADVMKTG 13034700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

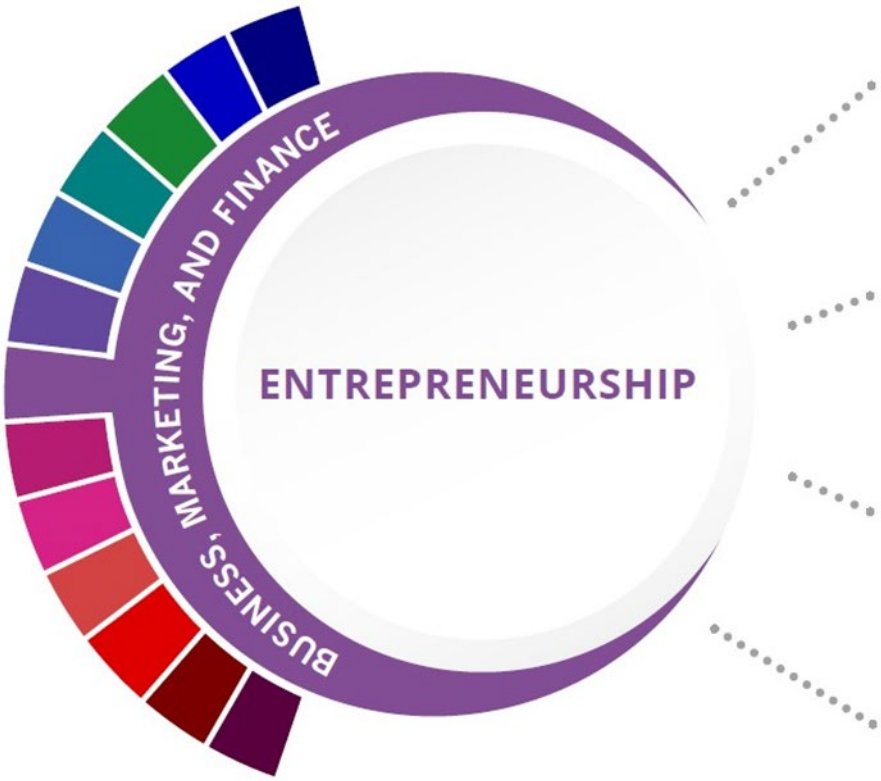
Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Mobile Applications Development** [78951/2 TAMBAD 03580390] Credit: 1
Level 3	**Business Incubator I** [77261/2 PRACMKT1 INC 13034800] Credit: 2
Level 4	**Business Incubator II** [78851/2 PRACMKT2 INC 13034810] Credit: 2 **OR** **Advanced Marketing** [75561/2 ADVMKTG 13034700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Expert - Excel	Certified Facility Manager	Business Administration and Management	Business Administration and Management	Business Administration and Management
Microsoft Office Expert - Word	Certified Management Accountant	Business/ Commerce	Business/ Commerce	Business/ Commerce
Entrepreneurship and Small Business	Certified Project Consultant	Public Administration	Public Administration	Public Administration
	Accredited Management Consultant	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Management Analysts	$87,651	4,706	32%
Managers, All Others	$113,110	1,794	26%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA) Future Leaders of America (FBLA) DECA: An Association of marketing Students	Internship with local management consulting firm

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

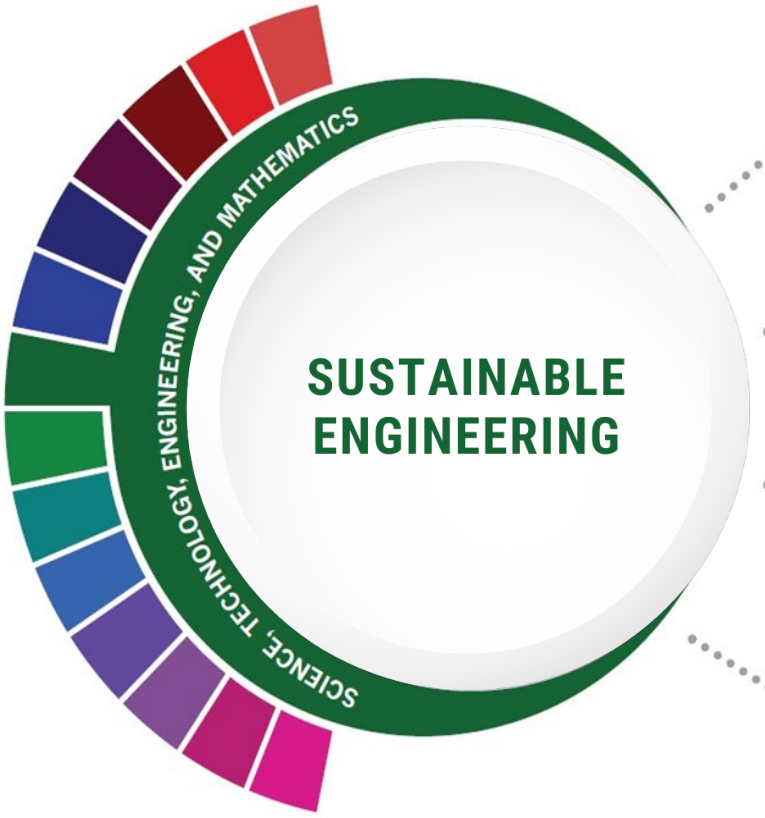
The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF SUSTAINABLE ENGINEERING

NIMITZ HIGH SCHOOL



Level 1

Principles of Applied Engineering
[77941/2 PRAPPENG 13036200]

Credits: 1

Level 2

Introduction to Computer-Aided Design and Drafting
[72171/2 INTRCADD 13037350]

Credit: 1

Level 3

Scientific Research & Design
[35261/2 SCIRD 13037200]

Credits: 1

Engineering Design and Presentation I
[73121/2 ENGDSPR 13036500]

Credits: 1

Level 4

Practicum in S.T.E.M
[75661/2 PRACSTEM1 13037400]

Credits: 2

Or

Engineering Math
[261611/2 ENGMATH 13036700]

Credits: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

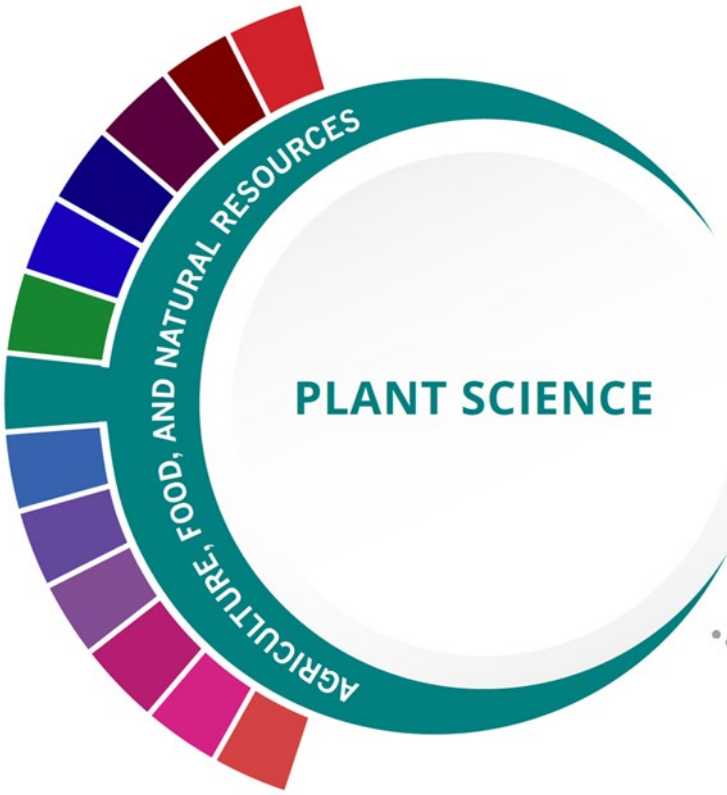
The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

SCHOOL OF AGRICULTURAL SCIENCE

NIMITZ HIGH SCHOOL



Level 1

Principles of Agriculture
[74001/2 PRINAFNR 13000200]
Credit: 1

Level 2

Floral Design
[74071/2 FLORAL 13001800]
Credit: 1

Level 3

Greenhouse Operations
[77491/2 GREOP 13002050]
Credit: 1

Or

Advanced Floral Design
[77411/2 ADVFLDES N1300270]
Credit: 1

Level 4

Practicum in Agriculture
[74071/2 PRACAFNR1 13002500]
Credit: 2

Or

Practicum in Floral
[73271/2 PRACAGFNR2 13002510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Landscape Irrigation Technician License	Pesticide Applicator	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General
Commercial/ Noncommercial Pesticide Applicator	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	Agronomy and Crop Science
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General	Agricultural Business and Management, General	Agricultural Business and Management, General
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management	Turf and Turfgrass Management	Farm/Farm and Ranch Management

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	$54,662	116	21%
Tree Trimmers and Pruners	$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	$36,733	196	22%
Landscaping Supervisors	$44,408	807	19%
Biological Technicians	$42,931	452	17%

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist. start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Level 1

Principles of Agriculture
[74001/2 PRINAFNR 13000200]
Credit: 1

AND

Small Animal Management
[74014 SMANIMGT 13000400]
Credits: .5

Level 2

Veterinary Applications – Large Animal
[77511/2 VETAPPLARGE 13000300]
Credits: 1

AND

Equine Science
[74024 EQUINSCI 13000500]
Credits: .5

Level 3

Veterinary Medical Applications
[74031/2 VETMEDAP 13000610]
Credits: 2

Level 4

Advanced Animal Science
[36111/2 ADVANSCI 13000700]
Credits: 1

OR

Practicum in Veterinary Science
[77531/2 AGVET 13002500]
Credits: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,135	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Agri-Science Fair 4H Volunteer at a local farm or veterinary office FFA Supervised Agriculture Experience (SAE)

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

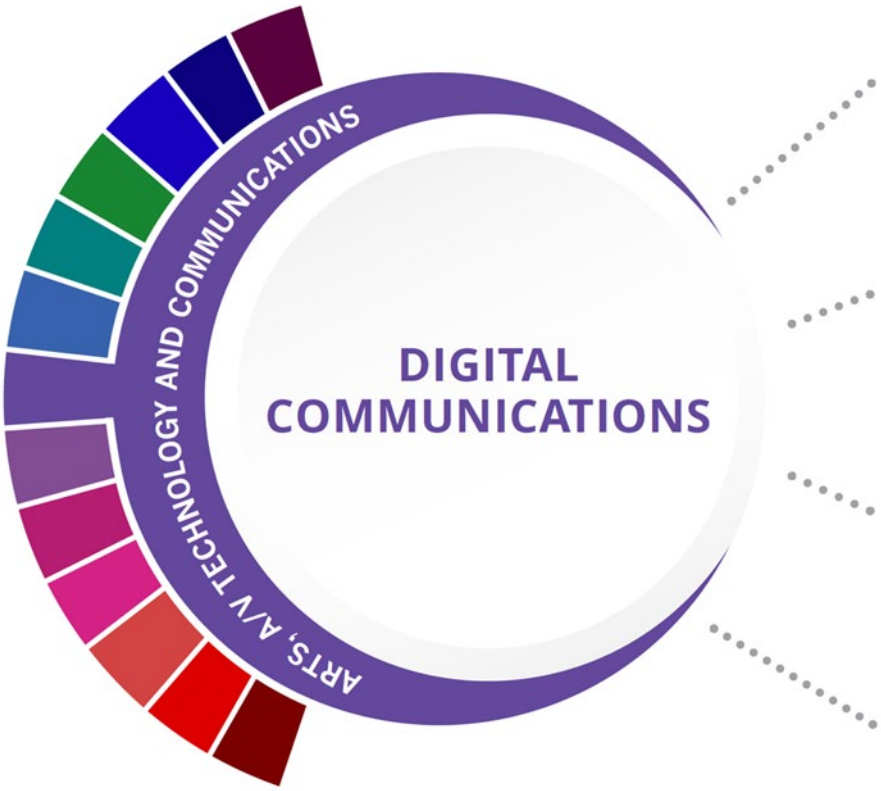
The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

ADDITIONAL CAREER PATHWAYS

Irving HS, MacArthur HS, Nimitz HS

✪ Identifies a course as ADVANCED.



Level 1	**Principles of Arts, Audio/Video Technology and Communications** [74221/2 PRINAAVTC 13008200] Credit: 1
Level 2	**Audio/Video Production I** [74251/2 AVPROD1 13008500] Credit: 1
Level 3	**Audio/Video Production II** [76531/2 AVPLAB2 13008610] Credit: 2
Level 4	**Practicum in Audio/Video Production / Extended** [76571/2 EXPRAVP1 13008705] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/ Technician	Recording Arts Technology/ Technician	Communications Technology/ Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/ Technician	Radio and Television	Radio and Television
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/ Journalism	Agricultural Communication/ Journalism

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

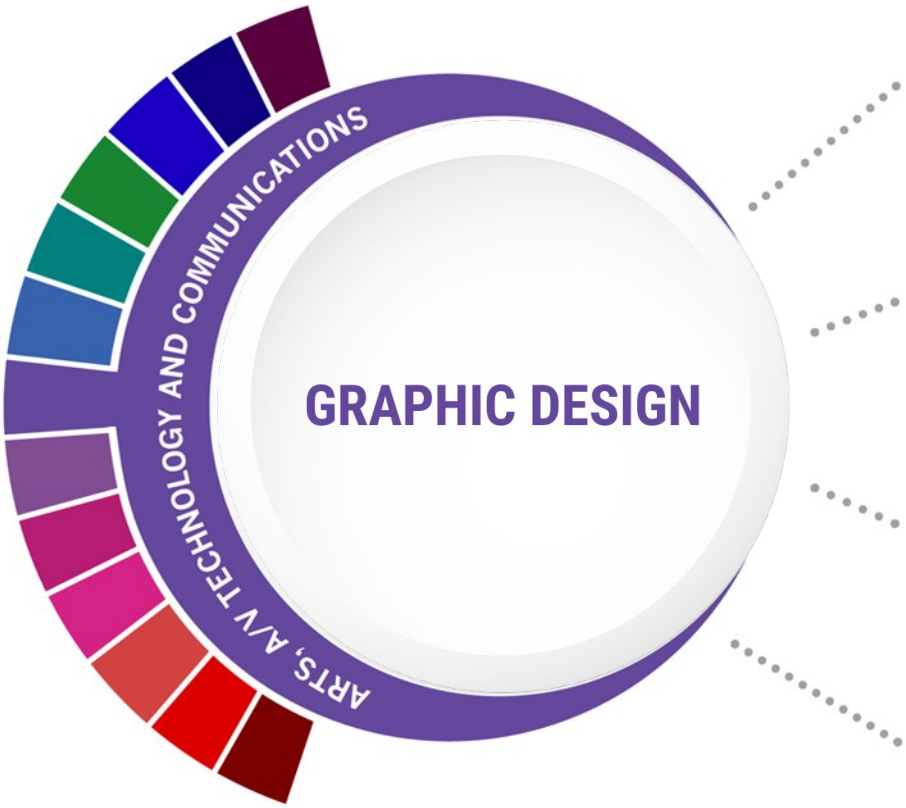
Exploration Activities:	Work Based Learning Activities:
Shadow a production team Participate in SkillsUSA or TSA	Intern at a local television station or video production company Work with a local company on a project

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Statewide Program of Study: Digital Communications; Arts, A/V Technology and Communications career cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.



Level 1

Principles of Arts, Audio/Video Technology and Communications
[74221/2 PRINAAVTC 13008200]

Credit: 1

Level 2

Graphic Design and Illustration I
[74291/2 GRAPHDI1 13008800]

Credit: 1

Level 3

Graphic Design and Illustration II Lab
[76581/2 GRDLAB2 D/C 13008910] Dual credit
[76601/2 GRDLAB2 13008910] Non-dual

Credit: 2

Level 4

Practicum in Graphic Design and Illustration
[74281 PRACGRD1 13009000]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/ Multimedia

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Global Business
[74404 GLOBBUS 13011800]

Credit: .5

Human Resources Management
[74424 HRMGT 13011900]

Credit: .5

Level 3

Business Management
[74441/2 BUSMGT 13012100]

Credit: 1

AND

Business Law
[74391/2 BUSLAW 13011700]

Credit: 1

Level 4

Practicum in Business Management
[74451/2 PRACBM 13012200]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Social Media Marketing
[76634 SMEDMKTG 13034650]

Credit: .5

AND

Virtual Business
[74434 VIRTBUS 13012000]

Credit: .5

Level 3

Advanced Marketing
[75561/2 ADVMKTG 13034700]

Credit: 2

Level 4

Practicum in Marketing
[75571/2 PRACMKT1 13034800]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1	**Principles of Education and Training** [74461/2 PRINEDTR 13014200] Credit: 1
Level 2	**Human Growth and Development** [79361/2 HUGRDEV 13014300] Dual Credit [74471/2 HUGRDEV 13014300] Non-dual Credit Credit: 1
Level 3	**Instructional Practice** [79381/2 INPRAC 13014400] Dual Credit [74481/2 INPRAC 13014400] Non-dual Credit Credit: 2
Level 4	**Practicum in Education and Training** [79391/2 PRACEDT1 13014500] Dual Credit [74491/2 PRACEDT1 13014500] Non-dual Credit Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)	Education, General (or specific subject area)	Educational Leadership and Administration, General
	Counselor, Professional	Special Education	Special Education	Special Education
	Athletic Trainer	Health and Physical Education/ Fitness	Health and Physical Education/ Fitness	Social and Philosophical Foundations of Education

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

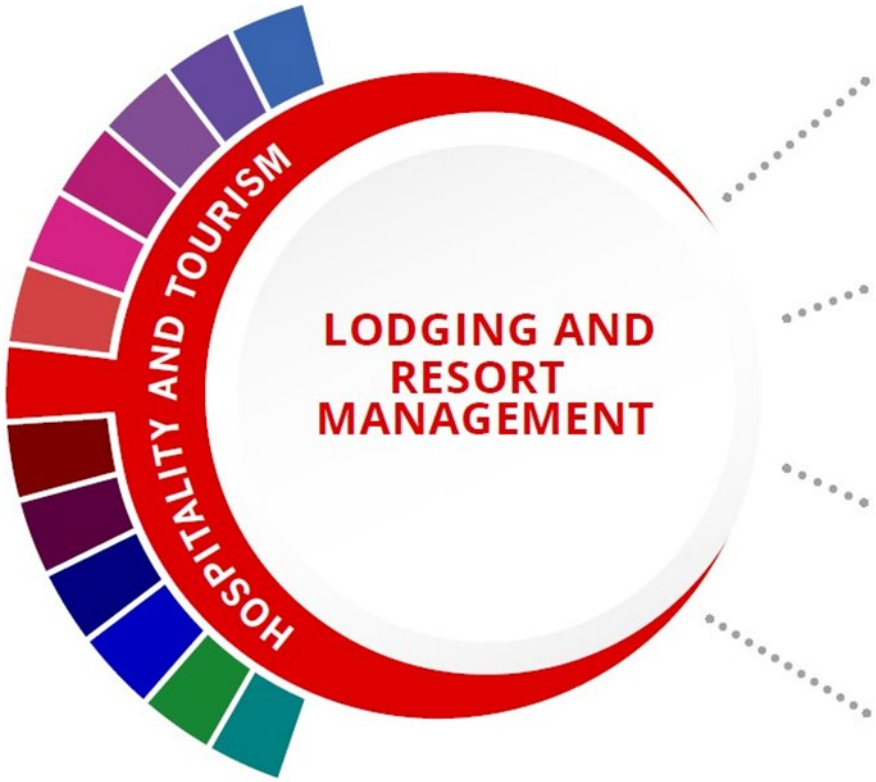
Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators, or Family, Career and Community Leaders of America	Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020



Level 1

Principles of Hospitality and Tourism
[74671/2 PRINHOSP 13022200]

Credit: 1

Level 2

Foundations of Restaurant Management
[79811/2 RESTMGMT N1302268]

Credit: 1

Level 3

Hospitality Services
[75691/2 HOSPSRVS 13022800]

Credit: 2

Level 4

✪ Practicum in Hospitality Services
[74761/2 PRACHOS1 13022900]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Hospitality & Tourism Management Professional	Certified Hospitality Supervisor	Hotel/Motel Administration/ Management	Hospitality Administration/ Management, Genera	Hospitality Administration/ Management, Genera
Certified Associate in Project Management	Certified Hotel Administrator	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
Entrepreneurship and Small Business	Certification in Hotel Industry Analytics	Tourism and Travel Services Management	Hotel and Restaurant Management	Hospitality Administration
	Certified Guest Service Professional	Business Administration and Management	Marketing/ Management, General	Marketing/ Management, General

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Lodging Managers	$48,381	396	19%
Administrative Services Managers	$96,138	2,277	21%
Meeting, Convention, and Event Planners	$47,446	1,083	21%

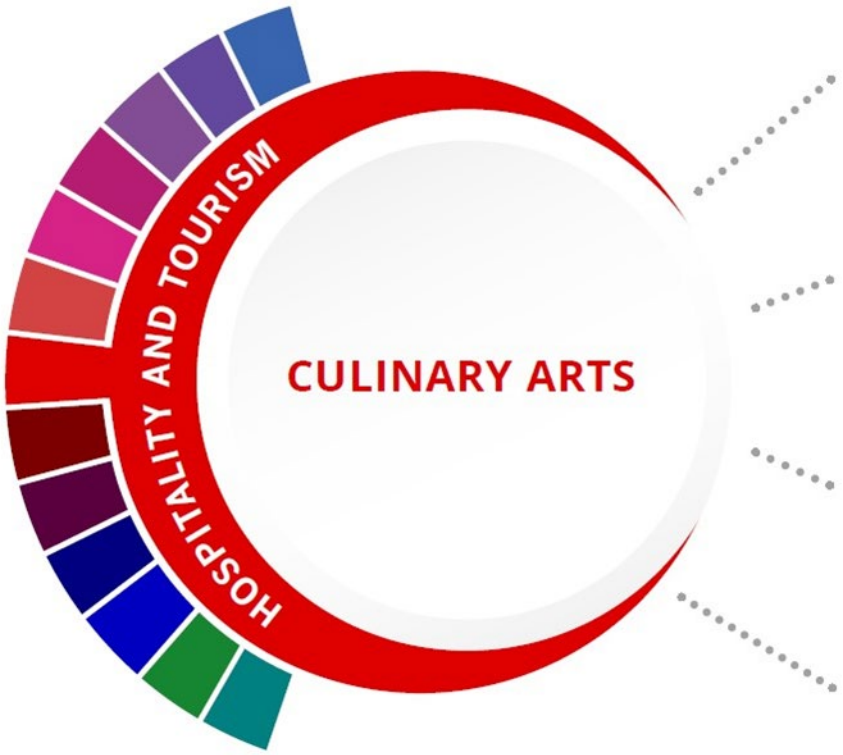
Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), American Hotel and Lodging Association	Intern at a resort or lodging property; work at a hotel, summer camp or theme park

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Lodging and Resort Management program of study introduces CTE learners to occupations and educational opportunities related to the logistical and operational management of lodging and resorts. This program of study also explores opportunities related to human resources, financial analysis, and marketing.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Lodging and Resort Management program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020



Level 1	**Principles of Hospitality and Tourism** [74671/2 PRINHOSP 13022200] Credit: 1
Level 2	**Foundations of Restaurant Management** [79811/2 RESTMGMT N1302268] Credit: 1
Level 3	**Culinary Arts** [74721/2 CULARTS 13022600] Credit: 2
Level 4	**Practicum in Culinary Arts** 74731/2 PRACCUL1 13022700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

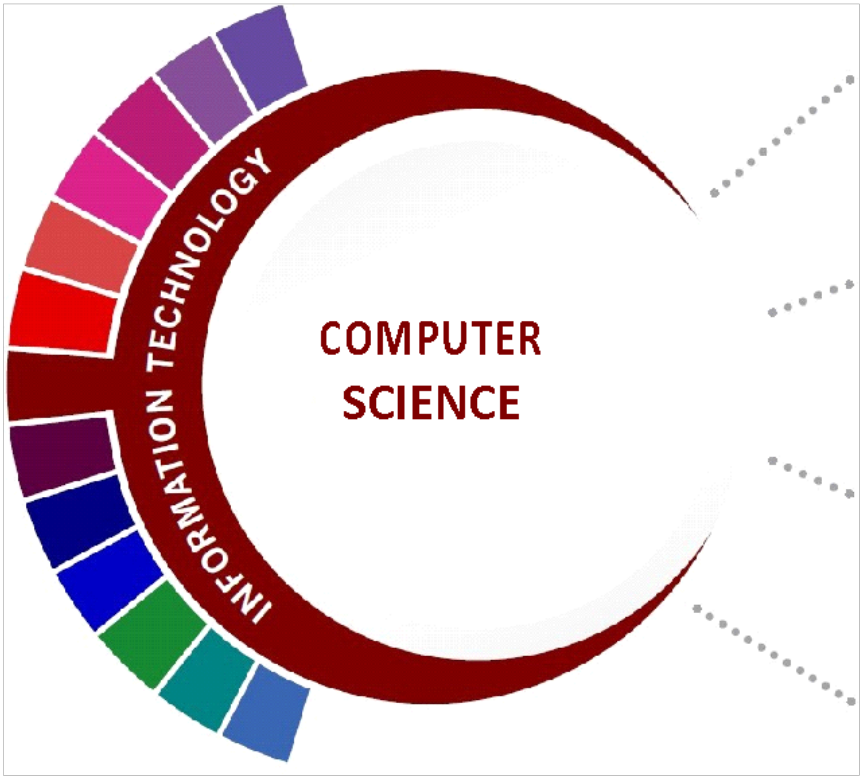
Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association	Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Fundamentals of Computer Science** [79591/2 TAFCS 03580140] Credit: 1
Level 2	**Computer Science I** [75101/2 TACS1 03580200] Credit: 1
Level 3	**Computer Science II** [75111/2 TACS2 03580300] Credit: 1
Level 4	**Independent Study in Evolving/ Emerging Technologies** [73021/2 TAINDET1 03581500] Credit: 1
AP Course Options	**AP Computer Science Principles** [75181/2 APCSPRIN A3580300] Credit: 1 **AP Computer Science A, MATH** [75191/2 APTACSAM A3580110] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/ Programmer, General	Web/ Multimedia Management and Webmaster	Computational Science
WD Certified Web Design Certification	Certified Webmaster Professional	Computer Science	Computer Science	Computer Science
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/ Multimedia and Information Resources Design	Web Page, Digital/ Multimedia and Information Resources Design	Information Science/ Studies
	IBM Certified Solution Developer – Open Social	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Web Developers	$67,912	1,079	39%
Web Administrators, Computer Occupations	$85,197	1,616	20%
Software Developers	$104,499	6,311	30%

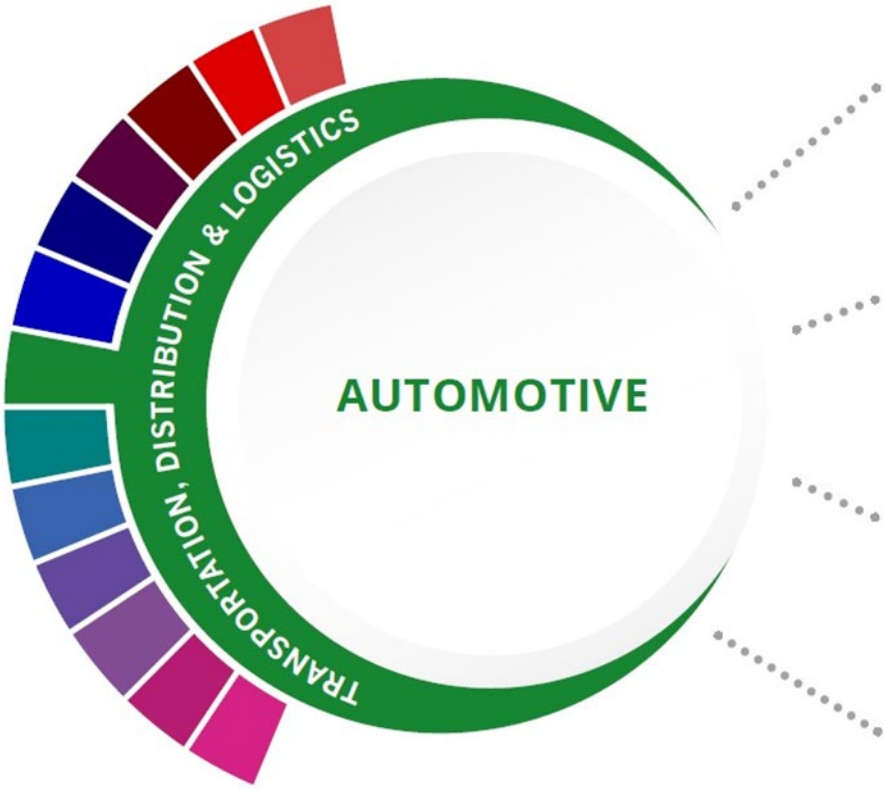
WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding or computer programming club Create a web page	Get an Oracle or CISCO Certification

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	**General Employability Skills** [78591/2 GEMPLS N1270153] Credit: 1
Level 2	**Automotive Technology I** [75731/2 AUTOTEC1 13039600] Credit: 2
Level 3	**Automotive Technology II** [75741/2 AUTOTEC2 13039700] Credit: 2
Level 4	**Practicum in Transportation Systems Extended** [76731/2 EXPRTRS1 13040455] Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	
	Collision Repair and Refinish			

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair or body shop.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

General Employability Skills
[78591/2 GEMPLS N1270153]

Credit: 1

Level 2

Collision Repair
[75751/2 COLLISR 13039800]

Credit: 2

Level 3

Paint and Refinishing
[75761/2 PAINTREF 13039900]

Credit: 2

Level 4

Practicum in Transportation Systems Extended
[76731/2 EXPRTRS1 13040455]

Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	
	Collision Repair and Refinish			

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

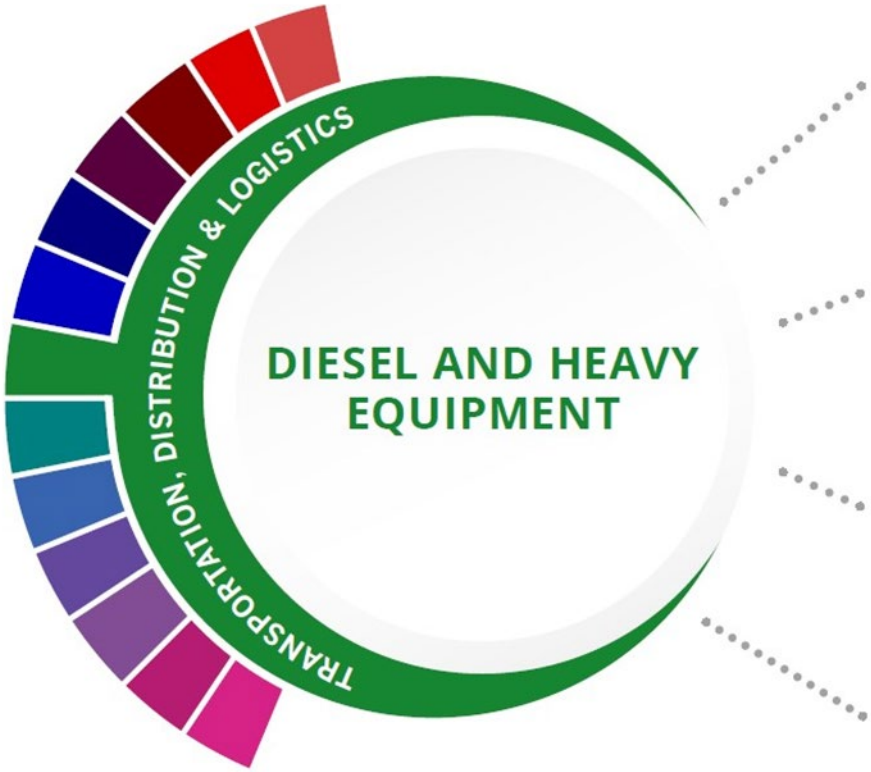
Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair or body shop.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**General Employability Skills** [78591/2 GEMPLS N1270153] Credit: 1
Level 2	**Diesel Equipment Technology I** [76741/2 DIEQTEC1 13040150] Credit: 2
Level 3	**Diesel Equipment Technology II** [76751/2 DIEQTEC2 13040160] Credit: 2
Level 4	**Practicum in Transportation Systems / Extended** [76731/2 EXPRTRS1 13040455] Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
ASE Medium/ Heavy Truck Technician, Brakes (T4)	Engine Machinist Technician	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Diesel Engines (T2)	Light Vehicle Diesel Engines	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Drive Train (T3) - Professional	Transit Bus Technician	Heavy Equipment Maintenance Technology/ Technician		
ASE Medium/ Heavy Truck Technician, Electrical/ Electronic Systems (T6)	Fluid Power Mechanic			

Occupations	Median Wage	Annual Openings	% Growth
Bus and Truck Mechanics and Diesel Engine Specialists	$44,574	3,150	21%
Mobile Heavy Equipment Mechanics, Except Engines	$47,299	1,627	16%

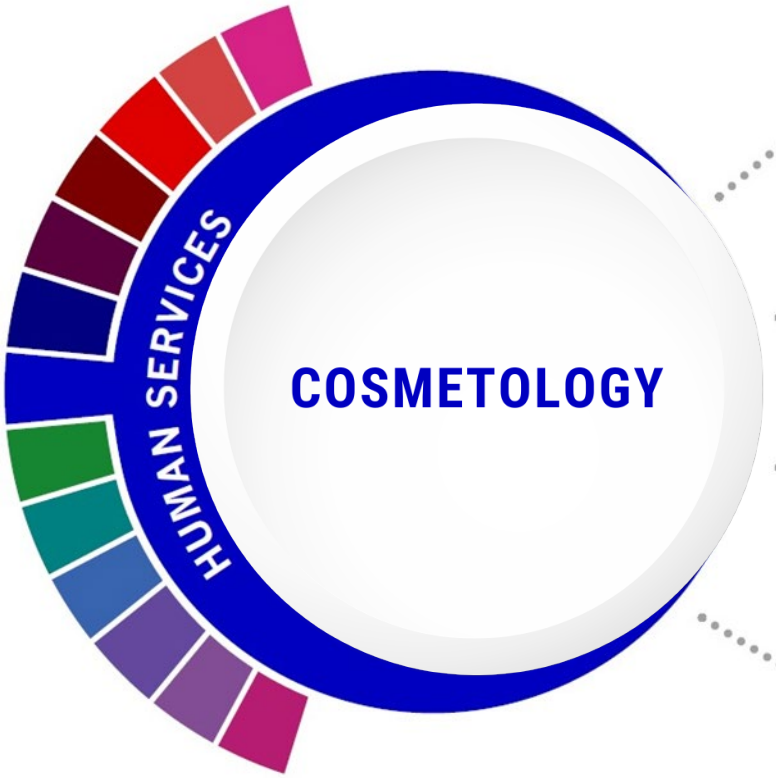
Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA	Volunteer or work part-time for a repair shop that works on engines

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Diesel and Heavy Equipment program of study teaches students to diagnose, repair, modify, or redo mechanical and hydraulic equipment on crane, bulldozer, grader, conveyor, construction equipment, bus, and truck diesel engines.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Diesel and Heavy Equipment program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020



Level 1

General Employability Skills
[78591/2 GEMPLS N1270153]
Credit: 1

Level 2

Cosmetology I / LAB
[74861/2 COSMET1 13025200]
Credit: 2

Level 3

Cosmetology II/ LAB
[74871/2 COSMET2 13025300]
Credit: 2

Level 4

Practicum in Cosmetology
[72161/2 PRACCOS 13011111]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Community Health Worker	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies
Certified Associate in Project Management	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General	Human Services/Sciences, General	Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences	Family and Consumer Sciences	Human Services/ Sciences
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies

Occupations	Median Wage	Annual Openings	% Growth
Child, Family, and School Social Workers	$41,350	2,221	17%
Social and Community Services Managers	$65,146	608	33%
Marriage and Family Therapists	$42,266	217	35%
Social and Human Service Assistants	$32,448	2,822	25%
Mental Health and Substance Abuse and Behavioral Disorder Counselors	$42,120	576	39%

Exploration Activities:	Work Based Learning Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America	Volunteer at a community center; intern for a community non-profit organization

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

JROTC

Leadership Development

Leadership Education/Military Science 1

[85131/2 ROTC 1 PES00004]

Grades: 9-12 Credits: 1/2 – 1 PE I, M, N

CAMPING/OUTDOOR ADVENTURES/TEAM BUILDING. This course includes Introduction to JROTC, Fitness, First Aid, Drill, and Marksmanship.
*This course may be used as alternative to P.E.

Leadership Education/Military Science 2

[85141/2 ROTC 2 03160200]
Prerequisite: Leadership Education/Military Science 1 AND approval of Senior JROTC Instructor

Grades: 10-12 Credits: 1/2 – 1 I, M, N

LEADERSHIP – MANAGEMENT. This course includes intermediate level of instruction and application of LE I am learning objectives. Instruction includes leadership styles and practical exercises, as well as the basic principles of management. In addition, providing self-assessments that help students determine their personal skill sets.

Leadership Education/Military Science 3

[85151/2 ROTC 3 03160300]
Prerequisite: Leadership Education/Military Science 2 AND approval of Senior JROTC Instructor

Grades: 11-12 Credits: 1/2 – 1 I, M, N

PR: Leadership Education/Military Science 2 AND approval of Senior JROTC Instructor
COMMUNICATE – PROBLEM SOLVE – PLAN. This course provides advanced-level instruction in the subjects taught in first and second year. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization and begin College/Career exploration and planning. Successful completion of the LET/MS 3 curriculum may qualify the student for advanced placement in a college ROTC program or accelerated promotion within military service.

Leadership Education/Military Science 4

[85161/2 ROTC 4 03160400]
Prerequisite: Leadership Education/Military Science 3 AND approval of Senior JROTC Instructor

Grades: 12 Credits: 1/2 – 1 I, M, N

LEAD – FOLLOW – EXERCISE. This advanced level of JROTC caps two to three years of progression in every phase of JROTC. Students selected for this course have demonstrated proficiency in Leadership Education/Military Science (LET/MS) 3 and are presented with the challenge to study self-paced course content and to complete independent exercises, case studies and vignettes in the programmed text or prescribed program study. In addition, the students are taught techniques of command and staff procedures through text and practical exercises.

Additional Courses

Irving – MacArthur - Nimitz

Professional Communications
[16394 PROFCOMM 13009900]

Grades: 9 Credits: 1/2 I, M, N, S

MAY I HAVE YOUR ATTENTION? I WOULD LIKE TO SPEAK! You now need to begin preparing for a career in the global economy that will require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Through this course, you will be prepared for the world once you have developed and expanded your ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Are you ready?

Advertising
[75524 ADVERTIS 13034200]

Grades 9-12 Credits: 1/2 M

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Entrepreneurship
[75971/2 ENTREP 13011101]

Grades: 10-12 Credits: 1 I, N, BC

DO YOU WANT TO START YOUR OWN BUSINESS? Entrepreneurship teaches the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

Banking and Financial Services
[76794 BANKFIN 13016300]

Grades: 9-12 Credits: 1/2 I, N, S

In this course, students will investigate money management from an industry perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will discuss strategies for selecting investments and understand factors that must be considered when investing.

Interpersonal Studies
[79514 INTERSTU 13024400]

Grades: 9-12 Credits: 1/2 I, M, N

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health.

Dimensions in Diplomacy
[79551/2 N1301820 DIDPL]

Grades: 11-12 Credits: 1 I, M, N

Dimensions of Diplomacy is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of State must demonstrate during the selection process for internships, scholarships, fellowships, and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication, and negotiation skills applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

Commercial Photography
[78601/2 13009100 CPHOTO1]

Grades: 9-12 Credits: 1 I, M, N

The field of commercial photography, where they will learn both the art and science behind capturing stunning images for various industries. They will develop essential skills such as understanding lighting, composition, and camera operation, all while focusing on creating high-quality photographs that meet the needs of clients in advertising, fashion, and product promotion. Through hands-on projects and real-world assignments, students will gain valuable insights into the commercial photography industry, including how to communicate effectively with clients, manage a photography business, and showcase their work in a professional portfolio. This course will not only enhance their technical abilities but also foster creativity and critical thinking, preparing them for successful careers in the Arts, Audio/Video Technology, and Communications Career Cluster.

Parenting Education for School Age Parents I (Counselor Recommendation)
[74921/2 PAEDSAP1 N1302536]

Grades: 9-12 Credits: 1 I, M, N

Parenting Education for School Age Parents II (Counselor Recommendation)
[74941/2 PAEDSAP2 N1302537]

Grades: 9-12 Credits: 1 I, M, N

CTE Math and Science Courses

Engineering Mathematics
[26121/2 ENGMATH 13036700]

Grades: 11-12 Credits: 1 I, M, N, S

PR: Algebra II

This is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming.

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]

Grades: 11-12 Credits: 1 I, M, N, S, BC

This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Forensic Science
[36151/2 FORENSCI 13029500]

Grades: 11-12 Credits: 1 I, M, N, S, BC

This is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Principles of Technology
[36181/2 PRINTECH 13037100]

Grades: 10-12 Credits: 1 S

PR: Algebra 1; 1 science
In this course, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

Frequently Asked Questions

What is Honors?

Honors courses are available to students in middle and high school. These courses foster a high level of engagement and are open to any student who is willing and prepared to take on challenging course work. The course goes beyond the state standards and is designed to be appropriately rigorous to prepare students to be successful in Advanced Placement (AP) Courses. Within high school, honors courses are available in English Language Arts, Mathematics, Science, Social Studies and Languages Other Than English (LOTE).

What is AP?

Advanced Placement (AP) courses allow students to participate in college-level courses and possibly earn college credit while still in high school. This is accomplished by taking an end of course AP exam designed by The College Board.
The score earned on the AP exam determines college credit. Each university sets the standard for the qualifying score for credit. Consult your intended university for more information on awarding credit. AP courses are offered in English Language Arts, Mathematics, Social Studies, Science, Languages Other Than English, Art and Music. Students enrolled in Advanced Placement (AP) course are required to take the AP Exam for the course in May. Failure to do so will result in the loss of AP weighted points for the course in which the exam is not taken. The test fees for AP tests are paid by the school district.

What is GT?

Gifted and talented (GT) services are specifically designed for the strengths and learning needs of the gifted learner, grades K-12. Specially trained teachers provide learning opportunities with course content that is either above-grade level or goes beyond the state standards, allowing student to excel and compete at the national level. The students demonstrate skills in self-directed learning, thinking, research and communication and develop innovative products and performances that reflect creativity, individuality and professional-level quality. Students must qualify for these accelerated courses through a referral and assessment process. Gifted courses available at high school are:

English: English 2 GT, GTISM I-IV, AP Capstone Seminar and Research
Mathematics: Geometry GT, Algebra II GT Science: Chemistry GT, AP Physics 1

What is Dual Credit?

Dual Credit is a pre-college program through which qualified high school students can enroll in specifically approved classes taught by qualified high school teachers on the high school campus during normal high school hours. Students receive “dual credit”, i.e. both high school and college credit for their work.

What is Concurrent Enrollment?

High school juniors and seniors can earn college credit at the same time they are completing requirements for high school graduation. Concurrent enrollment courses are taught on the college campus by college professors and high school students can participate in classes right along with full time college students. Some concurrent enrollment courses may be taken for both college credit as well as high school credit, while other courses may be taken strictly for college credit.

Concurrent Enrollment
Students wishing to take courses at North Lake College for college credit need to see their counselor.

What is PRN and FND courses?

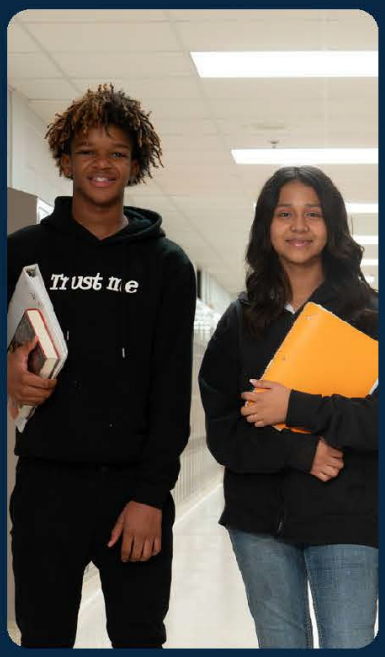
Principles (PRN)-Courses designed with modifications to the grade level curriculum. Enrollment in Principles level courses is based on the recommendations from the Individualized Education Program.

Fundamentals (FND)-Courses focus on the prerequisite skills to the grade level curriculum. Enrollment in fundamentals level courses is based on the recommendations from the Individualized Education Program.

If you have any questions or concerns, please contact your school counselor.

2025-2026 IRVING ISD

MIDDLE SCHOOL COURSEBOOK



IRVING
Independent School District

Table of Contents

Middle School Course Information…….. 2

English Language Arts and Reading…… 3

Mathematics…… 6

Science…… 8

Social Studies……..…….. 10

Health/Physical Education…….... 12

Spanish…… 13

Visual Arts……... 14

Band…… 15

Orchestra……. 16

Choir……. 17

Theater Arts…… 18

Dance…… 18

Athletics…….. 19

Electives……. 19

Career and Technical Education…… 20

Recommended High School Course Sequence- English……... 21

Recommended High School Course Sequence- Math…….. 22

Recommended High School Course Sequence- Science…….. 23

Recommended High School Course Sequence- Social Studies…….. 24

Gifted and Talented Education……... 25

Recommended High School Course Sequence - ESOL/ESL…… 26

Frequently Asked Questions – College Credit and Types of Courses…… 27

Middle School Course Information

How to Use This Guide

This course description guide is provided for the convenience of parents and students in understanding courses offered in middle school. Each course is listed by content area. A description of the course is provided along with the grade level, prerequisite (PR) if any, along with a description of the course.

The state of Texas has described the required curriculum for middle school grade students as follows:

- English Language Arts and Reading,
- Mathematics,
- Science,
- Social Studies,
- Fine Arts-at least one course out of the four disciplines (Art, Dance, Music, Theater),
- Health and Physical Education,
- Technology Applications,
- and to the extent possible, Languages other than English (LOTE)

Department of Career and Technical Education (CTE)
Public Notification of Nondiscrimination in CTE Programs

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services. Irving Independent School District offers the following Career and Technical Education programs: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Education & Training; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics. Admission to these programs is based on interest, age appropriateness and class space availability.

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Irving ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at 2621 West Airport Freeway, 972-600-5000, and/or the section 504 Coordinator at 2621 West Airport Freeway, 972-600-5000.

English Language Arts and Reading

English Language Arts Reading 6

Grade: 6

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students are expected to read and write daily while experiencing a range of genres.

English Language Arts Reading 6 Honors

Grade: 6

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English Language Arts Reading 6 ESL

Grade: 6

English as a Second Language (ESL) is an English proficiency language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts/Humanities 6 Honors GT - Accelerated

Grade: 6 PR: Qualified for GT Services in ELAR

Students in 6th grade GT English Language Arts and Humanities will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English Language Arts Reading 7

Grade: 7

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students should read and write on a daily basis experiencing a range of genres.

English Language Arts Reading 7 Honors

Grade: 7

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English Language Arts Reading 7 ESL

Grade: 7

English as a Second Language (ESL) is an English language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' proficiency levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts/Humanities 7 Honors GT - Accelerated

Grade: 7 PR: Qualified for GT Services in ELAR

Students in 7th grade GT English Language Arts and Humanities will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English Language Arts Reading 8

Grade: 8

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students are expected to read and write on a daily basis experiencing a range of genres.

English Language Arts Reading 8 ESL

Grade: 8

English as a Second Language (ESL) is an English language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' proficiency levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts Reading 8 Honors

Grade: 8

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English 1/Humanities 8 Honors GT

Grade: 8 Credit: 1 HS Credit PR: Qualified for GT Services in ELAR

Students in 8th grade GT English Language Arts and Humanities (English 1) will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process. **Successful completion of this course earns one high school credit for English I.**

Multisensory Reading Instruction

Grade(s): 6-8

Students in Multisensory Reading Instruction will learn to become independent readers through a curriculum that encompasses the structure of the written English language and an instructional approach that incorporates a variety of senses to sustain enduring understanding. The curriculum areas of study include language awareness, alphabet and dictionary skills, phonological awareness, reading, comprehension, spelling, cursive handwriting, and composition.

Mathematics

Math 6
Grade: 6

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will use concepts of proportionality to explore, develop, and communicate mathematical relationships. An area of emphasis will be the development of algebraic thinking through representation of relationships including equations and inequalities. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer students the opportunity to apply problem solving and develop economic thinking.

Math 6 Honors - Accelerated
Grade: 6

Math 6 Honors Accelerated includes the Math 6 TEKS and half of Math 7 TEKS. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Math 7 Honors Accelerated in 7th grade.

Math 6 Honors GT - Accelerated
Grade: 6 PR: Qualified for GT Services in Mathematics

Math 6 Honors GT Accelerated includes the Math 6 TEKS and select Math 7 TEKS. Students will engage in learning of the content with increased depth of complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course. Instruction and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. This course will help prepare students to take Math 7 Honors GT Accelerated in 7th grade.

Math 7
Grade: 7

The primary focal areas of seventh grade mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will apply operations with rational numbers to problem situations and continue to develop their understanding of proportionality. Emphasis will be placed on developing algebraic reasoning through the study of expressions, equations, and mathematical relationships. Students will communicate these relationships using verbal, graphic, numeric, and symbolic representations of equations and inequalities. Students will continue their study of statistics to include probability, making predictions and determining solutions to problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

Math 7 Honors - Accelerated

Grade: 7 PR: Successful completion of Math 6 Honors

Math 7 Honors Accelerated includes half of Math 7 TEKS and all of Math 8 TEKS. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Algebra I Honors in 8th grade.

Math 7 Honors GT - Accelerated

Grade: 7 PR: Successful completion of Math 6 Honors GT

Math 7 Honors GT Accelerated includes half of Math 7 TEKS and all of Math 8 TEKS. Students will engage in learning of the content with increased depth of complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course. Instruction and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. This course will help prepare students to take Algebra 1 Honors GT in 8th grade.

Math 8

Grade: 8

The primary focal areas in eighth grade mathematics are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students will extend the concepts of proportionality to analyze geometric relationships and determine proportional and non-proportional situations. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships to describe increasingly complex situations. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations, generalize procedures, and solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and lay the foundation to become knowledgeable consumers and investors.

Algebra I Honors

Grade: 8 Credit: 1 PR: 8th Grade Math or Equivalent

In Algebra 1, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will make connections between various mathematical topics in both mathematical and real-world situations. Technology will be used to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Honors Algebra I will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

Algebra I Honors GT

Grade: 8 Credit: 1 PR: 8th Grade Math or Equivalent, Qualified for GT Services in Mathematics

In Algebra 1, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will make connections between various mathematical topics in both mathematical and real-world situations. Technology will be used to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Honors Algebra I will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

Science

Science 6

Grade: 6

Grade 6 science is interdisciplinary in nature with content focus on matter and energy, force and motion, earth and space, and organisms and the environment. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 6 Honors

Grade: 6

Grade 6 science is interdisciplinary in nature with content focus on matter and energy, force and motion, earth and space, and organisms and the environment. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 6 Honors GT - Accelerated

Grade: 6 PR: Qualified for GT Services in Science

Grade 6 GT blends physical, life, and earth and space science. This course teaches a combination of 6th and 7th Science grade TEKS. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 7

Grade: 7

Grade 7 science is interdisciplinary in nature and builds on content from Grade 6. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 7 Honors

Grade: 7

Grade 7 science is interdisciplinary in nature and builds on content from Grade 6. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 7 Honors GT - Accelerated

Grade: 7 PR: Qualified for GT Services in Science

Grade 7 GT blends physical, life, and earth and space science. This course teaches a combination of 7th and 8th grade Science TEKS. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 8
Grade: 8

Grade 8 science is interdisciplinary in nature and builds on content from Grades 6 and 7. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 8 Honors
Grade: 8

Grade 8 science is interdisciplinary in nature and builds on content from Grades 6 and 7. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Biology 8 Honors GT
Grades: 8 Credit: 1 HS Credit PR: Qualified for GT Services in Science

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics, including biomolecules and structures and functions of cells and viruses; mechanisms of genetics; biological evolution; matter cycling and energy flow in organisms; living systems; and ecosystems and the environment. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Social Studies

Social Studies 6
Grade: 6

This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present.

Social Studies 6 Dual (Travis MS)

Grade: 6

This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present. This course is taught **in Spanish** and is only offered at Travis Middle School.

Social Studies 7

Grade: 7

This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.

Social Studies 7 Dual (Travis MS)

Grade: 7

This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. This course is taught **in Spanish** and is only offered at Travis Middle School.

Social Studies 7 Honors

Grade: 7

Honors Social Studies 7 includes the basic understanding of the Social Studies 7 curriculum with added rigor, depth, use of historical thinking skills, global connections, and expectations of sophistication in student learning. The intent of this course is to lead to future participation in one or more of the following Advanced Placement Social Studies courses: Human Geography, World History, U.S. History, Government, Economics, Psychology, or European History.

Social Studies 8

Grade: 8

This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, geographic, and economic happenings which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights.

Social Studies 8 Dual (Travis & Houston MS)

Grade: 8

This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, geographic, and economic happenings which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. This course is taught **in Spanish** and is only offered at Travis & Houston Middle School.

Social Studies 8 Honors

Grade: 8

Honors Social Studies 8 includes the basic understanding of Social Studies, Grade 8 curriculum with added rigor, depth, use of historical thinking skills, global connections, and expectations of sophistication in student learning. The intent of this course is to lead to future participation in one or more of the following Advanced Placement Social Studies courses: Human Geography, World History, U.S. History, Government, Economics, Psychology, or European History.

Health/Physical Education

Health/Physical Education 6-8

Grades: 6, 7, 8

The middle school health/physical education program's primary purpose is to equip students with the knowledge, attitudes, and skills needed to lead a healthy, physically active, and productive lifestyle. Students will have the opportunity to develop confidence and competence in a variety of team, individual, and dual physical activities, as well as how to maintain personal fitness and understand why it is important. Other health topics related to primary prevention strategies are also built into this course, and emphasis is placed on the importance of taking responsibility for one's own health. Topics covered include alcohol, tobacco and other drugs, nutrition, human sexuality education, stress, mental/emotional/social health, risky behavior, body systems, and hygiene. Active participation and positive social interaction is always encouraged and expected.

Pre-Athletics

Grade 6

This course is designed for boys and girls who anticipate participating in extracurricular sports activities in the 7th grade year. The purpose of this course is to introduce students to the fundamentals of team sports that include skills, rules, game strategy, and overall physical fitness. Skills and techniques for the sports of volleyball, football, and basketball will be emphasized. This course will follow all requirements established for Physical Education by the state of Texas.

Karate (De Zavala, Johnson, Lamar & Travis MS)

Grades 6,7,8

Kickstart Kids is a physical education program that teaches character through karate to empower youth with core values, such as discipline and respect, to achieve their greatest potential. Black belt instructors trained by the Chuck Norris organization deliver daily in-school lessons that create a positive impact on students, their families, schools, and communities. Along with traditional karate skills such as blocks, strikes and kicks for self-defense, Kickstart Kids teaches students to be respectful, self-disciplined, driven, confident, and hardworking. It builds resilience for the individual, loyalty for the team, and compassion for their fellow students. This course is offered at De Zavala MS, Johnson MS, Lamar MS and Travis MS.

Outdoor Physical Education (Johnson & Bowie MS)

Grade 7,8

Outdoor Adventure Education provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues. This course is offered at Johnson MS and Bowie MS.

Spanish

District Criteria: Students will be assigned to a language class based on their readiness, as determined by a district placement instrument. Those who complete the district placement process will also be accredited for the levels they are placed in. For instance, if a student is placed in Spanish 3, they will receive credit for both Spanish 1 and 2.

Spanish 1

Grade: 7 Credits:1 PR: None

Level I introduces the beginning foreign language student to the basic reading, speaking, and writing skills and concepts necessary for communication in daily situations. Pronunciation skills will be developed through the accurate reproduction of native sounds.

Spanish 2

Grade: 7, 8 Credit: 1 PR: Spanish I

Level II reviews the basic structures learned in Level I and continues with additional structures, expressions, and vocabulary. Listening and speaking skills will be further developed. Conversation in different social situations will be stressed through creative oral activities.

Spanish 3 Honors

Grade: 7, 8 Credit: 1 PR: Spanish I & II or District Criteria (Placement Assessment)

On Level III, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher level and critical thinking skills, which address a variety of learning styles.

AP Spanish Language Level IV Dual Language

Grades: Only 8th graders Credit: 1 HS Credit PR: Dual Language Program (Travis/Houston MS)

AP Spanish Language emphasizes the use of Spanish for active communication and encompasses listening and speaking skills, reading comprehension, grammar, and composition. Course objectives help students to learn at a higher level to comprehend formal and informal spoken Spanish as well as accurate reading of newspaper and magazine articles and synthesis of several sources. Students will be required to take the AP exam. Only for 8th graders in Dual Language program at Travis MS and Houston MS.

Spanish Dual Level 2

Grades: 6 Credit: 1 PR: In Two-Way Dual Language Program (Travis MS)

During the third year of study, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher level and critical thinking skills which address a variety of learning styles in preparation for AP Spanish.

Spanish Dual Level 3 Honors

Grade: 7 Credit: 1 PR: Spanish 3A Dual Language (Travis & Houston MS)

This course is specifically designed for dual language students. This course will apply the skills of comprehension in both listening and reading activities. Students will also utilize their knowledge of the language in conversation and writing activities on selected topics. Because the cultures of the countries in which the language is spoken contribute to its history and development, their study will also be a major focal point. This course prepares students for success in AP Spanish Language.

Visual Arts

Beginning Art

Grades: 6, 7, 8

Beginning Art is a yearlong course where students will explore the elements and principles of art as they create original works of art. Students will learn the design basics as they draw, paint, sculpt and create works of art through manipulation of a wide variety of materials such as pencil, paper, watercolor, chalk, crayons, pastels, paint, clay, and yarn.

Intermediate Art

Grades: 7, 8 PR: Beginning Art

Intermediate Art is a yearlong course where students will develop design skills through the creation of original works of art. Students will use a variety of media such as pencil, paper, watercolor, chalk, crayons, pastels, paint, clay, and fibers.

Advanced Art (2D/3D)

Grade: 8 PR: Instructor Approval, Beginning and Intermediate Art Recommended

Advanced Art 2D / 3D is a yearlong course where students will continue developing their design skills as they create original works of art. Students will build on the knowledge of the elements and principles of design. They will use a variety of materials such as pencil, paper, cardboard, watercolor, acrylic paint, tempera paint, crayons, chalk and oil pastels, clay and fibers.

Band

Beginner Band
Grades: 6, 7

Beginner Band is a yearlong course designed to teach students the fundamentals of playing a band instrument including Trumpet, Horn, Low Brass, Flute/Double Reed, Clarinet, Saxophone (woodwind, brass, or percussion) in like-instrument classes. This includes understanding and comprehending basic playing techniques, music reading, theory skills, concert etiquette, and general listening skills. Prior musical knowledge is not required to be enrolled in beginner band. Membership and instrument selection are determined by the director and student in the previous spring. Students will have required musical performances and additional rehearsals outside the school day throughout the year. An instrument use/band fee may be required.

Sub Non-Varsity Band
Grades: 7, 8 PR: Instructor Approval

The Sub Non-Varsity Band is a yearlong course designed to be a continuation of learning fundamentals of a band instrument (woodwind, brass or percussion) in a concert band setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate and audition for placement into the advanced bands. An instrument use/band fee may be required.

Non-Varsity Band
Grades: 7, 8 PR: Instructor Approval

The Non-Varsity Band is a yearlong course designed to be a continuation of learning fundamentals of a band instrument (woodwind, brass or percussion) in a full concert band setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level band. An instrument use/band fee may be required.

Varsity Band
Grades: 7, 8 PR: Instructor Approval

Varsity Band is a yearlong course designed for the most advanced instrumental (woodwind, brass, & percussion) students in the program. Membership is by audition only. Students demonstrate a high level of proficiency on their instruments along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. An instrument use/band fee may be required.

Orchestra

Beginner Orchestra

Grades: 6, 7

Beginner Orchestra is a yearlong course designed to teach students the fundamentals of playing a string instrument (violin, viola, cello, and bass) in like-instrument classes. This includes understanding and comprehending basic playing techniques, music reading and theory, concert etiquette, and general listening skills. Prior musical knowledge is not required to be enrolled in beginner orchestra. Membership and instrument selection are determined by the director and student in the previous spring. Students will have required musical performances and additional rehearsals outside the school day throughout the year. An instrument use/orchestra fee may be required.

Sub Non-Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Sub Non-Varsity Orchestra is a yearlong course designed to be a continuation of learning fundamentals of a string instrument (violin, viola, cello, and bass) in an orchestra setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the advanced orchestras. An instrument use/orchestra fee may be required.

Non-Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Non-Varsity Orchestra is a yearlong course designed to be a continuation of learning fundamentals of a string instrument (violin, viola, cello and bass) in an orchestra setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level orchestra. An instrument use/orchestra fee may be required.

Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Varsity Orchestra is a yearlong course designed to be for the most advanced instrumental string students in the program. Membership is by audition only. Students demonstrate a higher level of proficiency on their instruments along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals and concerts) and additional rehearsals outside the school day throughout the year. An instrument use/orchestra fee may be required.

Mariachi

Grades: 7, 8 PR: Instructor Approval

The Mariachi Ensemble is a musical organization designed to study the various mariachi styles (jalisciense, rancion, ranchera, corrido, huapango, bolero, polka, joropo, pasodoble and vals mexicano) in an ensemble setting. All musical skills, including tablature and improvisation that relate to mariachi will be taught. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. Violinists must hold concurrent membership in the orchestra program, wind players must hold concurrent membership in the band program, and vocalists must hold concurrent membership in the choral program to be eligible to participate. An instrument use/mariachi fee may be required.

Choir

Beginner Choir (Treble/Tenor-Bass)

Grades: 6 PR: Instructor Approval

Beginning Choir is a yearlong course designed to teach students the fundamentals of singing. This includes understanding and comprehending basic vocal health and production, reading skills, music theory, concert etiquette, and general listening skills. Prior musical knowledge is not mandatory to be enrolled in choir. Students will have required musical performances and additional rehearsals outside the school day throughout the year. A choir fee may apply.

Sub Non-Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

The Sub Non-Varsity Choir is a yearlong course designed to be a continuation of learning the fundamentals of vocal production. Students will increase their understanding and comprehension of basic vocal health and production, reading skills, music theory, concert etiquette and general listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the advanced choirs. A choir fee may apply.

Non-Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

Non-Varsity Choir is a yearlong course designed to be a continuation of learning the fundamentals of vocal production. Students will increase their understanding and comprehension of basic vocal health and production, reading skills, music theory, concert etiquette and general listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level choir. A choir fee may apply.

Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

Varsity Choir is a yearlong course designed for the most advanced vocalist in the program. Membership is by audition only. Students will demonstrate a high level of vocal proficiency along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. A choir fee may apply.

Theater Arts

Beginning Theater Arts 6

Grade: 6, 7, 8

This is a yearlong course designed to be an introduction to the basics of theater arts including the types of stages, stage areas, and audience etiquette. The student will explore creative movement, vocal and physical warm-ups, and sensory recall within one or more of the basic acting styles.

Intermediate Theater Arts 7

Grades: 7, 8 PR: Instructor Approval

This yearlong course allows the actor to develop and practice stage movement techniques consistently to express thoughts, feelings, and actions verbally and non-verbally; perform roles such as actor, director, designer, or technician and collaborate with others to tell a story through live theater performance.

Advanced Theater Arts

Grade: 7, 8 PR: Instructor Approval

This is a yearlong course designed to allow the student to interpret characters using the voice and body expressively and create dramatizations and critique live performances through improvisation and scripted scenes. Students will experiment with technical elements of theater and research theatrical heritage in the United States and other cultures.

Dance

Beginning Dance 6 (Austin, Bowie & Houston MS)

Grade: 6, 7

Beginning Dance is a yearlong course designed to be an introduction to the basics of dance including fundamental positions, exercises and routines. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class may include required performances. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Intermediate Dance 7 (Austin, Bowie & Houston MS)

Grades: 6, 7, 8 PR: Instructor Approval

Intermediate Dance is a yearlong course designed to explore intermediate aspects of fundamental dance. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class includes required performances with a potential for uniform purchases. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Advanced Dance Arts (Austin, Bowie & Houston MS)

Grade: 7, 8 PR: Instructor Approval

Advanced Dance is a yearlong course designed to explore advanced aspects of fundamental dance. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class includes required performances with a potential for uniform purchases. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Athletics

All athletics must be approved by the coach.

Basketball Boys – 2nd semester

Basketball Girls – 2nd semester

Football – 1st and 2nd semester

Soccer – after school

Track Boys – after school

Track Girls – after school

Volleyball – 1st and 2nd semester

Electives

Broadcasting

Grade 6, 7

Do you want to learn all the ins and outs of broadcasting? This course covers subjects that are of interest to a middle school audience. Students in this course accurately compose stories to inform and encourage their audience. Students will use creativity to create and broadcast events and issues newsworthy to the viewership.

Yearbook

Grade 7, 8

This course helps students understand the roles and responsibilities of coverage in a campus sponsored yearbook. Students use copy, infographics, photos, art, and multimedia components. Students assist in the publication of the yearbook through determining what events and issues are newsworthy and creating page design, captions, and yearbook contents. Students learn leadership, teamwork, listening, and critical thinking skills.

Career and Technical Education

VILS: Innovative Technologies

Grade 7

Innovative Technologies allow students to discover different career pathways while developing decision-making and problem-solving skills using emerging tech. Students will learn 3D modeling techniques and how to use 3D printers to create devices to improve health and wellness, as well as custom jewelry and more. Innovative Technologies also explores careers in artificial intelligence and coding, inspiring students to move beyond the basics of coding and begin to understand and create products that use Machine Learning and AI.

VILS: Smart Solutions

Grade 8 Credit: 1 HS Credit

Smart Solutions is a high school credit course for students to research real-world problems. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings. During the research process students will learn to use the Augmented Reality (AR) and Virtual Reality (VR) devices to create an AR and VR experience that helps cities become sustainable. As well as learn coding and electronic fundamentals to create wearable medical devices that reduce health problems, plus use coding and 3D Modeling solutions that will improve education and agriculture.

Irving ISD Recommended High School Course Sequence English: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th grade English	English I	English II	English III	English IV Research/Technical Writing (.5 credit) Creative Writing (.5 credit) Humanities I (.5 credit) College Preparatory Course ELA
8th grade English	English I	English II	English III Dual Credit	English IV Dual Credit
8th grade English Honors	English I Honors	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Research Capstone
English 1 GT/Humanities	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Seminar Capstone or AP Research Capstone	English V Genre Study AP Research Capstone

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board**

Irving ISD Recommended High School Course Sequence Math: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 8	Algebra I	Geometry	Algebra II	Precalculus Statistics College Preparatory Course Mathematics
Math 8	Algebra I	Geometry	Algebraic Reasoning	Algebra II Statistics College Preparatory Course Mathematics
Algebra 1 Honors	Geometry Honors/GT	Algebra 2 Honors	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A

Irving ISD Recommended High School Course Sequence for Science: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Science	Biology	Chemistry	Physics	Environmental Systems Astronomy
8th Grade Science	IPC	Biology	Chemistry Physics Environmental Systems	Physics Chemistry Environmental Systems Astronomy
8th Grade Science Honors	Biology Honors	Chemistry Honors	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science
Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board**

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2028 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography or World History		US History	US Government and Economics
8th Grade Social Studies	World Geography or World History		US History Dual Credit	US Government Dual Credit and Economics
8th Grade Social Studies Honors	World Geography Honors, AP Human Geography, World History Honors, or AP World History		US History Dual Credit or AP US History	US Government Dual Credit/ AP US Government and AP Macroeconomics
8th Grade Social Studies Honors (GT students)	AP Human Geography or AP World History		AP US History	AP US Government and AP Macroeconomics

*Per local graduation policy, students are required to take 3 total Social Studies credits - World Geography **or** World History, US History, Government, and Economics.

Irving ISD Gifted and Talented Education 2018 & Beyond

Subject	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Language Arts	6 GT ELA/ Humanities	7 GT ELA/ Humanities	English I/ Humanities Honors GT	English II Honors GT AP	AP Language & Composition GT AP Capstone Seminar	AP Literature & Composition GT AP Capstone Seminar AP Capstone Research	English V Genre Study AP Capstone Research
Humanities					Humanities I	Independent Study Mentorship I	Independent Study Mentorship II
Mathematics	Math 6 Honors GT Accelerated	Math 7 Honors GT Accelerated	Algebra I Honors GT	Geometry Honors GT	Algebra II Honors GT	AP Precalculus AP Calculus AB AP Calculus BC GT AP Statistics AP Computer Science AP Computer Science Principles	
Science	Science 6 GT*	Science 7 GT*	Biology GT**	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Environmental Science	
Social Studies	6th Grade World Cultures	7th Grade Honors Texas History	8th Grade Honors US History	AP Human Geography/ Honors World Geography	AP World History	AP US History	AP US Government AP Comp Government AP Macro AP Micro

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.**

Irving ISD Recommended ESL High School Course Sequence

9th Grade		
Newcomer Students	**Beginning Students**	**Intermediate Students**
● ESOL I A ● Independent English ● ELDA ● Reading I ESL ● Algebra I ESL ● IPC ESL ● W GEO ESL ● Electives	● ESOL IA/1B ● Algebra I ESL ● IPC ESL ● Read I ESL ● Ind English ESL (ESOL IA students only or students that were Newcomers in 8th grade) ● W Geo ESL ● Electives	● English I ESL ● Read I ESL ● Algebra I ESL ● IPC ESL ● W Geo ESL ● Electives

Frequently Asked Questions

What is Honors?

Honors courses are available to students in middle and high school. These courses foster a high level of engagement and are open to any student who is willing and prepared to take on challenging course work. The course goes beyond the state standards and is designed to be appropriately rigorous to prepare students to be successful in Advanced Placement (AP) courses. Within high school, Honors courses are available in English Language Arts and Reading, Mathematics, Science, Social Studies, and Languages other than English (LOTE).

What is AP?

Advanced Placement (AP) courses allow students to participate in college-level courses and possibly earn college credit while still in high school. This is accomplished by taking an end of course AP exam designed by The College Board. The score earned on the AP exam determines college credit. Each university sets the standard for the qualifying score for credit. Texas public universities must award college credit for scores of 3 or higher. Consult your intended university for more information on awarding credit. AP courses are offered in English Language Arts and Reading, Mathematics, Social Studies, Science, Languages other than English, Art, and Music. Students enrolled in Advanced Placement (AP) courses are required to take the AP Exam for the course in May. Failure to do so will result in the loss of AP weighted points for the course in which the exam is not taken. The test fees for AP tests are paid by the school district.

What is GT?

Gifted and talented (GT) services are specifically designed for the strengths and learning needs of the gifted learner, grades K-12. Specially trained teachers provide learning opportunities with course content that is either above-grade level or goes beyond the state standards, allowing students to excel and compete at the national level. The students demonstrate skills in self-directed learning, thinking, research and communication and develop innovative products and performances that reflect creativity, individuality, and professional-level quality. Students must qualify for these accelerated courses through a referral and assessment process. Gifted courses available in middle school are:

English: Honors GT English/Humanities 6, Honors GT English/Humanities 7, Honors GT English 1/Humanities

Mathematics: Honors GT Math 6, Honors GT Math 7, Honors GT Algebra 1

Science: Honors GT Science 6, Honors GT Science 7, Honors GT Biology

What are PRN and FND courses?

Principles (PRN) - Courses designed with modifications to the grade level curriculum. Enrollment in Principles level courses is based on the recommendations from the Individualized Education Plan.

Fundamentals (FND) - Courses focus on the prerequisite skills to the grade level curriculum. Enrollment in fundamentals level courses is based on the recommendations from the Individualized Education Plan.

Please contact your school counselor if additional information is needed.

Notice to Parents

In accordance with Education Code 28.010 [see EHDD], a district shall notify the parent of each student enrolled in grade 9 or above of the availability of career and technology education programs or other work-based education programs. *Education Code 28.010(a)(1)(B)*

Career and Technology Program

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. *Education Code 29.181.*

The board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the board shall consider the state plan for career and technology education. *Education Code 29.183* [See EEL]

Distinguished Achievement in Career and Technology Education

The board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum [see EHAA] and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;
2. Obtain from a district an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this section is not in lieu of a diploma or certificate of coursework completion. [See EI]

In developing the program, the board shall consider the state plan for career and technology education. The board must submit the proposed program to the commissioner of education in accordance with criteria established by the commissioner.

Contracts with Other Entities

The board may contract with an entity listed in Education Code 29.184(a) [see EEL] for assistance in developing the program or providing instruction to district students participating in the program. The board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

Education Code 29.187

Insurance — The board may provide insurance to protect a business that contracts with a district under this provision. [See CRB] *Education Code 29.191*

Applicability — The following provisions apply only to districts receiving federal career and technical education funds. *19 TAC 75.1021*

Federal CTE Funding — An eligible secondary entity seeking financial assistance under the Carl D. Perkins Act of 2006 shall submit a local plan to the Texas Education Agency (TEA) as described in 20 U.S.C. 2354, in accordance with requirements establish by TEA. Each eligible recipient that receives funding under the Carl D. Perkins Act of 2006 shall use the funds to improve career and technical education programs in compliance with 20 U.S.C. 2355. *19 TAC 75.1022*

For information regarding federal career and technical funds under the "Strengthening Career and Technical Education for the 21st Century Act" (the reauthorization of the Carl D. Perkins Act of 2006), see 20 U.S.C. 2301 et seq.

Program Evaluation — A district shall annually evaluate its career and technical education programs. *19 TAC 75.1025*

Special Populations — Members of special populations shall be provided career and technical services in accordance with all applicable federal and state laws, regulations, and rules. *19 TAC 75.1023(a)*

Definition — For purposes of this section, a "member of a special population" includes:

1. An individual with a disability [see EHBAB];
2. An individual from an economically disadvantaged family, including low-income youth and adults;
3. An individual preparing for nontraditional fields;
4. A single parent, including a single pregnant woman;
5. An out-of-workforce individual;
6. An English learner;
7. A homeless individual described in Section 725 of the McKinney-Vento Homeless Assistance Act;
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who is a member of the armed forces and is on active duty.

20 U.S.C. 2302(29)

Students with Disabilities

A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing regulations, state statutes, and rules of the SBOE and the commissioner.

A student with a disability shall be instructed in accordance with the student's individualized education program (IEP), in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities (CTED). [See EHBA]

A student with a disability identified in accordance with IDEA of 2004 is an eligible participant in career and technical education when the following requirements are met:

1. The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program;
2. Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;
3. A district shall monitor to determine if the instruction being provided a student with a disability in career and technical education classes is consistent with the student's IEP;
4. A district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
5. A district shall help fulfill the transitional service requirements of the IDEA of 2004 and implementing regulations, state statutes, and rules of the commissioner for each student with a disability who is completing a coherent sequence of career and technical education courses; and
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition

plan, the IEP, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004 and its implementing regulations.

19 TAC 75.1023

Student Organizations

A district may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student shall not, however, be required to join a career and technical student organization. Student participation in career and technical student organizations shall be governed in accordance with 19 Administrative Code Chapter 76 (extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and TEA:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. FFA;
5. Family, Career, and Community Leaders of America (FCCLA);
6. Health Occupations Students of America (HOSA);
7. Technology Student Association (TSA); and
8. SkillsUSA.

19 TAC 75.1024 [See FM]

Certification Subsidy

A student is entitled to a subsidy for a certification exam if:

1. The student:
    a. Successfully completes the career and technology program of a school district in which the student receives training and instruction for employment; or
    b. Is enrolled in a special education program under Education Code Chapter 29, Subchapter A; and
2. The student passes a certification examination to qualify for a license or certificate that is an industry certification for purposes of state accountability [see AIA], administered while the student is enrolled in a school district.

A student may not receive more than one subsidy under Education Code 29.190.

To obtain reimbursement for a subsidy paid under this provision, a district must pay the fee for the examination and submit to the commissioner a written application on a form prescribed by the commissioner stating the amount of the fee paid for the certification examination.

Education Code 29.190

A district is entitled to reimbursement for the amount of a subsidy paid by the district for a student's certification examination under these provisions. *Education Code 48.156*

IRVING INDEPENDENT SCHOOL DISTRICT

EMPLOYEE HANDBOOK

2025 - 2026

If you have difficulty accessing the information in this document because of a disability, please email Accommodations@IrvingISD.net.

Table of Contents

Introduction **5**

District Information **6**

District Map 6
Goals 7
Board of Trustees 7
Board Meeting Schedule 8
School Calendar 9
Helpful Contacts 9
School Directory 10

Employment **11**

Equal Employment Opportunity 11
Job Vacancy Announcements 12
Employment after Retirement 12
Contract and Noncontract Employment 12
Job Abandonment 13
Certification and Licenses 13
Reading Academies 14
Recertification of Employment Authorization 14
Searches and Alcohol and Drug Testing 14
Health Safety Training 15
Reassignments and Transfers 16
Workload and Work Schedules 16
ADA Accommodations 17
Breaks for Expression of Breast Milk 17
Pregnant Workers Fairness Act 18
Notification to Parents Regarding Qualifications 18
Outside Employment and Tutoring 19
Performance Evaluation 19
Employee Involvement 20
Staff Development [Professional Learning] 20
Mental Health Training 20

Compensation and Benefits **22**

Salaries, Wages, and Stipends 22
Paychecks 22
Automatic Payroll Deposit 25
Payroll Deductions 25
Overtime Compensation 26
Travel Expense Reimbursement 26
Health, Dental, and Life Insurance 27
Supplemental Insurance Benefits 27

Cafeteria Plan Benefits (Section 125) 27
Workers' Compensation Insurance 28
Unemployment Compensation Insurance 28
Teacher Retirement 28
Other Benefit Programs 29
Reimbursement of Local Leave Upon Retirement 29

Leaves and Absences 30

Personal Leave 31
State Sick Leave 33
Local Leave 33
School Business Leave 34
Employee Wellness Days 34
Vacation 35
Non-Duty Days 36
Holidays 36
Catastrophic Leave Bank (Formerly Sick Leave Bank) 37
Family and Medical Leave Act (FMLA)—General Provisions 37
Local Procedures for Implementing Family and Medical Leave Provisions 40
Temporary Disability Leave 41
Temporary Medical Leave for Noncontract Employees 42
Workers' Compensation Benefits 43
Assault Leave 43
Bereavement Leave 43
Jury Duty 44
Compliance with a Subpoena 44
Truancy Court Appearances 44
Religious Observance 44
Military Leave 45

Employee Relations and Communications 45

Employee Recognition and Appreciation 45
District Communications 45

Complaints and Grievances 48

Standards of Conduct 49
Discrimination, Harassment, and Retaliation 54
Harassment of Students 54
Reporting Suspected Child Abuse 57
Sexual Abuse and Maltreatment of Children 58
Reports to Texas Education Agency 59
Crime 59
Scope and Sequence 60
Technology Resources 60
Staff Cell Phone Use During Instructional Time 60

Personal Use of Electronic Communications 61
Electronic Communications between Employees, Students, and Parents 62
Public Information on Private Devices 65
Criminal History Background Checks 65
Employee Arrests and Convictions 65
Alcohol and Drug-Abuse Prevention 66
Tobacco and Nicotine Products and E-Cigarette Use 67
Fraud and Financial Impropriety 67
Endorsements 69
Conflict of Interest 70
Gifts and Favors 70
Copyrighted Materials 70
Associations and Political Activities 71
Charitable Contributions 71
Safety and Security 71
Possession of Firearms and Weapons 72
Visitors in the Workplace 72
Asbestos Management Plan 73
Pest Control Treatment 73
Other Topics 73

General Procedures 75

Emergency School Closing 75
Emergencies 75
Purchasing Procedures 77
Name and Address Changes 77
Personnel Records 77
Facility Use 78

Termination of Employment 79

Resignations 79
Dismissal or Nonrenewal of Contract Employees 80
Dismissal of Noncontract Employees 80
Discharge of Convicted Employees 81
Exit Interviews and Procedures 81
Reports Concerning Court-Ordered Withholding 82

Student Issues 83

Equal Educational Opportunities 83
Student Records 83
Parent and Student Complaints 84
Administering Medication or Diabetic Care to Students 84
Dietary Supplements 85
Psychotropic Drugs 85
Student Conduct and Discipline 85

Student Attendance 86
Bullying 86
Hazing 91
Appendix A – Vehicle Safety and Use Guidelines and Procedures 92

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. While employment with Irving ISD is subject to all Irving ISD Board of Trustees Policies (www.irvingisd.net/BoardPolicy), not all District policies and procedures are included in this handbook. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to HumanResourcesDirectors@IrvingISD.net.

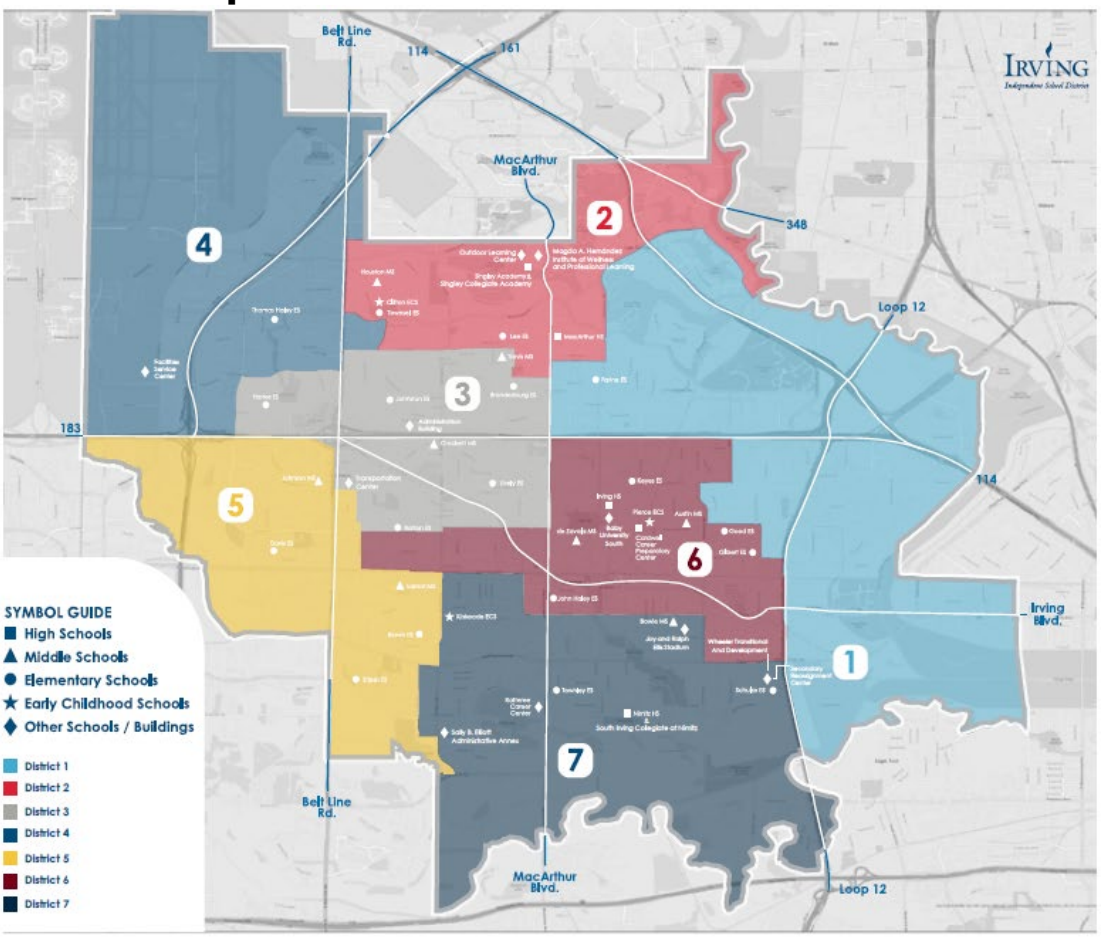
In addition, the information provided in this handbook will be supplemented via the District's Intranet found on the District's website www.irvingisd.net. This site contains a number of helpful resources that can be downloaded when needed. Individual campuses will provide information pertinent to that specific campus, i.e. fire drill schedules, bell schedules, and other operational procedures, including periodic updates or changes.

This handbook is neither a contract nor a substitute for the official District policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of, District policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, please refer to the Board Policy Manual, which can be accessed online at www.irvingisd.net/BoardPolicy.

Employees are required to complete all Annual e-Courses on the Staff page at www.irvingisd.net/compliance. Please check the referenced website for a complete updated list and deadlines for completion. An acknowledgment of your understanding of this handbook should be completed through the annual e-Courses module

District Information

District Map



■ High Schools

Cardwell Career Preparatory Center	101 E. Union Bower 75061
Irving	900 O'Connor 75061
MacArthur	3700 N. MacArthur 75062
Nimitz	100 W. Oakdale 75060
Singley Academy	4601 N. MacArthur 75038

▲ Middle Schools

Austin	825 E. Union Bower 75061
Bowie	600 E. Sixth 75060
Crockett	2431 Hancock 75061
de Zavala	707 W. Pioneer 75061
Houston	3033 W. Country Club 75038
Johnson	3601 W. Pioneer 75061
Lamar	219 Crandall 75060
Travis	1600 Finley 75062

● Elementary Schools

Barton	2931 Conflans 75061
Brandenburg	2800 Hillcrest 75062
Brown	2501 W. Tenth 75060
Davis	310 Davis 75061
Farine	615 Metker 75062
Gilbert	1501 E. Pioneer 75061
Good	1200 E. Union Bower 75061
J. Haley	1100 Schulze 75060
T. Haley	3601 Cheyenne 75062
Hanes	2730 Cheyenne 75062
Johnston	2801 Rutgers 75062
Keyes	1501 N. Britain 75061
Lee	1600 Carlisle 75062
Lively	1800 Plymouth 75061
Schulze	1200 S. Irving Heights 75060
Stipes	3100 Cross Timbers 75060
Townley	1030 Vilbig 75060
Townsell	3700 Pleasant Run 75038

★ Early Childhood Schools

Clifton	3950 Pleasant Run 75038
Kinkeade	2333 Cameron Place 75060
Pierce	901 Britain 75061

♦ Additional Facilities

Administration Building	2621 W. Airport Fwy., 75062
Baby University South (Opening Fall 2025)	800 N. O'Connor Rd., 75060
Elise Walker Outdoor Learning Center	4611 N. MacArthur 75038
Facilities Service Center	3620 Valley View Ln. 75062
Joy and Ralph Ellis Stadium	700 E. Sixth St. 75060
Magda A. Hernández Institute of Wellness and Professional Learning	4615 N. MacArthur 75038
Ratteree Career Development Center	2121 S. MacArthur 75060
Sally B. Elliott Administrative Annex	1900 S. Story 750601600 E. Shady Grove 75060
Student Reassignment Center	3211 W. Pioneer Dr. 75061
Transportation Center	

Goals

Policy AE

District Goal 1: In Irving ISD, In Irving ISD, each student will reach their highest potential and be college and career ready.

District Goal 2: Irving ISD, we will increase parent and community engagement in the city of Irving.

District Goal 3: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected to single member districts and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- **A.D. Jenkins**, President, District 5
- **Michael Kelley**, Vice President, District 2
- **Lisa Lobb**, Secretary, District 6
- **Nuzhat Hye**, District 4
- **Randy Randle**, District 7
- **Mary Richarte**, District 3
- **Dr. Rosemary Robbins**, District 1

The Board usually meets once a month at 7:00 p.m. in the Boardroom of the Administration Building, 2621W. Airport Freeway, Irving, Texas 75062; with a work session preceding the meeting at 5:00 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the District website and at the main entrance of the Administration Building at least three business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with one-hour notice.

All meetings are open to the public. In certain circumstances, Texas Law permits the Board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real- property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Advance notices of all meetings are posted at the Administration Building and distributed to the news media by the Communications Department. Board meeting information is also available at the IISD website: www.irvingisd.net/BoardCalendar.

Board Meeting Schedule

Access: http://irvingisd.net/BoardAgenda

2025	2026
Monday, July 25	Tuesday, January 20
Monday, August 18	Tuesday, February 17
Monday, September 22	Monday, March 9
Monday, October 20	Monday, April 20
Monday, November 17	Monday, May 18
Monday, December 15	Monday, June 15

*NOTE: The Board Meeting Schedule is subject to change by vote of the Board of Trustees. If a Board Meeting date is changed, the updated date will be posted on the District's website.

School Calendar

(All employee work calendars can be accessed on the IISD Human Resources website [www.irvingisd.net/hr]).

IRVING
Independent School District

2025 | 2026

TEACHER CALENDAR | CALENDARIO PARA MAESTROS

- Holiday / Día Festivo
- Required Professional Learning / Capacitación profesional obligatoria
- [ ] Begin/End Grading Period / Inicio/ Fin período de calificaciones
- Purposeful Planning and Development Day/Student Holiday / Planificación Con Propósito/Día festivo para estudiantes
- Campus Preparation Day/ Student Holiday / Día de Preparación de la Escuela/Día festivo para estudiantes
- District Offices Closed / Las oficinas del distrito estarán cerradas

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/*Comienzo de clases*	August 13
School Ends/*Fin de clases*	May 28
Required Professional Learning/*Capacitación profesional obligatoria*	August 5-6
Campus Professional Development/*Desarrollo Profesional en la Escuela*	August 7-11
Campus Preparation Day/*Día de Preparación de la Escuela*	August 12
Labor Day/*Día del Trabajo*	September 1
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	September 12
Fall Break/*Vacaciones de otoño*	October 10-13
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	October 24
Thanksgiving Break/*Vacaciones de Acción de Gracias*	November 24-28
End of Semester/*Fin del Semestre*	December 19
Christmas Break/*Vacaciones de Navidad*	Dec 22 - Jan 2
Campus Preparation Day/Student Holiday/*Día festivo para estudiantes*	January 5
Second Semester Starts/*Inicio del Segundo Semestre*	January 6
MLK Day/*Día de Martin Luther King*	January 19
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	February 13
Presidents Day/*Día de los Presidentes*	February 16
Spring Break/*Vacaciones de primavera*	March 16-20
Good Friday/*el Viernes Santo*	April 3
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	April 6
Memorial Day/*Día de los Caídos*	May 25
Campus Preparation Day/*Día de Preparación de la Escuela*	May 29
Independence Day Holiday/*Día de la Independencia*	July 3

AUGUST | AGOSTO 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	[13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER | SEPTIEMBRE 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	] 20
21	[22	23	24	25	26	27
28	29	30				

OCTOBER | OCTUBRE 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	]

NOVEMBER | NOVIEMBRE 2025

S	M	T	W	T	F	S
						1
2	[3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER | DICIEMBRE 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	] 20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY | ENERO 2026

S	M	T	W	T	F	S
				1	2	3
4	5	[6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY | FEBRERO 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	] 21
22	[23	24	25	26	27	28

MARCH | MARZO 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL | ABRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	] 11
12	[13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY | MAYO 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28]	29	30
31						

JUNE | JUNIO 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY | JULIO 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Board Approved 12.16.24

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Business/Finance	972-600-5420	HR – Benefits and Leaves	972-600-5241
Campus Operations	972-600-5023	Payroll	972-600-5423
Clinic & Health Services	972-600-5205	Schools – EC/Elementary	972-600-5032
Food Services	972-600-6915	Schools – Secondary	972-600-5040
HR – Compensation	972-600-5417	Special Education	972-600-4607
HR – Personnel	972-600-5225		

School Directory

Facilities Directory

IRVING Independent School District

HIGH SCHOOLS

Cardwell Career Preparatory Center
101 E. Union Bower 75061
972-600-6140

Irving
900 O'Connor 75061
972-600-6300

MacArthur
3700 N. MacArthur 75062
972-600-7200

Nimitz/South Irving Collegiate at Nimitz
100 W. Oakdale 75060
972-600-5700

Singley Academy/Singley Collegiate Academy
4601 N. MacArthur 75038
972-600-5300

MIDDLE SCHOOLS

Austin
825 E. Union Bower 75061
972-600-3100

Bowie
600 E. Sixth 75060
972-600-3000

Crockett
2431 Hancock 75061
972-600-4700

de Zavala
707 W. Pioneer 75061
972-600-6000

Houston
3033 W. Country Club 75038
972-600-7500

Johnson
3601 W. Pioneer 75061
972-600-0500

Lamar
219 Crandall 75060
972-600-4400

Travis
1600 Finley 75062
972-600-0100

ELEMENTARY SCHOOLS

Barton
2931 Conflans 75061
972-600-4100

Brandenburg
2800 Hillcrest 75062
972-600-7100

Brown
2501 W. Tenth 75060
972-600-4000

Davis
310 Davis 75061
972-600-4900

Farine
615 Metker 75062
972-600-7900

Gilbert
1501 E. Pioneer 75061
972-600-0400

Good
1200 E. Union Bower 75061
972-600-3300

J. Haley
1100 Schulze 75060
972-600-6600

T. Haley
3601 Cheyenne 75062
972-600-7000

Hanes
2730 Cheyenne 75062
972-600-3600

Johnston
2801 Rutgers 75062
972-600-7700

Keyes
1501 N. Britain 75061
972-600-3400

Lee
1600 Carlisle 75062
972-600-7800

Lively
1800 Plymouth 75061
972-600-6700

Schulze
1200 S. Irving Heights 75060
972-600-3500

Stipes
3100 Cross Timbers 75060
972-600-4500

Townley
1030 Vilbig 75060
972-600-6800

Townsell
3700 Pleasant Run 75038
972-600-5500

EARLY CHILDHOOD SCHOOLS

Clifton
3950 Pleasant Run 75038
972-600-4200

Kinkeade
2333 Cameron Place 75060
972-600-6500

Pierce
901 Britain 75061
972-600-3700

ADDITIONAL FACILITIES

Administration Building
2621 W. Airport Fwy. 75062
972-600-5000

Baby University
800 N. O'Connor Rd.
Irving TX 75060
Opening Fall 2025

Elise Walker Outdoor Learning Center
4611 N. MacArthur 75038
Office: 972-600-5970
Lab: 972-600-6572

Facilities Service Center
3620 Valley View Ln. 75062
972-600-5100

Joy and Ralph Ellis Stadium
700 E. Sixth St. 75060
972-600-5214

Magda A. Hernández Institute of Wellness and Professional Learning
4615 N. MacArthur 75038
972-600-6100

Ratteree Career Development Center
2121 S. MacArthur 75060
972-600-4800

Student Reassignment Center
1600 E. Shady Grove 75060
972-600-3900

Sally B. Elliott Administrative Annex
1900 S. Story Rd 75060
972-600-4300

Student Transportation & Logistics Center
3211 W. Pioneer Dr. 75061
972-600-5670

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Irving ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice.

Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the District does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition extends to employment. Inquiries about the application of Title IX may be referred to the District's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The District designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Samuel Hernandez, 2621 W Airport Fwy, Irving, TX 75062, sahernandez@irvingisd.net 972-600-5023. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During District business hours, reports may also be made in person.

The District designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Sofia Lopez, Director of At-Risk & Responsive Services, 2621 W Airport Fwy, Irving, TX 75062, soflopez@irvingisd.net, 972-600-5027.
Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

Under the District of Innovation plan, Irving ISD has flexibility in offering a probationary contract for up to three years to teachers who have been employed as a teacher in public education for at least five (5) of the eight (8) years preceding employment with the District.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as non-instructional administrators or those who do not supervise an employee on a Chapter 21 contract) may be employed on either an at-will basis or on a non-chapter 21 contract. At-will employment is not for any specified term and may be terminated at any time by either the employee or the District.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Job Abandonment

Policy DEC

Employees who are absent from work for three consecutive working days either without notice or without approval may be deemed to have voluntarily resigned from the District and may be separated from the District due to job abandonment (i.e. failure to fulfill duties or responsibilities, repeated and continued neglect of duties, etc.) in accordance with District policy.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation, in a timely manner, that they have passed the required certification exam and/or obtained or renewed their credentials to the Office of Human Resources – Attention: HR-StaffingCoordinators@IrvingISD.net. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the Office of Human Resources Staffing Coordinators when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact HR-StaffingCoordinators@IrvingISD.net if you have any questions regarding

certification or licensure requirements.

Reading Academies

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June 2019, requires all K-3 teachers, including special education teachers, and principals to attend the HB 3 Reading Academies. In accordance with Section 28.0062 of the Texas Education Code, Irving ISD is required to ensure that each employee serving in the above capacities "has attended a teacher literacy achievement academy" [HB3 Reading Academy].

In accordance with Section 3.1, Certification and Licensure Requirement, employees on a Chapter 21 Contract agree to provide Irving ISD with "the certification, service records, licenses, and other records and information required by state and federal law, the Texas Education Agency [TEA], the State Board of Educator Certification [SBEC], or the District" prior to the start date of the school year.

To ensure successful completion, District administration monitors module completion. Employees must adhere to the Reading Academy pacing guide and established deadlines for artifacts to remain in good standing with Irving ISD. Failure to provide verification of successful completion of the HB3 Reading Academies allows Irving ISD to void the employee's contract, as per Texas Education Code section 21.0031.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Office of Human Resources if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to

conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact HR-Risk@IrvingISD.net.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their campus supervisor or campus principal. Before the first day of school.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder awareness, recognition,

and related first aid. *Employees subject to this requirement will provide their certificate of completion with their name and date of completion to the Director of Clinic and Health Services.*

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. *Employees desiring to transfer to another campus or location may fill out the internal application in TalentEd Recruit and Hire, the District online application system. Teacher transfer requests must be completed by the deadline as set by the Office of Human Resources. Transfer requests submitted after the deadline will be coordinated by the Office of Human Resources and must be agreed upon by all parties involved*.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from

their supervisor. See Overtime Compensation section of this handbook for additional information.

Working outside of the assigned duty schedule includes responding to text messages and/or telephone calls. Paraprofessionals and auxiliary employee positions are not allowed to work from home under any circumstances.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting Accommodations@IrvingISD.net and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR by completing the ADA Accommodation Request Forms, which are available online at www.irvingisd.net/risk.

Upon receiving the reasonable accommodation request, HR will conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After the informal, interactive discussion and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodations will be determined on a case-by-case basis. HR will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The District supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple-user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. *Breaks of about 15 minutes every 3 hours may be necessary early on, but need will*

diminish as the child begins eating solid food. Nursing Mother/Employee must work with their supervisor to establish a reasonable break schedule for this purpose that should, whenever possible, run concurrently with any break and/or meal periods already designated for the Nursing Mother and/or worksite. For non-exempt employees, breaks longer than 15-20 minutes are unpaid, and therefore the employee must clock out. Prior to the need to express milk, the employee is to contact the Benefits Office to complete the Express Milk Schedule Request Form. The right to these breaks ends one year after the child's birth or when the employee has no need to express breast milk for the child, whichever occurs first.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns of non-compliance should contact Accommodations@IrvingISD.net.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should Accommodations@IrvingISD.net to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon

request. Employees who have questions about their certification status can contact HR-StaffingCoordinators@IrvingISD.net.

Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district is restricted from outside employment. Administrators may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district.

Administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers. An exception applies to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. Services must be performed on the administrator's personal time. Contact LegalServices@IrvingISD.net for more information.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request,

orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Irving ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Office of School Leadership.

Staff Development [Professional Learning]

Policy DMA

Professional learning activities are organized to meet the needs of employees and the District. Professional learning for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the Campus Improvement Plan, and approved by a campus-level advisory committee. Professional learning for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development. *Failure to meet requirements for professional learning may result in a loss of compensation, and/or be reflected on the employee's annual performance evaluation. The District offers extensive face-to-face, digital, and virtual professional learning programs throughout the year. These sessions can be found with the online registration system on the professional learning website. These sessions are offered at no charge to District employees*.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with

supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation *and may be required to work over 40 hours per workweek, as required to complete the responsibilities and duties of their position.* Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation* section of this handbook)

Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule. Supplemental duty assignments paid via stipend may be ended at any time and employees do not have a property or contract right to such supplemental duty assignments or the associated stipend pay.

Employees should contact PayrollSupport@IrvingISD.net and HR-Compensation@IrvingISD.net for more information about the district's pay schedules, their own pay, or any other questions related to compensation.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact PayrollSupport@IrvingISD.net if they have any questions.

The schedule of pay dates for the 2025-2026 school year follows:

2025-2026
Monthly Payroll Calendar

S	M	T	W	R	F	S
July 2025					Days	20
		1	2	3	H	5
6	N	8	9	10	N	12
13	14	15	16	17	ES	19
20	21	22	23	$	ES	26
27	28	29	30	31		

S	M	T	W	R	F	S
August 2025					Days	21
					ES	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26 $		28	29	30
31						

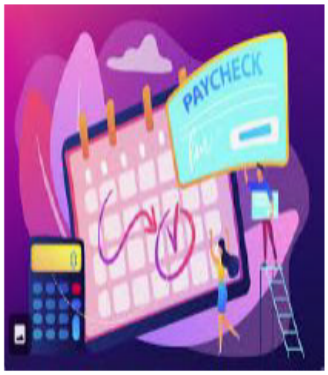
S	M	T	W	R	F	S
September 2025					Days	21
	H	2	3	4	5	6
7	8	9	10	11	WD	13
14	15	16	17	18	19	20
21	22	23	24	25	$	27
28	29	30				

S	M	T	W	R	F	S
October 2025					Days	23
			1	2	3	4
5	6	7	8	9	H	11
12	H	14	15	16	17	18
19	20	21	22	23	WD	25
26	$	28	29	30	31	

S	M	T	W	R	F	S
November 2025					Days	17
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	$	22
23	H	H	H	H	H	29
30						

S	M	T	W	R	F	S
December 2025					Days	15
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	$	18	19	20
21	H	H	H	H	H	27
28	H	H	H			

$ = PAYDAY



S	M	T	W	R	F	S
January 2026					Days	19
				H	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	$	22	23	24
25	26	27	28	29	30	31

S	M	T	W	R	F	S
February 2026					Days	20
1	2	3	4	5	6	7
8	9	10	11	12	WD	14
15	H	17	18	19	20	21
22	23	24	25	26	$	28

S	M	T	W	R	F	S
March 2026					Days	17
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	H	H	H	H	21
22	23	24	25	26	$	28
29	30	31				

S	M	T	W	R	F	S
April 2026					Days	21
			1	2	H	4
5	WD	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	$	28	29	30		

S	M	T	W	R	F	S
May 2026					Days	20
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	$	28	29	30
31						

S	M	T	W	R	F	S
June 2026					Days	22
	1	2	3	4	ES	6
7	8	9	10	11	ES	13
14	15	16	17	18	ES	20
21	22	23	24	$	ES	27
28	29	30				

H	Holiday
DP	Required District Prof Learning
ES	Energy Savings
	Campus Preparation Day/Student Holiday
WD	Purposeful Planning

**October 10 & 13, November 24 & 25, and February 16 are not Holidays for 230 work calendar employees*
June 30, July 1-3 are 8 hour workdays
July 7 and July 11 are Non-Workdays for 230/July 8-10 are 8 hour workdays
230 work calendar employees are awarded 6 Non-Duty days in 2025-26

236 total workdays

2025-2026 BW-Payroll Calendar

S	M	T	W	THR	F	S
July 2025					Days	22
		1	2	B1	H/4	5
6	7	8	9	10	X	12
13	14	15	16	17	B2	19
20	21	22	23	24	X	26
27	28	29	30	31		

S	M	T	W	THR	F	S
August 2025					Days	21
					B1	2
3	4	5	6	7	X	9
10	11	12	13	14	B2	16
17	18	19	20	21	X	23
24	25	26	27	28	B3	30
31						

S	M	T	W	THR	F	S
September 2025					Days	21
	H/1	2	3	4	X	6
7	8	9	10	11	B1	13
14	15	16	17	18	X	20
21	22	23	24	25	B2	27
28	29	30				

S	M	T	W	THR	F	S
October 2025					Days	23
			1	2	X	4
5	6	7	8	9	B1	11
12	13	14	15	16	X	18
19	20	21	22	23	B2	25
26	27	28	29	30	X	

S	M	T	W	THR	F	S
November 2025					Days	18
						1
2	3	4	5	6	B1	8
9	10	11	12	13	X	15
16	17	18	19	20	B2	22
23	24	25	26	H/27	H/X	29
30						

S	M	T	W	THR	F	S
December 2025					Days	21
	1	2	3	4	B1	6
7	8	9	10	11	X	13
14	15	16	17	18	B2	20
21	22	23	H/24	H/25	X	27
28	29	30	31			

Begin	End	Warrant	Check
6/14/2025	6/27/2025	2507B1	7/3/2025
6/28/2025	7/11/2025	2507B2	7/18/2025
7/12/2025	7/25/2025	2508B1	8/1/2025
7/26/2025	8/8/2025	2508B2	8/15/2025
8/9/2025	8/22/2025	2508B3	8/29/2025
8/23/2025	9/5/2025	2509B1	9/12/2025
9/6/2025	9/19/2025	2509B2	9/26/2025
9/20/2025	10/3/2025	2510B1	10/10/2025
10/4/2025	10/17/2025	2510B2	10/24/2025
10/18/2025	10/31/2025	2511B1	11/7/2025
11/1/2025	11/14/2025	2511B2	11/21/2025
11/15/2025	11/28/2025	2512B1	12/5/2025
11/29/2025	12/12/2025	2512B2	12/19/2025
12/13/2025	12/26/2025	2601B1	1/2/2026
12/27/2025	1/9/2026	2601B2	1/16/2026
1/10/2026	1/23/2026	2601B3	1/30/2026
1/24/2026	2/6/2026	2602B1	2/13/2026
2/7/2026	2/20/2026	2602B2	2/27/2026
2/21/2026	3/6/2026	2603B1	3/13/2026
3/7/2026	3/20/2026	2603B2	3/27/2026
3/21/2026	4/3/2026	2604B1	4/10/2026
4/4/2026	4/17/2026	2604B2	4/24/2026
4/18/2026	5/1/2026	2605B1	5/8/2026
5/2/2026	5/15/2026	2605B2	5/22/2026
5/16/2026	5/29/2026	2606B1	6/5/2026
5/30/2026	6/12/2026	2606B2	6/19/2026
6/13/2026	6/26/2026	2607B1	7/3/2026
6/27/2026	7/10/2026	2607B2	7/17/2026

S	M	T	W	THR	F	S
January 2026					Days	21
				H/1	B1	3
4	5	6	7	8	X	10
11	12	13	14	15	B2	17
18	19	20	21	22	X	24
25	26	27	28	29	B3	31

S	M	T	W	THR	F	S
February 2026					Days	20
1	2	3	4	5	X	7
8	9	10	11	12	B1	14
15	16	17	18	19	X	21
22	23	24	25	26	B2	28

S	M	T	W	THR	F	S
March 2026					Days	22
1	2	3	4	5	X	7
8	9	10	11	12	B1	14
15	16	17	18	19	X	21
22	23	24	25	26	B2	28
29	30	31				

S	M	T	W	THR	F	S
April 2026						22
			1	2	X	4
5	6	7	8	9	B1	11
12	13	14	15	16	X	18
19	20	21	22	23	B2	25
26	27	28	29	30		

S	M	T	W	THR	F	S
May 2026					Days	20
					X	2
3	4	5	6	7	B1	9
10	11	12	13	14	X	16
17	18	19	20	21	B2	23
24	H/25	26	27	28	X	30
31						

S	M	T	W	THR	F	S
June 2026					Days	22
	1	2	3	4	B1	6
7	8	9	10	11	X	13
14	15	16	17	18	B2	20
21	22	23	24	25	X	27
28	29	30				

X = Pay period ends

Deadline for entries in Kronos is Monday at 5pm After Cutoff X

Deadline for entries in Munis Tuesday 12Noon After Cutoff X

Bn = PAY DAY

H Holiday

TOTAL DAYS

253 + 8 Holidays = 261

Automatic Payroll Deposit

The district requires automatic payroll deposit to a savings or checking account. Employees will have their paychecks electronically deposited into an account at a financial institution as designated by each employee. Contact PayrollSupport@IrvingISD.net for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; as well as annuities. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Verification of Pay. The Payroll Department makes every effort to ensure that an employee's pay, leave, and other information are correct. Unfortunately, mistakes can occur. It is the employee's responsibility to review the payroll information on their pay stub each pay date for accuracy, including but not limited to compensation, leave, federal withholding status, and deductions.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. on Saturday and ends at 11:59 p.m. on Friday.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor must give approval in writing. For pre-approved travel and expenses, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. *After returning from pre-approved travel, employees must submit receipts, to the extent possible, to reconcile actual expenses with those expenses that were pre-approved to be reimbursed for allowable expenses other than mileage. Approval of leave for "School Business" does not equate to approval for coverage or reimbursement of travel costs and expenses. Travel costs and reimbursement must be pre-approved in writing by the employee's supervisor utilizing the forms and procedures established by the district.*

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or within 30 days if the experience a qualifying event (e.g., marriage, divorce, birth, death). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees on TheHUB Employees should contact HR-BenefitsandLeaves@IrvingISD.net for more information.

Group health insurance coverage is available to full-time employees or those working 10 hours or more a week. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees online on TheHUB (web.mybenefitshub.com/irvingisd).

The health insurance plan year is from September 1 through August 31. New employees must complete enrollment forms within the first 30 days of employment. Current employees can make changes in their insurance coverage during open enrollment or if they experience a qualifying life event (QLE). Employees should contact HR-BenefitsandLeaves@IrvingISD.net for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs are paid by payroll deduction. Employees may review these offerings and the associated costs in TheHUB (web.mybenefitshub.com/irvingisd).

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and

dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from TASB, effective 9/1/2023.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately through the First Report of Injury Form available at www.irvingisd.net/injured. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See the *Workers' Compensation Benefits* section of this handbook for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact HR-Risk@IrvingISD.net.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify their supervisor and the Office of Human Resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov).

Other Benefit Programs

Reimbursement of Local Leave Upon Retirement

Policy DEC

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program. An employee who retires from the district shall be eligible for payment for accumulated local leave and/or Exemplary Attendance Days under the following conditions:*

1. *The employee is retiring from TRS voluntarily and is not being discharged or non-renewed from Irving ISD.*
2. *The employee provides advance, one month written notice of intent to retire to the Office of Human Resources.*
3. *The employee is eligible for retirement benefits from the Teacher Retirement System of Texas (TRS).*
4. *The effective date of the resignation is the employee's last workday as scheduled on the employment dates of the school calendar.*
5. *The employee seeking reimbursement for local sick leave must have a balance of at least 15 state personal leave days. Please note that once the employee and supervisor have signed the Leave Request Form, it may not be changed. (i.e., an employee cannot elect to use sick days and later request to change them to personal days. These requests will be denied.) It is the responsibility of the employee to verify the absences are reported correctly.*
6. *All Exemplary Attendance Days are eligible for buyback upon retirement.*

**Unused non-duty days are not eligible for reimbursement.*

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should visit www.irvingisd.net/benefits or email HR-BenefitsandLeaves@IrvingISD.net for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in used in four (4) hour increments (half day A.M. or half day P.M.) for positions which normally require a substitute, even if a substitute is not employed. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Sick
- State Sick (if available)
- State Personal
- Exemplary Attendance

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for three consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.

- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than five (5) days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor five (5) days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Guidelines for Use of Discretionary Personal Leave. *The use of discretionary personal leave is limited to a maximum of five (5) days per school year, with no more than three (3) consecutive days. As attendance is required on the following days, discretionary leave may not be used on:*

- *The day before or after designated holidays*
- *Professional, staff learning, and/or purposeful planning days*
- *First or last day of school*
- *End of semester, or year-end exams*
- *Standardized, state testing dates*

Absent extenuating circumstances that are pre-approved by the employee's supervisor and the appropriate form is filled out prior to the absence, employees that exceed the five (5) days maximum per school year or the three (3) consecutive days as well as those absent on the aforementioned dates where attendance is required, will receive a dock in pay.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

The District provides additional sick leave beyond the state minimum leave program. All employees shall earn paid local leave each year at the rate of one-half leave day for each eighteen (18) days of employment for the first 180 workdays of the employment year. One day shall then be earned for each twenty-two (22) workdays of the employment year, up to the maximum given for each type of position. Paid local leave shall be available as follows:

An employee in a ten-month position, or who normally works less than 202 days, shall earn five paid local leave days per year.

An employee in an 11-month position, or who normally works between 202 and 224 days, shall earn six paid local leave days per year. This shall include 11-month custodians.

An employee in a 12-month position, or who normally works more than 224 days, shall earn seven paid local leave days per year.

Local leave shall only be used for the same terms and conditions of state sick leave accumulated before the 1995-96 school year. Local leave shall accumulate to a maximum of sixty (60) days and have no cash value except through the buy-back program at retirement.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, local sick leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of local sick leave the employee used beyond his or her pro rata entitlement for the school year.

School Business Leave

Most school business absences occur when campus/district administrators request for their employees to attend an event/conference. All school business leave must be pre-approved in writing by the employee's supervisor before the date of the absence. Approval of leave for school business does not equate to approval for coverage or reimbursement of travel costs and expenses. Travel costs must be pre-approved in writing by the employee's supervisor utilizing the forms and procedures established by the district. For additional information regarding coverage or reimbursement of travel costs, please refer to Policy DEE.

Employee Wellness Days

All employees who are eligible for the use of wellness days will adhere to the following guidelines for the 2025-2026 school year:

- All employees eligible to receive a total of (4) Employee Wellness Days can use up to 2 days in the fall semester, and 2 days in the spring semester. Unused days may not carry over.
- All employees eligible to receive a total of (2) Employee Wellness Days can use up to 1 day in the fall semester, and 1 day in the spring semester. Unused days may not carry over.
- Employee Wellness Days must be utilized in full day increments.
- Discretionary use of Employee Wellness Days will not be approved for days scheduled for standardized assessments or during peak district-wide absentee periods. as determined by the Superintendent and/or her designee.
- Highly recommended that you request in advance to increase opportunity for guest educators to take the job.
- Additional discretionary use of Employee Wellness Days **will not be approved** in the following instances:
    - When requests fall on days immediately before or after holidays.
    - When requests fall on consecutive days.
    - When requests fall during working days that fall on Thanksgiving week and/or the last week of December (for applicable employees).
    - When requests fall during the first and last week of the student calendar (for campus and central admin).
    - When requests fall on district-wide scheduled Purposeful Planning days (for campus and central admin).
    - When requests fall the day after the Superbowl [2/8/26] (for campus and central admin).
    - When supervisors' established daily cap/threshold of maximum staff absences is reached on a first come, first serve basis, or if there is a potential negative impact on safety and operational effectiveness at the campus or department. Each department's cap/threshold is determined by the respective Chief. Campus thresholds are determined as follows:

- Early Childhood/Elementary - 5
- Middle - 6
- High - 10

- Requests to exchange or otherwise use Employee Wellness Days toward other forms of employee leave (Catastrophic Leave Bank, State, Personal, Non-Duty, FML, etc.) are not approved.
- Days will remain effective through the end of the employee's 2025-2026 work calendar, at which time they will NOT carry over and/or accumulate into the following school year if unused.
- Full-Time Hires that start after October 1 receive 1 wellness day for the fall semester, and 2 wellness days for the spring semester. Hires that start after March 1 receive 1 wellness day for the spring semester.
- Teachers will continue to be encouraged to request a Guest Educator in advance when using their Employee Wellness Days. Availability of a Guest Educator will be reliant on how early in advance the teacher can post their absence, although not required, so that the posting is available for Guest Educators to view and accept.
- Days can begin getting used as of September 1, 2025.
- Days cannot be donated to another employee.

Vacation

Policy DED

A District employee who is employed in a 261-day position with one or more years of continuous employment shall be granted ten working days of paid vacation per year. An eligible employee who has completed at least six months but less than one year of employment shall be granted 5/6 of a working day of paid vacation for each month of employment.

An employee must be employed a minimum of six months before taking vacation days. All earned vacation days must be used within 18 months or shall be lost. Vacation days shall not accumulate beyond 18 months.

Employees who work 261 days shall observe the holiday schedule as established by the Superintendent.

Non-Duty Days

Professional and paraprofessional staff employed on a 12-month 230 workday assignment have flexible unpaid leave days outside of the District's defined annual holiday schedule. These days are termed "non-duty" days. The District determines the number of non-duty days prior to July 1 each year. Non-duty days may be taken during the duty year and shall be taken at such times that will least interfere with the performance of the employee's duties and the staffing needs of the District. An employee shall be required to obtain advance approval from his or her supervisor before taking non-duty days and must provide sufficient notice to allow the supervisor to consider the District's staffing needs before approval of non-duty schedules.

Professional Staff (Exempt). An employee may request to carry over no more than two (2) non-duty days to the next school year by completing a Non-Duty Carry-Over Request Form. All carryover non-duty days must be used before the end of December of the carry-over plan year. Non-duty days not used will be removed from the employee's available leave balance. Should the employee leave the district, the employee will only be paid for non-duty days worked in excess of the number of non-duty days taken during the plan year.

Paraprofessional Staff (Non-Exempt). An employee may request to carry over no more than two (2) non-duty days to the next plan year by completing a Non-Duty Carry-Over Request Form. All carryover non-duty days must be used before the end of December of the carry-over plan year. Should the employee separate from the district, any days carried from the previous year shall be paid at their daily rate on their final paycheck.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, non-duty leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of non-duty leave the employee used beyond his or her pro rata entitlement for the school year.

Holidays

Irving ISD provides regular full-time Facilities, Grounds, Operations, Security, Transportation, Warehouse, and Science Center employees who are scheduled to work 261 days during the District's fiscal year with 8 regular plus 2 floating holidays as scheduled by the Superintendent or designee. Employees who are still in their 30-day probationary period are not eligible for holiday pay. At the completion of the 30-day evaluation period, employees are eligible for fixed holiday pay only. All holidays must be taken in full-day increments. The Security and Operations division, because of the nature of their work, follows different guidelines for the use of holidays. Questions from security or operations employees should be directed to the department director. Two [2] of the ten [10] holidays will be designated as floating holidays.

New employees must wait 6 months following the date of placement as a regular employee before taking floating holidays.

The use of paid holidays will be according to procedures developed by department directors and in keeping with the different staffing needs of the various departments. In order to receive holiday pay, an employee must have been paid for the day immediately before and the day immediately following the holiday. The pay can be for regular pay, sick leave pay, vacation pay, or pay received from the Sick Leave Bank. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) multiplied by the number of hours the employee would otherwise have worked on that day. Paid holiday and floating holiday hours count toward the computation of overtime.

Catastrophic Leave Bank (Formerly Sick Leave Bank)

The Board authorizes the establishment of a Catastrophic Leave Bank with membership available to all full-time employees on a voluntary basis. The purpose of the Bank is to provide income replacement for members that experience a personal catastrophic illness/injury that forces the member to exhaust all leave time earned and lose compensation from the district. Examples of catastrophic illnesses include heart attack, stroke, cancer, etc.

The Superintendent or designee(s) shall develop the administrative regulations concerning membership, contribution or usage of days, procedures for applying for leave days from the Bank, the methods for selection of the appeals committee of the Bank, the term of office for the appeals committee members, the duties and responsibilities of the advisory committee, and all other procedures and operations of the Bank as the Superintendent or designee may deem necessary for the Bank to function. Bank guidelines for membership may be requested by emailing *HR-BenefitsandLeaves@IrvingISD.net.*

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act.* Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness ***may*** **take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is ***not*** **paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must***:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must***:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer *cannot* interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer *must* confirm whether you are eligible** or not eligible for FMLA leave.

If your employer determines that you are eligible, **your employer *must* notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period measured forward from the date an individual employee's first FML begins.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact HR-BenefitsandLeaves@IrvingISD.net for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's

statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, HR-BenefitsandLeaves@IrvingISD.net should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Temporary Medical Leave for Noncontract Employees

A full-time non-contract employee who is not eligible for temporary disability leave as provided by the Education Code shall, upon request, be granted a temporary medical leave of absence for the period of time during which the employee is physically unable to perform regular duties due to an illness or disability. Temporary medical leave shall be made available only after the employee has exhausted all paid leave benefits, including vacation/non-duty. Temporary medical leave shall be unpaid. [See (DEC Local) for temporary medical leave placement].

Employees must request approval for temporary medical leave. An employee's notification of the need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary medical leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 45 calendar days per 12- month period. For purposes of an employee's entitlement to temporary medical leave, the 12- month period shall be measured backward from the date the employee used temporary medical leave.

When an employee is ready to return to work, HR-BenefitsandLeaves@irvingisd.net should be notified at least 30 days in advance or as soon as possible. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties.

**Employees on Temporary Disability Leave or Temporary Medical Leave are responsible for the total cost of the medical insurance premium, which includes the District's contribution. If paid leave (personal illness & personal day accruals) is exhausted and/or sufficient funds are*

unavailable in the employee's paycheck, the employee must remit payment to the District to cover the cost of medical and supplemental insurance premiums.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported via the first report of injury form found at www.irvingisd.net/injured.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Absences reported due to death in the family require the use of any combination of accrued local sick leave, state sick leave, and/or state personal leave, not to exceed five (5) workdays per occurrence. If no accrued leave is available, absences will be unpaid.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact HR-BenefitsandLeaves@IrvingISD.net. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact HR-BenefitsandLeaves@IrvingISD.net for details on

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

The Office of Marketing and Communications is the voice of the District, ensuring students, parents, staff and community are informed about and engaged with our schools, program offerings and support systems. We communicate this information in a strategic and timely

manner, encouraging all stakeholders to become District advocates.

The talents of the team include communication strategies, storytelling, social media, digital marketing, web design and architecture, traditional marketing, graphic design, branding and style, videography and more.

The Office of Marketing and Communications also uses storytelling to share the good news of the District on an online newsroom, *The Insider*. The newsroom publishes up to four stories and videos a week, spotlighting students and staff, capturing human interest stories and releasing newsworthy information. The online newsroom can be found by visiting www.theinsider.irvingisd.net

The Office of Marketing and Communications also facilitates communication with outside media and news outlets. If you are contacted by a member of the press, please reach out to the Office of Marketing and Communications for assistance prior to making any statement in your official capacity as a District employee.

Additional Channels for Communicating District News and Information

- Irving District Website: www.irvingisd.net
- Social Media:
    - Facebook: facebook.com/IrvingSchools
    - Spanish Facebook: facebook.com/IrvingSchoolsEspanol
    - Twitter: twitter.com/IrvingISD
    - Instagram: instagram.com/irvingisd
    - Nextdoor: https://nextdoor.com/agency/irving-isd
    - Peachjar: https://www.irvingisd.net/peachjar

- School Messenger: Our automated communication system that sends calls, emails and text messages involving emergencies, school closings and other important announcements.
- ISTV - Irving ISD's TV channel. See programming at istv.irvingisd.net; on cable at Verizon Fios channel 33, Time Warner Cable channel 98 and AT&T U-verse under the Government/Education section.
- Constant Contact: Utilizing the constant contact email platform, regular emails are sent to both internal and external stakeholders featuring the District's top stories and information.
- ITK (In the Know) - Newsletter sent to all Irving ISD employees designed to inform staff about news, announcements and helpful information twice a week and as needed for bigger announcements.

To learn more about the Office of Communications and Marketing and request their services, please visit their website at

https://www.IrvingISD.net/Communications.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is noted in Board Policy DGBA (LOCAL).

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including *refusing to follow lawful directives, disrespecting authority, failing to perform assigned duties, being insubordinate*; or intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See the *Reports to the Texas Education Agency* section of this handbook for additional information.

Unauthorized recordings

No employee may make an unauthorized audio or visual recording of a conversation or meeting pertaining to district business unless the employee making the recording notifies all participants in the conversation or meeting of the recording. An employee making an authorized recording shall ensure that the recording device is located in plain view for the duration of the conversation or meeting. Secret recordings shall be prohibited. These provisions are not intended to limit or restrict recordings involving authorized investigations conducted by District personnel or any meeting recorded in accordance with Board policy, including Board meetings,

grievance hearings, and audio recordings of meetings or proceedings at which the substance of an employee grievance is discussed.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Examinations During Employment*. The Superintendent or designee may require an employee to undergo a medical examination/test if information received from the employee, the employee's supervisor, or other sources indicates the employee has a physical or mental impairment that interferes with the employee's ability to perform essential job functions or poses a direct threat to the health or safety of the employee or others.*

Dress Code

Policy DH

Employees are expected to dress in a manner which reflects professional status and reinforces the standards set for students. The District is proud of its professional image in the community. It is important that all employees conduct themselves at all times in a manner that best represents the District and the individual. What employees wear reflects on the District, just as much as the District and its image in the community reflects on employees.

General Guidelines:

- *Appropriate professional clothing includes, but is not limited to, suits, skirts, slacks, capri-length slacks, sleeved dresses, dress slacks or khakis, blouses, polo shirts, turtlenecks, oxfords, sweater and vests, blazers, or sport coats. Garments shall be appropriate length – the hem of the garment shall be at approximately the knee; capri-length slacks – between mid-calf and the ankle.*
- *T-shirts, jeans and/or tennis shoes are not acceptable attire for professional personnel. The only exceptions are in assignments such as physical education when professional dress is not appropriate or on designated spirit days (Fridays), when appropriate t-shirt, jeans, and/or tennis shoes are permitted. Jeans must be appropriately fitting – neither too tight nor too loose. Jeans should not be frayed, torn or have holes or tears.*
- *Employees are required to visibly wear photo ID badges at all times.*
- *The principal or supervisor has ultimate discretion as to what is appropriate for the campus or department.*

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is noted in Board Policy DIA (LOCAL).

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. 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 based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See the

Reporting Suspected Child Abuse section and the *Bullying* section of this handbook for additional information.

Procedures for reporting and investigating harassment of students are listed below:

Definitions

"Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or patterns of exclusivity, but does not include appropriate
educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, may constitute prima facie evidence of the solicitation by an educator of a romantic relationship with a student:

1. Behavior, gestures, expressions, or communications with a student that are unrelated to the educator's job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior include:
    a. The nature of the communications;
    b. The timing of the communications;
    c. The extent of the communications;
    d. Whether the communications were made openly or secretly;
    e. The extent that the educator attempts to conceal the communications;
    f. If the educator claims to be counseling a student, SBEC may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and
    g. Any other evidence tending to show the context of the communications between educator and student.

2. Making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images.

3. Making sexually demeaning comments to a student.

4. Making comments about a student's potential sexual performance.

5. Requesting details of a student's sexual history.

6. Requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator.

7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.

8. Inappropriate hugging, kissing, or excessive touching.

9. Providing the student with drugs or alcohol.

10. Violating written directives from school administrators regarding the educator's behavior toward a student.

11. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.
12. Any other acts tending to show that the educator solicited a romantic relationship with the student. *19 TAC 249.3(51)*

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or

pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Procedures for Reporting

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

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.

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

A person responsible for the care, custody, or welfare of the child (including a teacher) is required to report alleged abuse or neglect to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (https://www.txabusehotline.org/Login/Default.aspx or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at www.irvingisd.net/reportabuse. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee the conduct below must also be reported:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Technology Services.

Staff Cell Phone Use During Instructional Time

Policy CQ

Personal phone usage during work hours distracts employees from their job responsibilities and may be disruptive to coworkers and instruction.

To support a focused and effective learning environment, Irving ISD staff are expected to refrain from personal cell phone use during instructional time. This policy ensures that educators

remain fully engaged with students and instructional responsibilities, modeling appropriate digital behavior. Employees are expected to inform friends and family members of this procedure and will be held accountable for their actions under the District's disciplinary procedure.

This directive aligns with the requirements of Texas House Bill 1481, which amends Texas Education Code Section 38.0232, mandating that school districts implement policies prohibiting student use of personal communication devices during the school day. Staff adherence to this standard reinforces district-wide efforts to maintain instructional integrity and comply with state law.

Personal Use of Electronic Communications

Policy CQ, CY, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.

- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
    - Confidentiality of student records. [See Policy FL]
    - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
    - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
    - Copyright law [See Policy CY]
    - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents,* below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who

claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message; and/or
- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message.

- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 7:00 p.m. and 7:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- **The employee has no expectation of a right to privacy with respect to communications with students and parents.**
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
  - Copyright law [Policy CY]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee shall provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed, in accordance with the district's record retention policy.

- An employee shall notify his or supervisor in writing **within 24 hours** if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain District information on privately owned devices. Any district information must be forwarded or transferred to the District to be preserved. If an employee does have work-related information on a privately-owned device, the employee may be directed to provide access to such work-related information upon request. Employees do not hold individual privacy rights to work-related information, which may be subject to the Public Information Act or FERPA disclosure. The District will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- *Verbal or written directive*
- *Remote access to district-owned devices and services*

Criminal History Background Checks

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses, *including misdemeanors,* listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity

- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Alcohol and Drug-Abuse Prevention

Policy DH

Irving ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school- related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant,

depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Please note that some substances that can be legally obtained in Texas or other states may contain controlled substances that are prohibited under the Federal Drug-Free Workplace Act. An employee who tests positive for use of a federally prohibited controlled substance may be subject to disciplinary sanctions.

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions

- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Fundraisers and Cash Handling { XE "Fundraisers and Cash Handling" }

Policy CAA, CFD, FM, GE

All fundraisers by student organizations and school-affiliated organizations must be approved in advance by the principal or appropriate supervisor. The District has established procedures for handling and processing all cash collections/payments at the campus and administrative office/department/division levels.

Campus-based employees should consult with their principal regarding the responsibilities for accepting, receiving, and depositing cash from students and for all school-related activities. If applicable, non-campus-based employees should consult with their administrator for cash handling procedures involving their office/department/division.

The District has established Board policy regarding activity funds. The principal (campus administrator) is responsible for the school's activity funds. Inappropriate cash handling can lead to administrative and legal action. Parent Teacher Association (PTA) and booster club officers are responsible for their organization's operations and fundraisers including the handling of funds for their organization.

Each individual booster club is to be regulated by its guidelines as an independent non-profit organization and is subject to UIL regulations and Board policy. Policies and procedures are in place to protect the employee or volunteer responsible for cash handling. Failure to follow proper cash handling and accounting procedures can lead to administrative and legal action.

Use and Disposal of IISD Property { XE "Property Disposal" }

Policy CI

Employees are advised that no property of the Irving Independent School District is to be used or sold for personal gain by any District employee. Further, District property is not to be "borrowed," taken off District premises, or utilized for non-District purposes by any employee or other person. District employees are expected to properly use and safeguard District property in their department.

According to the Texas Penal Code, Section 1.07(41), all District employees are public servants and therefore subject to prosecution under the Penal Code regarding offenses against public

administration, including abuse of office (Texas Penal Code Chapter 39). All District employees shall perform their duties in conformity with District policy, ethical standards, and state and federal law.

All rights and titles to District property, whether real or personal, are vested in the District's Board of Trustees. Only the Superintendent or designee is authorized to declare District materials, equipment, furniture, books, pamphlets, to be outdated or unusable ("Surplus Property").

The Director of Purchasing is responsible for the disposal of Surplus Property. Proper disposal by said director may be through public auction or sealed bids, salvage for parts, trade in on new equipment, sale for scrap, or destruction. No person, other than the Director of Purchasing, Coordinator of Document Services and Fixed Assets or an individual expressly authorized by the Superintendent, may dispose of District property.

Endorsements

Policy DBD

An employee shall not require or use undue influence to pressure students or employees to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during non-school hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See the *Emergencies* section of this handbook for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.

- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact the Chief of Administrative Services or the Director of Safety and Security.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor, School Resource Officer, or call the Irving Police Department immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge. District employees, including those on family/medical leave, are not allowed to bring family members to the workplace during normal business/work hours. Brief visits (e.g., an employee brings his/her child, grandchild or other relative in to introduce that child to co-workers) may be allowed provided the employee supervises the visitors at all times during the visit and the visit must be coordinated and approved by the employee's supervisor in advance of the visit. Supervisors should take the following into consideration when evaluating requested visits to the workplace: staff and student safety, school safety, school calendar of events, availability of campus resources, impact on the learning environment.

Asbestos Management Plan

Policy CSC

The District is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the office of the Chief of Administrative Services and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in the administration area. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

School Safety { XE "School Safety" }

Irving ISD is committed to the safety of our staff, students, and visitors. To ensure the safest environment possible, everyone must be committed to following safety protocols and remember that if they see something that looks suspicious, they should report it immediately by calling 911. The following protocols shall be followed at all times:

- *All exterior doors at Irving ISD buildings shall be closed, locked, and secured at all times. Exterior doors shall not be propped open or left unlocked.*
- *Classroom, gym, auditorium, and field house doors shall be closed and locked at all times.*
- *No device will be placed on any door that would interfere with its normal closing and locking.*
- *Doors that need to be opened for any period of time will be physically monitored at all times by a staff member.*
- *All other equipment/storage closets, electrical rooms, etc. shall be locked at all times.*
- *Any door or door lock that becomes inoperable must immediately be reported to Security Dispatch at 972-600-5134 and to the campus/building administration.*

Electronic Surveillance. *Electronic surveillance equipment is used from time to time on campus and at school sponsored activities. Teacher behavior recorded on electronic surveillance equipment is subject to review as documented behavior for evaluation and employment decisions.*

National School Lunch Program { XE "National School Lunch Program" }

Meals are available for employees to purchase through their campus or assigned-building's cafeteria. The price for employee-purchased meals must be set by the District in accordance with federal guidelines. No free cafeteria food is available for any employee or other adult. Please note that eating without payment, giving away, or mishandling food that has been subsidized through the National School Lunch Program can constitute a federal crime and result in disciplinary consequences and criminal penalties; this includes eating cafeteria food that is intended for students.

General Procedures

Emergency School Closing

Policy EB

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

News Media Contact

Irving ISD central office administrators will strive to contact the news media by 5:45 a.m. on days of school closings or delayed starts. Only specified administrators are authorized to contact the news media regarding school plans for the day. Radio stations to be contacted include:

- KEGL
- KESS (Spanish)
- KLUV
- KRLD
- WBAP

Television stations to be contacted include:

- KDFW – Fox 4 (Ch. 4)
- KXAS – NBC 5 (Ch. 5)
- WFAA – ABC (Ch. 8)
- KTVT – CBS 11 (Ch. 11)
- KERA – PBS (Ch. 13)
- KUVN – Univision (Ch. 23) [Spanish]
- KDAF – The 33 (Ch. 9)
- KXTX-TV – Telemundo (Ch. 39) [Spanish]
- ISTV – (Verizon Ch. 33/Time Warner Ch. 98)

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire

extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Tornado Occurrence

Should emergency situations such as a tornado warning or other severe weather occur, principals are charged with the responsibility of exercising judgment with extreme caution for the safety and welfare of students. Based upon U.S. Weather Bureau reports, school buses may be detained at the schools until it is determined that it is safe to dismiss the students.

Principals may grant students special permission to leave with parents.

Ice, Snow, and Hazardous Street Conditions

The District's schools will remain open, provided buildings can be comfortably heated and students can arrive at school safely. When conditions of inclement weather, icy roads, or lack of adequate heat exist, the Superintendent or designee will make a decision as to the closing of schools either for the entire day or a portion of the day.

If schools are closed or delayed in opening for the day, the Superintendent or designee will notify all IISD parents and staff using the SchoolMessenger notification system. All efforts will be made to send the notification by 5:45 a.m. the morning of a change in school operations. If the decision to close or delay school is made in the evening prior, then both parents and staff will receive notification via SchoolMessenger. All efforts will be made to send the notification by 10:00 p.m. the evening before a change in school operations. In addition, information regarding a change in the school day will be posted at the IISD website and area news media will also be notified.

In the event that the SchoolMessenger notification fails to reach any staff members, principals and central office administrators are instructed to make telephone contact with employees immediately after receiving operational plans from the Superintendent or designee. All principals will devise campus plans for notifying their staff members of the day's revised procedures and central office administrators will notify all personnel under their supervision.

On a day of school closing or delayed opening, messages will also be posted at the IISD website, www.irvingisd.net, on the radio and television stations listed above under Emergency School Closing and on social media networks maintained by the Office of Communications.

In the event of a late opening, all school personnel are expected to be on duty one hour prior to the determined delayed starting time for students. Buses will be scheduled to run one hour later than the regular schedule. Principals are advised to develop bell schedules, lunch schedules, etc., for delayed starting times of 9:00 a.m., 9:30 a.m., and 10:00 a.m. The latest delayed starting time that will be considered by the District is 10:00 a.m.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Purchasing Department through the official District requisition accounting system. No purchases, charges, or commitments to buy goods or services for the District can be made without a properly drawn purchase order. In an emergency declared by the Board of Trustees or their delegated proxy or in the event that there are technical problems with the accounting software that prevent the production of a purchase order, the Superintendent or designee may grant permission to purchase without a properly drawn purchase order. The District will not reimburse employees or assume responsibility for purchases or expenses made without authorization. Employees are not permitted to use District funds to purchase supplies or equipment for personal use. The Purchasing website has links to the Purchasing Manual and Quick Tips or you may contact the Purchasing Department for additional information.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify HR-StaffingAssistants@IrvingISD.net if there are any changes or corrections to their name and/or marital status.

Home address, contact telephone number, emergency contact, or beneficiary changes should be made through Employee Self Service.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to HumanResourcesDirectors@IrvingISD.net. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the

information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The *Custodial Services & Facilities Rental Manager* is responsible for scheduling the use of facilities after school hours. Contact *Custodial Services & Facilities Rental Manager* to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Office of Human Resources (as the Superintendent's designee). Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent, or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, sale, or distribution of a controlled substance
- Illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The superintendent is required to report such conduct to SBEC.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the Office of Human Resources at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to SBEC.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, DP

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DHC, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. See *Complaints and Grievances* section of this handbook.

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Any employee leaving the District is required to complete an employee exit form. Leaving employees are also encouraged to participate in an exit interview. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Upon separation of employment, all District owned property, ID card and resources must be returned to the supervisor. Absent exigent circumstances, an employee is responsible for removing their own personal property from their workspace prior to their last effective date of employment.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Irving ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment, should be directed to Samuel Hernandez, 2621 W Airport Fwy, Irving, TX 75062, sahernandez@irvingisd.net, 972-600-5023, the District Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Sofia Lopez, Director of At-Risk & Responsive Services, 2621 W Airport Fwy, Irving, TX 75062, soflopez@irvingisd.net, 972-600-5027, the District ADA/Section 504 coordinator. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- Legal Guardians: Adult(s) granted the legal rights to access the student's educational records by a court of law or lawfully executed document.

NOTE: The term "parents" is used in this Handbook to include both parents and legal guardians, as defined above.

- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the Office of Document Services for assistance.

Teachers may display students' assignments, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the District will seek parental consent (Student Directory Information Form Release of Directory Information for School-Sponsored Purposes) before displaying students' original work (such as artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works) on the District's website, a website affiliated with or sponsored by the District, such as a campus or classroom website, and in District publications, which may include printed materials, videos, or other methods of mass communication.

Teachers shall approve classroom assignments for appropriateness and acceptability before posting or transmitting.

No personally identifiable information about a District student will be posted on a webpage under the District's control unless the District has received written consent from the student's parent. An exception may be made for directory information as allowed by the Family Educational Rights and Privacy Act and District policy.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication or Diabetic Care to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication *or render care to students with diabetes. Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. In accordance with the Nursing Practice Act, nurses will*

not administer supplements, herbals, essentials oils, or homeopathic, which are not FDA approved or regulated. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. *The school nurse in collaboration with the principal of every campus will designate the employee(s) and the school nurse will complete a training for each employee on medication administration. A student who must take any medication during the school day must fill out the designated district form from his or her parent and provide the medicine in its original, properly labeled container.* Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have

been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to their administrative supervisor. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

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

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

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

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

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

policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Appendix A – Vehicle Safety and Use Guidelines and Procedures

Policy CNB

The following established guidelines and procedures are for all employees who operate a vehicle while conducting District business.

Purpose
To control the risk of loss in the operation of vehicles used in the conduct of Irving ISD business.

Summary
It shall be the practice of Irving ISD to promote the safe and accident-free operation of all vehicles used in conducting school business through proper driver management and safe driving practices.

Driver Responsibilities
Supervisors are responsible for ensuring that employees under their direction comply with all elements of this program.

All employees and officials who drive a vehicle to conduct District business must comply with applicable elements of this program and must complete the District Driver Request Form.

Driver Qualifications
Only District employees and District officials shall be authorized to drive District vehicles, including vehicles rented by the District. Examples of those who may be required to drive District vehicles as part of their job or function include, but are not limited to:

1. Employees assigned to a vehicle (e.g., maintenance, technology, food service, administrators, etc.)
2. Coaches
3. Campus administrators
4. District administrators
5. School Board members

Driver's License
Employees and officials who drive on District business must have a current and valid Texas driver's license appropriate for the classification of vehicles they drive. Drivers are to have their license in their possession at all times during the operation of a vehicle. The driver's license must be shown to the driver's manager or other District administrators if requested. An employee driver shall immediately notify their supervisor when their driver's license has expired, been suspended, revoked, or restricted, or in the event of an accident, or receipt of any citations within 24 hours or by the end of the next business day. If revocations, suspensions, restrictions, or citations are challenged in court, the decision must be reported to

the supervisor within 24 hours or by the end of the next business day after the decision. Failure to do so may result in loss of driving privileges or other disciplinary action.

Age Requirement
Drivers under the age of 21 are prohibited from operating vehicles owned by Irving ISD. Exemptions to this rule may be granted on a case-by-case basis for employees 18 years of age or older with no history of violations or preventable accidents on their driving record.

DEFINITIONS:

District vehicle: any vehicle owned, leased, or rented by Irving ISD.

Privately Owned Vehicle (POV): any vehicle that is not owned, leased, or rented by the District but operated for the benefit of the District transporting students.

Preventable Accident: one in which the driver failed to exercise every reasonable precaution to prevent the accident.

Major Preventable Accident: one in which the driver deliberately and knowingly failed to exercise reasonable precautions to prevent the accident. This includes, but is not limited to, driving under the influence of drugs or alcohol, reckless driving, or excessive speeding as indicated on the traffic citation or determined by a reliable witness(es).

Non-Preventable Accident: one which includes, but is not limited to:

- Driver's vehicle was legally and properly parked
- Driver's vehicle was struck in the rear

Procedure

A. General Requirements for all Drivers of Vehicle on District Business include:

a. Any Irving ISD driver shall have one and only one valid driver's license for the type of vehicle to be operated, issued within the requirements of their state of residence. They shall be physically and mentally fit, and, if required, meet physical requirements outlined in the Department of Transportation Regulations.

b. Adherence to all traffic laws is mandatory; however, the driver is also expected to take reasonable defensive action, including reducing speed, when confronted with unfavorable driving situations, including road or weather conditions.

c. All District-related vehicle accidents, whether preventable or non- preventable, will be thoroughly investigated, and appropriate vehicle accident reports will be prepared and submitted to the Director of Risk Management.

d. Unsafe driving techniques, reckless driving, texting, or driving under the influence of intoxicating, illegal, or prohibited substances will not be tolerated and shall be grounds for corrective action, up to and including termination.

e. District vehicles are to be driven only by the operator to whom the vehicle has been assigned or another operator to whom Irving ISD has authorized to operate a particular vehicle. District-owned leased, or rented vehicles are to be used only for District business and for transportation to and from the driver's usual place of employment when it is convenient to the District.Personal use is not permitted. Under no circumstances are hitchhikers or unapproved non-District passengers allowed in District vehicles.

f. When a person operates a POV on District business, they will maintain liability insurance with at least state-required minimum limits. Proof of insurance will be required and maintained in the supervisor's driver personnel file. The supervisor will ensure current proof of insurance is on file before students are transported.

g. If the vehicle is equipped with safety belts, it shall be properly fastened and used at all times by all occupants of District vehicles and POVs. It is the responsibility of the approved driver to verify if the student(s) they are transporting require a car or booster seat according to the National Highway Traffic Safety Administration's safety recommendations based on weight and height. More information is located here: https://www.nhtsa.gov/vehicle-safety/car-seats-and-booster-seats

h. A driver of a District vehicle or POV will assume costs resulting from traffic violations or criminal charges (excluding property damage or personal injury). This includes traffic fines, parking fines, bail bonds, legal defense of criminal charges, etc. The District expects all drivers to operate vehicles legally and safely.

i. Under no circumstances will fatigue be considered a valid excuse for an accident. The District does not expect any driver to endanger life and property by working beyond their physical endurance; therefore, the responsibility to avoid an accident due to fatigue rests solely with the driver.

j. The District's legal obligations and those of the insurance company must be met whenever an accident occurs while driving on District business. The following reporting requirements are necessary:

1. Police reports - The employee who was involved in an accident (no limit on dollar value) must complete any report required by law enforcement and prepare an IISD Vehicle Accident Report form or its equivalent. If necessary, the supervisor of the employee involved will prepare the report. Reports must be completed within twenty-four (24) hours and submitted to HR-Risk@irvingisd.net.

Suppose the accident was serious or involved a fatality. In that case, the employee's supervisor, Irving ISD Human Resources, and Irving ISD Safety and Security must be notified by telephone or radio immediately.

2. Supervisor's Vehicle Accident Investigation - A thorough investigation of each accident is essential to identifying the necessary action to prevent a recurrence. The immediate supervisor of the vehicle operator involved in an accident is to complete the report as soon as possible, with a preliminary report sent to HR-Risk@IrvingISD.net no less than forty-eight (48) hours following the accident.

k. Drug testing may be required after an accident. See Irving ISD Board Policies DBB and DHE.

l. Violations of the District and state motor vehicle rules and procedures will result in corrective action, up to and including the recommendation of termination of employment, depending on the severity of the violation and based on the following disciplinary guidelines:

- 1st Preventable Accident - This will result in the review of a driver safety video and a written performance correction notice/summary of conference. The employee will not be allowed to operate District motorized equipment until all requirements are complete.
- 2nd Preventable Accident - This will result in the required completion of a Defensive Driving course (at the expense of the District), review of a driver safety video, a written performance correction notice/summary of conference, and the employee will not be allowed to operate District motorized equipment until all requirements are complete.
- 3rd Preventable Accident - Driver will be subject to termination or assignment to a position not requiring vehicle operation.

NOTE: If an exception to the above guide is made, the driver's supervisor must prepare a written statement as to why the employee should be exempted. This statement must be approved by the superintendent (or designee) of Irving ISD and included in the employee's permanent personnel file.

m. Escalation of correction notices based on repeated preventable accidents (i.e., 1st, 2nd, 3rd) will be based on a 36-month window beginning on the date of the 1st Preventable Accident. The driver’s supervisor shall provide a copy of all documentation to the Director of Benefits, Risk Management, and HR Systems immediately following finalization of the accident review process.

n. A Preventable Accident remains in the employee file but will no longer be counted towards disciplinary decisions after 36 months from the date of the accident.

o. Major Preventable Accidents may result in immediate termination at the discretion of the Human Resources Department.

p. Approved drivers who have their Driver's License suspended or invalidated, for any reason will be disqualified from operating a District vehicle and will be subject to termination.

q. Any driver must advise their supervisor immediately in case of a moving violation conviction, or accident, on or off the job. Failure to advise the supervisor or attempt to conceal the information will result in corrective action, up to and including termination.

r. An employee who has obtained 10 points on their driving record with the State of Texas will be disqualified from operating a District vehicle and will be subject to termination.

Motor Vehicle Review (MVR) Review

District vehicle drivers must read and sign a Motor Vehicle Record (MVR) consent form that permits Irving ISD to complete a motor vehicle background check.

All drivers shall have their MVR reviewed prior to driving a District vehicle for the first time. Employees whose job descriptions include driving a District vehicle shall have their MVR reviewed upon hire. MVR checks are valid for one (1) year. Drivers with unacceptable MVRs shall be prohibited from operating an Irving ISD vehicle. Any change in the status of an MVR will result in an immediate MVR review and possible change in driving status.

Each year, each employee operating a District vehicle or POV transporting students will complete the online Driver Request Form to conduct a driver's record check. The form can be located at www.irvingisd.net/risk.

Driving Requirements

Employees and officials who drive District-owned vehicles on District business must follow all rules outlined in this program. When operating District vehicles, drivers should remember that their driving habits reflect on the District and its other employees and officials. Irving ISD vehicles must be used legally, courteously, and safely.

- Drivers must wear seat belts and require seat belts to be worn by their passengers.
- Alcohol, tobacco products, e-cigarettes, and other vapor products are not allowed in District vehicles.
- Drivers must not place or answer phone calls while driving District vehicles unless using a hands-free device. If no hands-free device is available, drivers must pull off the road to a safe location to place or answer calls.

- Drivers must do a walk-around inspection of any District vehicle before driving it to check for any visible maintenance or safety issues.
- Drivers are not allowed to operate a District vehicle continuously for more than 10 hours per day in good driving conditions and are strongly encouraged to plan mini breaks every two hours during long periods of driving.
- Drivers are responsible for the care of District vehicles assigned to them and may be held responsible for improper care and abuse of the vehicle. Misconduct could lead to withdrawal of driving privileges and/or disciplinary actions.

Department of Transportation (DOT) Regulated Vehicles

Any vehicle traveling across state lines with a gross vehicle weight rating over 10,000 lbs. (e.g., box trucks/moving vans) is subject to DOT regulations. Each driver must have a DOT compliant driver file maintained in the Transportation Department before being allowed to drive vehicles within this classification.

In addition to a DOT-compliant driver file, any driver of a vehicle with a gross vehicle weight rating over 26,000 lbs. (e.g., dump trucks, large construction vehicles, buses) must possess a valid commercial driver's license and be in compliance with DOT regulations.

The Irving ISD Transportation Department will be responsible for evaluating the applicability of DOT regulations to this District's operations and ensuring compliance with those regulations. All drivers of DOT-regulated vehicles will have responsibilities beyond those outlined in this policy and will receive additional training and information.

Point System for Screening District Drivers

Irving ISD uses a point system to screen drivers who drive District vehicles. Points are assessed based on violations listed on the driver's MVR as well as for preventable vehicle accidents. Irving ISD will use points to apply disciplinary action as follows:

- **3-5 points**: Driver will receive a courtesy letter/email.
- **6-9 points**: Driver will receive a warning and must successfully complete a driver improvement course.
- **10-and above points**: Driving privileges will be suspended and the employee will be subject to termination.

Points will accumulate for a period of 3 years before they are removed, with the exception of points received for major violations listed. Points received for major violations will remain for a period of 10 years. Points issued for vehicle incidents and violations are determined from the point classification descriptions below. Violations and points listed below are to be used as a guide and are not intended to be all-inclusive. Penalty points will be awarded as appropriate based on severity for any violations not specifically listed in this document.

Penalty Points for Major Violations

Assess ten (10) penalty points for each major violation if the date is within ten (10) years of the date of the driving record evaluation. Major violations include:

Driving while intoxicated (DWI)
Driving under influence (DUI)
Assault with motor vehicle
Felony involving a motor vehicle
Driving while license suspended
Driving while impaired
Fleeing a police officer
Administrative License Revocation (ALR)

Penalty Points for Moving Violations

Assess three (3) penalty points for each moving violation if the date is within three (3) years of the date of the driving record evaluation. Moving violations are defined as all moving traffic violations not listed in the major violations category. They do not include non-moving administrative offenses.

Examples of moving violations include, but are not limited to:

- Speeding
- Disregarding a traffic signal
- Disregarding a stop sign
- Failure to use turn signal
- Failure to yield right of way
- Improper passing
- Tailgating
- Failure to wear a seat belt
- Cell phone use in a school zone
- Failure to stop at stop sign
- Racing/speeding contest
- Careless/reckless driving

Penalty Points for Preventable Vehicle Accidents

Points for preventable vehicle accidents will be assessed immediately for accidents in a District vehicle or when identified on the driver's MVR. Multiple accidents will be assessed points on a graduated scale as follows: Assess three (3) penalty points for the first preventable accident.

Assess three (3) additional penalty points for a second preventable accident within three years of the date of the first accident. Assess four (4) additional penalty points for a third preventable accident within three years of the date of the first accident. Three preventable vehicle

accidents within a three-year period will add to 10 points and result in the suspension of driving privileges until the driver does not have three vehicle accidents occurring within the previous three years.

Drivers issued penalty points as a result of vehicle accidents shall be notified of their right to appeal.

Appeal of Vehicle Accident Penalty Points

Drivers issued penalty points as a result of vehicle accidents may request a review by the VARC. The VARC shall review information pertinent to the accident, which should include the Texas Peace Officer's Crash Report if available. In examining this report, consideration of such items as charges filed, investigators' narrative, diagram, and factors/conditions contributing to the accident should assist in making a determination as to whether or not the assessment of penalty points is appropriate.

If the VARC reviews the accident report and other pertinent information and determines that the driver was not a cause of the accident, no penalty points will be assessed. If the VARC determines that the applicant was a cause of the accident, penalty points shall be assessed as appropriate.

White Fleet Rental Vehicles

If an employee or official wishes to utilize a white fleet rental vehicle, he/she must:

- Be an approved Irving ISD driver.
- Possess an acceptable MVR as specified by this program.
- Possess a valid and current driver's license for the type of vehicle to be driven and be prepared to show the license.
- Be properly trained and qualified in the type of vehicle to be driven.

Drivers must abide by all procedures in the Irving ISD Vehicle Safety and Use Guidelines and Procedures.

Privately Owned Vehicles (POV)

In situations where a POV is used to conduct District business the following rules apply:

POVs driven for District business are to be driven by licensed adults; not students. Students are not to be asked to drive personal vehicles to conduct District business.

- Drivers of POVs for District business are required to carry personal auto liability insurance at all times.
- The insurance verification card must be carried in the vehicle while it is in use.
- The personal auto liability policy for the vehicle will be primary in the event of an accident.

Drivers of POVs for District business must report all accidents and/or citations during business hours to his or her supervisor.

Mobile Equipment/Utility Vehicles

- The following rules apply to the operation of utility vehicles (e.g., forklifts, riding mowers, golf carts, gators, etc.):
- Only authorized employees and officials are allowed to operate utility vehicles. Students are not allowed to operate utility vehicles and must maintain a safe distance.
- Every person in a utility vehicle must have a seat. No extra riders.
- Utility vehicles shall not be operated on public roadways. Operation on campus roadways is subject to written school policy and/or campus administrator approval and subject to all applicable traffic laws.
- Drivers must yield to pedestrians at all times.
- Occupants of the vehicles must remain seated in the designated passenger compartment or designated seats when the vehicle is in motion. Arms and legs must remain in the vehicle.
- Every effort should be made to prevent equipment or supplies from protruding out of the side of the vehicle while in transit.
- Use directional or hand signals before making a turn.
- Set the parking brake when not in transit.
- Utility vehicles must not be operated at night unless equipped with head and taillights.
- Utility vehicles should not be driven through playgrounds at any time when the playground is occupied.

The following rules apply to the towing of trailers:

- The driver must have experience and training in towing trailers.
- All District-owned trailers should be pulled with District-owned vehicles when possible. When a trailer is pulled by a non-District vehicle, the insurance of the non-District vehicle becomes primary for the non-District vehicle and the attached trailer.
- Any vehicle used to pull a trailer must meet all required towing specifications for the trailer.
- Driver must conduct a pre-trip walk-around inspection before pulling a trailer.
- The trailer must be of a type designed for the intended usage.
- The trailer should be loaded from front to rear and balanced from side to side. When connected, the trailer and the tow vehicle should be level at the hitching point.
- All cargo must be secured with appropriate tie-downs and/or chains.
- Drivers must travel at a reduced speed and maintain a safe following distance. Posted speed limits must be followed with a max speed limit of 60 mph.
- Tires should be blocked before uncoupling a trailer.
- Whenever possible, a spotter should be used when backing up.

Vehicle Security

The security of Irving ISD vehicles is of high importance. Drivers are expected to take all reasonable steps to ensure that vehicles and cargo are secure from theft and vandalism.

When unattended:

- Vehicle interiors shall be secured: windows up, doors locked, and keys removed.
- Cargo should not be left unattended.
- Tools should be secured inside the vehicle or in exterior locked compartments and out of sight.
- Vehicles that are parked off-site should be parked in a well-lit area, and should not be parked on the street.
- Do not leave target theft items (especially computers) in plain view inside a locked vehicle.

Pre-Trip Walk-Around Inspections

District vehicle drivers are responsible for conducting walk-around inspections of the vehicle and reporting any defects or damage to the Facilities Services Department before driving each day or shift. Drivers must also note defects or damage to seats, seat belts, interior lights, engine warning lights, rearview mirrors, and emergency equipment.

Defects or damage must be reported to the Facilities Services Department shop manager or foreman. The shop manager or foreman will evaluate the vehicle and ensure that all hazards are repaired promptly. Vehicles that are unsafe to drive must be placed out of service immediately.

Safety: All employees will exercise discretion and good judgment while operating a motor vehicle for District business. While conducting District business, employees will operate District vehicles and personal vehicles in a safe and prudent manner and are required to comply with all traffic regulations, laws, and ordinances. Any employee found to be operating a District vehicle in an unsafe or any manner that would bring discredit to the District will have their vehicle privileges revoked and will be subject to discipline.

Index

Accommodations
  ADA, 17
  pregnancy, 18
Administering medication, 85
Alcohol and drug
  abuse prevention, 66
  testing, 15
Arrests and convictions, 65
Asbestos management plan, 72
Assault leave, 43
Associations and political activities, 71
At-will employment, 13
Automatic payroll deposits, 25
Background checks, 65
Bad weather closing, 75
Benefits
  cafeteria plan, 27
  health insurance, 27
  leave, 30
  retirement, 28
  supplemental insurance, 27
  workers' compensation, 28, 43
Bereavement leave, 44
Board of Trustees
  information, 7
  meeting schedule, 8
  members, 7
Breaks, 17
Breast milk, 17
Bullying, 86
Cafeteria plan benefits, 27
Certification
  health and safety training, 15
  maintaining, 13
  parent notification, 18
Change of address, 77
Charitable contributions, 71
Child abuse
  reporting, 57
  sexual, 58
Code of ethics, 50
Committees, 20
Compensation, 22
Complaints
  employee, 48
  parent and student, 84
Compliance coordinators, 11, 83
Compliance with a subpoena, 44
Conduct and welfare, 49
Conflict of interest, 70
Contract
  employment, 12
  noncertified employees, 13
  nonrenewal, 80
Copyright materials, 70
Court appearances, 44
Court-ordered withholding, 82
Crime reporting, 59
Criminal history, 65
Dietary supplements, 85
Directories
  helpful contacts, 9
  school, 10
Disability, 17
Discrimination
  employee, 54
  student, 83
Dismissal
  contract employees, 80
  noncontract employees, 80
District
  communications, 46
  information, 6
  map, 6
Drug
  abuse prevention, 66
  psychotropic, 85
  testing, 15
E-cigarettes, 67
Electronic communications, 61, 62
Emergencies, 75
Employee
  conduct and welfare, 49
  involvement, 20

recognition, 46
Employee Wellness Days, 34
Employment
after retirement, 12
at-will, 13
authorization documents, 14
contract, 12
noncontract, 12
outside, 19
Endorsements, 69
Equal opportunity
educational, 83
employment, 11
Every Student Suceeds Act, 18
Exit interviews, 81
Facility use, 78
Family and medical leave, 37
Firearms, 72
Form I-9, 14
Fraud, 67
General procedures, 75
Gifts and favors, 70
Grievances, 48
Harassment, 54
Hazing, 91
Health insurance, 27
Health safety training, 15
Helpful contacts, 9
Holidays, 36
Insurance
health, 27
supplemental, 27
unemployment, 28
Internet use, 61, 62
Job Abandonment, 13
Job vacancy announcements, 12
Jury duty, 44
Leave
assault, 43
bank, 37
bereavement, 44
catastrophic, 37
court appearance, 44
discretionary, 32
family and medical, 37
jury duty, 44
local, 33
medical certification, 31
military, 45
nondiscretionary, 32
proration, 32
religious observance, 45
school business, 34
sick, 33
temporary disability, 41
temporary medical, 42
truancy court appearance, 44
workers' compensation, 43
Local Leave, 33
Maltreatment of children, 58
Medications, 85
Mental health training, 21
Military leave, 45
Mother-Friendly Worksite, 17
Name and address changes, 77
Nicotine
products, 67
use, 67
Non-Duty Days, 36
Nonrenewals, 80
Nursing mothers, 17
Outside employment, 19
Overpayments, 25
Overtime, 26
Parent and student complaints, 84
Parent notification, 18
Paychecks, 22
Payroll
automatic deposits, 25
deductions, 25
schedule, 22
Performance evaluation, 19
Personnel records, 77
Pest control treatment, 73
Political activities, 71
Possession of firearms and weapons, 72
Pregnant Workers Fairness Act, 18
Psychotropic drugs, 85

Public information, 65
Purchasing procedures, 77
Qualifying exigency, 41
Reading Academies, 14
Reassignments, 16
Religious observance, 45
Resignations, 79
  contract employees, 79
  noncontract employees, 79
Retaliation, 54
Retirement
  benefits, 28
  employment after, 12
Retirement Reimbursement of Local Leave, 29
Safety, 71
Salaries, 22
School
  calendar, 9
  closing, 75
  directory, 10
Scope and sequence, 60
Searches, 15
Security, 71
Sexual harassment, 54
Sick leave, 33
Staff Cell Phone Use, 60
Staff development, 20
Standards of conduct, 49
Student
  attendance, 86
  bullying, 86
  complaints, 84
  dietary supplements, 85
  discipline, 86
  equal educational opportunities, 83
  harassment, 54
  hazing, 91
  medication, 85
  records, 83
Supplemental insurance, 27
TEA reports, 59
Teacher retirement, 28
Technology resources, 60
Temporary disability leave, 41
Temporary medical leave, 42
Termination
  discharge of convicted employees, 81
  disimissal during the contract term, 80
  exit interviews, 81
  noncontract employees, 80
  nonrenewal, 80
  reports to TEA, 59, 79
  resignation, 79
Texas Mother-Friendly Worksite, 17
Text messaging, 62
Tobacco
  products, 67
  use, 67
Training
  health and safety, 15
  staff development, 20
Transfers, 16
Travel Expenses, 26
Truancy court appearances, 44
Tutoring, 19
Unemployment insurance, 28
Vacancy announcements, 12
Vacation, 35
Vehicle Safety, 92
Visitors, 72
Wages, 22
Weapons, 72
Whistleblower Act, 59
Work schedule, 16
Workers' compensation benefits, 28, 43
Workload, 16

IRVING
Independent School District

2025/26

EMPLOYEE BENEFITS

WORKING TOWARDS WELLNESS

A comprehensive guide to understanding your 2025-2026 employee benefits program

What's Inside

2 Introduction
3 Important Contacts
4 How to Enroll
6 Eligibility
8 Medical Coverage
13 Telemedicine
14 Health Care Options
15 Prescription Savings
16 Preventive Care
17 Benefits Assistance
18 Health Savings Account
19 Flexible Spending Accounts
21 Qualified HSA and FSA Expenses
22 HSA and FSA Comparison
23 Dental Coverage
25 Vision Coverage
26 Life and AD&D Insurance
28 Individual Life Insurance
29 Educator Disability Insurance
31 Hospital Indemnity
32 Critical Illness
33 Cancer Insurance
34 Employee Assistance Program
35 Catastrophic Leave Bank
36 Retirement Plans
37 Glossary of Terms
38 Important Legal Notices

If you (and/or your dependents) have Medicare or will become eligible for Medicare in the next 12 months, federal law gives you more choices for your prescription drug coverage. Please see page 38 for more details.

Welcome

We are pleased to offer a full benefits package to you and your eligible dependents. Read this guide to know what benefits are available to you. You may only enroll for or make changes to your benefits during Open Enrollment or when you have a Qualifying Life Event.

Availability Of Summary Health Information

Your plan offers medical coverage options. To help you make an informed choice, review each plan's Summary of Benefits and Coverage (SBC) available by accessing **www.mybenefitshub.com/irvingisd**.

Flip to...

4 How to Enroll
5 FAQ
8 Medical Benefits

Important Contacts

WORKING TOWARDS ANSWERS

Irving ISD Benefits
Irving ISD
972-600-5241
hr-benefitsandleaves@irvingisd.net

TRS Medical Coverage
Blue Cross Blue Shield of Texas
866-355-5999
www.bcbstx.com/trsactivecare

Telemedicine
Recuro Health
855-673-2876
www.recurohealth.com

Prescription Savings
Clever RX
800-873-1195
www.cleverrx.com

Health Savings Account
EECU
800-333-9934
www.eecu.org

Flexible Spending Accounts
Higginbotham
866-419-3519
https://flexservices.higginbotham.net

Dental
Cigna
Group #3337017
Total Cigna DPPO Network
Cigna Dental Care DHMO Network
800-244-6224
www.mycigna.com

Vision
Superior Vision
Group #30908
Superior Vision Network
800-507-3800
www.superiorvision.com

Life/AD&D
New York Life
Life Group #FLX-964086
AD&D Group #OK965703
800-362-4462
www.newyorklife.com

Educator Disability
New York Life
Group #SLH10016
800-362-4462
www.newyorklife.com

Hospital Indemnity
Cigna
Group #HC960777
800-362-4462
www.cigna.com

Critical Illness
New York Life
800-362-4462
www.mynylgbs.com

Cancer Insurance
Chubb
Group #1000000223
888-499-0425
educatorclaims@chubb.com

Employee Assistance Program
New York Life
800-344-9752
WEB ID #NYLGBS
www.guidanceresources.com

457(b) Retirement Plan
TCG Administrators
800-943-9179
www.tcgservices.com

403(b) Retirement Plan
NBS
855-399-0335
www.nbsbenefits.com

Benefits Assistance
Higginbotham Public Sector
833-900-1491
irvingisd@hps.higginbotham.net

How to Enroll

All Your Benefits – One App!

Employee benefits made easy through *HiggOnTheGo*!

Text **BENEFITS** to **214-831-4265** to receive the app download link and opt into important text message* enrollment reminders. Scan the QR code to only download *HiggOnTheGo*.

- Benefits resources
- Online enrollment
- Interactive tools
- And more!

* Standard message rates may apply.

GET IT ON Google Play

Download on the App Store

BENEFIT QUESTIONS?

- Ask your Benefits Department.
- Call **833-900-1491** for Higginbotham Public Sector.

Login Process

1. Go to **www.mybenefitshub.com/irvingisd**. Scan the QR code below.
2. Click *Login*.
3. Log in with **Microsoft**.
4. If you need assistance, contact Irving ISD Tech Support at **972-600-5260**.

How to Enroll

Enrollment FAQs

What if I miss the enrollment deadline?

You may only enroll for, or change your benefits during Open Enrollment, or if you have a Qualifying Life Event.

Is there an age limit for dependents to be covered under my benefits?

You may cover dependents up to age 26 on most benefit plans, but there are exceptions. See the Eligibility section for more details.

Where do I find benefit summaries and forms?

Access **www.mybenefitshub.com/irvingisd** and click on the benefit plan you need (i.e., dental). Forms and benefits information are under the *Benefits and Form* section.

How do I find an in-network provider?

Access **www.mybenefitshub.com/irvingisd** and click on the benefit plan for the provider you need to find. Click on the *Quick Links* section to find provider search links.

When will I get my ID cards?

If the medical carrier provides ID cards and there is a plan change, new cards usually arrive within four weeks of your effective date. If there are no plan changes, a new card may not be issued.

You may not need a card for dental and vision plans. Simply give your provider the insurance company's name and phone number to verify benefits. You can also print a temporary card by visiting the insurance company's website.

BENEFIT QUESTIONS?

- Ask your Benefits Department.
- Call **833-900-1491** for Higginbotham Public Sector.

Important Limitations and Exclusions Information

The following limitations and exclusions may apply when obtaining coverage as a married couple or for your dependents.

Can I cover my family — a spouse or a dependent — as dependents on my benefits if we work for the same employer?

Some benefits may not allow you to do this if you work for the same employer. Review the applicable plan documents, contact Higginbotham Public Sector, or contact the insurance carrier for spouse and dependent eligibility.

Are there FSA/HSA limitations for married couples?

Yes, generally. Married couples may not enroll in both a Flexible Spending Account (FSA) and a Health Savings Account (HSA). If your spouse is covered under an FSA that reimburses for medical expenses, then you and your spouse are not HSA-eligible – even if you would not use your spouse's FSA to reimburse your expenses. However, there are some exceptions to the general limitation for specific types of FSAs. Contact the FSA and/or HSA provider before you enroll or reach out to your tax advisor for further guidance.

Disclaimer: You acknowledge that you have read the limitations and exclusions that may apply to obtaining spouse and dependent coverage, including limitations and exclusions that may apply to enrollment in Flexible Spending Accounts and a Health Savings Account as a married couple. You, the enrollee, shall hold harmless, defend, and indemnify Higginbotham Public Sector, LLC from any and all claims, actions, suits, charges, and judgments whatsoever that arise out of your enrollment in spouse and/or dependent coverage, including enrollment in an FSA and HSA.

Eligibility

Who is Eligible for Benefits

You are eligible for coverage if you are a regular, full-time employee. You may only enroll for coverage when:

- You are a new hire
- It is Open Enrollment (OE)
- You have a Qualifying Life Event (QLE)

Status	New Hire	Employee	Dependent(s)
Who is Eligible	• Regular, full-time employee • Working an average of 20 hours per week	• Regular, full-time employee • Working an average of 20 hours per week	• Your legal spouse • Child(ren) under age 26, regardless of student, dependency, or marital status • Child(ren) over age 26 who are fully dependent on you for support due to a mental or physical disability and who are indicated as such on your federal tax return
When to Enroll	• Enroll by the deadline given by Human Resources	• Enroll during OE or when you have a QLE	• You must enroll the dependent(s) during OE or when you have a QLE • When covering dependents, you must enroll for and be on the same plans • Dependents cannot be double-covered by married spouses within the district as both employees and dependents
When Coverage Starts	• First of month following or coincident with date of hire	• You must be actively at work on the plan effective date for new benefits to be effective • QLE: Ask Human Resources	• Based on OE or QLE effective dates

About Your Coverage Effective Date

You must be actively at work on the date your coverage becomes effective. Your coverage must be in effect for your spouse's and eligible children's coverage to take effect. See plan documents for specific details.

See Important Limitations and Exclusions section.

Maximum Dependent Eligibility Age by Plan

TO AGE 26

Medical, Telemedicine, Dental, Vision, Life and AD&D, Cancer, Hospital Indemnity, and Critical Illness

Qualifying Life Events

You may only change coverage during the plan year if you have a Qualifying Life Event, such as:

Marriage

Divorce

Annulment

Birth

Adoption

Placement for adoption

Change in benefits eligibility

Death

Undergoing FMLA, COBRA event, judgment, or decree

Becoming eligible for Medicare, Medicaid, or TRICARE

Receiving a Qualified Medical Child Support Order

Gain or loss of benefits coverage

Change in employment status affecting benefits

You have **30 days** from the event to **notify the Irving ISD Benefits Department** and **complete your changes**. You may need to provide documents to verify the change.

Medical Coverage

Our medical plans protect you and your family from major financial hardship in the event of illness or injury.

Medical Provider:

BlueCross BlueShield of Texas

All TRS-Active participants may enroll in one of the following plans:

- **TRS-ActiveCare Primary**
- **TRS-ActiveCare Primary +**
- **TRS-ActiveCare HD**

The **TRS-ActiveCare 2** plan is closed to new enrollments, but you may continue in the plan if you are a current participant.

Find an In-Network Provider

Visit **www.bcbstx.com/trsactivecare**.
Call **866-355-5999**.

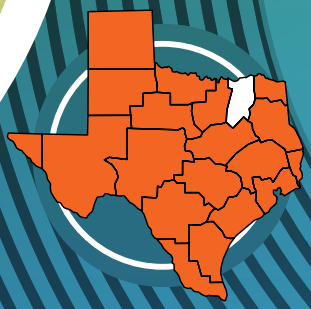
Watch and learn more!

TRS Region 10 Monthly Medical Rates

	TRS-ActiveCare Primary		TRS-ActiveCare Primary+		TRS-ActiveCare HD		TRS-ActiveCare 2	
12 Pay Rates – Professional and Paraprofessional								
Irving ISD contributes $506 per month	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$556.00	**$50.00**	$653.00	**$147.00**	$570.00	**$64.00**	$1,013.00	**$507.00**
Employee and Spouse	$1,502.00	**$996.00**	$1,698.00	**$1,192.00**	$1,539.00	**$1,033.00**	$2,402.00	**$1,896.00**
Employee and Child(ren)	$946.00	**$440.00**	$1,111.00	**$605.00**	$969.00	**$463.00**	$1,507.00	**$1,001.00**
Employee and Family	$1,891.00	**$1,385.00**	$2,155.00	**$1,649.00**	$1,938.00	**$1,432.00**	$2,841.00	**$2,335.00**
24 Pay Rates – Facilities Services and Operations								
Irving ISD contributes $253 per pay period	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$278.00	**$25.00**	$326.50	**$73.50**	$285.00	**$32.00**	$506.50	**$253.50**
Employee and Spouse	$751.00	**$498.00**	$849.00	**$596.00**	$769.50	**$516.50**	$1,201.00	**$948.00**
Employee and Child(ren)	$473.00	**$220.00**	$555.50	**$302.50**	$484.50	**$231.50**	$753.50	**$500.50**
Employee and Family	$945.50	**$692.50**	$1,077.50	**$824.50**	$969.00	**$716.00**	$1,420.50	**$1,167.50**
17 Pay Rates – Food Service and CAO's								
Irving ISD contributes $357.18 per pay period	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$392.47	**$35.29**	$460.94	**$103.76**	$402.35	**$45.18**	$715.06	**$357.88**
Employee and Spouse	$1,060.24	**$703.06**	$1,198.59	**$841.41**	$1,086.35	**$729.18**	$1,695.53	**$1,338.35**
Employee and Child(ren)	$667.76	**$310.59**	$784.24	**$427.06**	$684.00	**$326.82**	$1,063.76	**$706.59**
Employee and Family	$1,334.82	**$977.65**	$1,521.18	**$1,164.00**	$1,368.00	**$1,010.82**	$2,005.41	**$1,648.24**

TRS ACTIVECARE
TEACHER RETIREMENT SYSTEM OF TEXAS

TRS-ActiveCare
PLAN HIGHLIGHTS 2025-26



TRS-ActiveCare
REGION 10

LEARN THE TERMS

- **PREMIUM:** The monthly amount you pay for health care coverage.
- **DEDUCTIBLE:** The annual amount for medical expenses you're responsible to pay before your plan begins to pay.
- **COPAY:** The set amount you pay for a covered service at the time you receive it. The amount can vary based on the service.
- **COINSURANCE:** The portion you're required to pay for services after you meet your deductible. It's often a specified percentage of the costs; e.g., you pay 20% while the health care plan pays 80%.
- **OUT-OF-POCKET MAXIMUM:** The maximum amount you pay each year for medical costs. After reaching the out-of-pocket maximum, the plan pays 100% of allowable charges for covered services.

765391.0225

2025-26 TRS-ActiveCare Plan Highlights Sept. 1, 2025 –

How to Calculate Your Monthly Premium

Total Monthly Premium
− Your Employer Contribution

= Your Premium

Ask your Benefits Administrator for your district's specific premiums.

Wellness Benefits at No Extra Cost*

Being healthy is easy with:

- $0 preventive care
- 24/7 customer service
- One-on-one health coaches
- Weight loss programs
- Nutrition programs
- Ovia™ pregnancy support
- TRS Virtual Health
- Mental health benefits
- And much more!

**Available for all plans.*
See the benefits guide for more details.

Primary Plans & Mental Health

- Both Primary and Primary+ offer $0 virtual mental health visits with any in-network provider.

All TRS-ActiveCare participants have **three plan options**.

	TRS-ActiveCare Primary	TRS-
Plan Summary	• Lowest premium of all three plans • Copays for doctor visits before you meet your deductible • Statewide network • Primary Care Provider referrals required to see specialists • Not compatible with a Health Savings Account • No out-of-network coverage	• Lower deductible t • Copays for many s • Higher premium • Statewide network • Primary Care Provi • Not compatible wit • No out-of-network

Monthly Premiums	Total Premium	Employer Contribution	Your Premium	Total Premium
Employee Only	$556			$653
Employee and Spouse	$1,502			$1,698
Employee and Children	$946			$1,111
Employee and Family	$1,891			$2,155

Plan Features		
Type of Coverage	In-Network Coverage Only	I
Individual/Family Deductible	$2,500/$5,000	
Coinsurance	You pay 30% after deductible	Yo
Individual/Family Maximum Out of Pocket	$8,050/$16,100	
Network	Statewide Network	
PCP Required	Yes	

Doctor Visits		
Primary Care	$30 copay	
Specialist	$70 copay	

Immediate Care		
Urgent Care	$50 copay	
Emergency Care	You pay 30% after deductible	Yo
TRS Virtual Health-RediMD™	$0 per medical consultation	$
TRS Virtual Health-Teladoc®	$12 per medical consultation	$1

Prescription Drugs		
Drug Deductible	Integrated with medical	$200 deduct
Generics (31-Day Supply/90-Day Supply)	$15/$45 copay; $0 copay for certain generics	
Preferred (Max does not apply if brand is selected and generic is available)	You pay 30% after deductible	You pay 2 You pay
Non-preferred	You pay 50% after deductible	Yo
Specialty (31-Day Max)	$0 if SaveOnSP eligible; You pay 30% after deductible	$0 if SaveOnSI
Insulin Out-of-Pocket Costs	$25 copay for 31-day supply; $75 for 61-90 day supply	$25 copay for 3

Aug. 31, 2026

TRS ActiveCare
TEACHER RETIREMENT SYSTEM OF TEXAS

Each includes a wide range of wellness benefits.

-ActiveCare Primary+	TRS-ActiveCare HD
han the HD and Primary plans ervices and drugs ider referrals required to see specialists th a Health Savings Account coverage	• Compatible with a Health Savings Account • Nationwide network with out-of-network coverage • No requirement for Primary Care Providers or referrals • Must meet your deductible before plan pays for non-preventive care

Employer Contribution	Your Premium	Total Premium	Employer Contribution	Your Premium
		$570		
		$1,539		
		$969		
		$1,938		

n-Network Coverage Only	In-Network	Out-of-Network
$1,200/$2,400	$3,300/$6,600	$6,600/$13,200
u pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible
$6,900/$13,800	$8,300/$16,600	$20,500/$41,000
Statewide Network	Nationwide Network	
Yes	No	

$15 copay	You pay 30% after deductible	You pay 50% after deductible
$70 copay	You pay 30% after deductible	You pay 50% after deductible

$50 copay	You pay 30% after deductible	You pay 50% after deductible
u pay 20% after deductible	You pay 30% after deductible	
0 per medical consultation	$30 per medical consultation	
12 per medical consultation	$42 per medical consultation	

ible per participant (brand drugs only)	Integrated with medical
$15/$45 copay	You pay 20% after deductible; $0 coinsurance for certain generics
25% after deductible ($100 max)/ 25% after deductible ($265 max)	You pay 25% after deductible
u pay 50% after deductible	You pay 50% after deductible
P eligible; You pay 30% after deductible	You pay 20% after deductible
31-day supply; $75 for 61-90 day supply	You pay 25% after deductible

This plan is closed and not accepting new enrollees. If you're currently enrolled in TRS-ActiveCare 2, you can remain in this plan.

TRS-ActiveCare 2

- Closed to new enrollees
- Current enrollees can choose to stay in plan
- Lower deductible
- Copays for many services and drugs
- Nationwide network with out-of-network coverage
- No requirement for Primary Care Providers or referrals

Total Premium	Employer Contribution	Your Premium
$1,013		
$2,402		
$1,507		
$2,841		

In-Network	Out-of-Network
$1,000/$3,000	$2,000/$6,000
You pay 20% after deductible	You pay 40% after deductible
$7,900/$15,800	$23,700/$47,400
Nationwide Network	
No	

$30 copay	You pay 40% after deductible
$70 copay	You pay 40% after deductible

$50 copay	You pay 40% after deductible
You pay a $250 copay plus 20% after deductible	
$0 per medical consultation	
$12 per medical consultation	

$200 brand deductible
$20/$45 copay
You pay 25% after deductible ($40 min/$80 max)/ You pay 25% after deductible ($105 min/$210 max)
You pay 50% after deductible ($100 min/$200 max)/ You pay 50% after deductible ($215 min/$430 max)
$0 if SaveOnSP eligible; You pay 30% after deductible ($200 min/$900 max)/ No 90-day supply of specialty medications
$25 copay for 31-day supply; $75 for 61-90 day supply

Compare Prices for Common Medical Services

REMEMBER: Call a Personal Health Guide 24/7 to help you find the best price for a medical service. Reach them at **1-866-355-5999**.

Benefit	TRS-ActiveCare Primary	TRS-ActiveCare Primary+	TRS-ActiveCare HD		TRS-ActiveCare 2	
	In-Network Only	In-Network Only	In-Network	Out-of-Network	In-Network	Out-of-Network
Diagnostic Labs**	Office/Indpendent Lab: You pay $0 Outpatient: You pay 30% after deductible	Office/Indpendent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	Office/Indpendent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 40% after deductible
High-Tech Radiology	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible + $100 copay per procedure	You pay 40% after deductible + $100 copay per procedure
Outpatient Costs	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible ($150 facility copay per incident)	You pay 40% after deductible ($150 facility copay per incident)
Inpatient Hospital Costs	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible ($500 facility per day maximum)	You pay 20% after deductible ($150 facility copay per day)	You pay 40% after deductible ($500 facility copay per incident)
Freestanding Emergency Room	You pay $500 copay + 30% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 30% after deductible	You pay $500 copay + 50% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 40% after deductible
Bariatric Surgery	Facility: You pay 30% after deductible Professional Services: You pay $5,000 copay + 30% after deductible Only covered if rendered at a BDC+ facility	Facility: You pay 20% after deductible Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered	Not Covered	Facility: You pay 20% after deductible ($150 facility copay per day) Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered
Annual Vision Exam (one per plan year; performed by an ophthalmologist or optometrist)	You pay $70 copay	You pay $70 copay	You pay 30% after deductible	You pay 50% after deductible	You pay $70 copay	You pay 40% after deductible
Annual Hearing Exam (one per plan year)	$30 PCP copay $70 specialist copay	$15 PCP copay $70 specialist copay	You pay 30% after deductible	You pay 50% after deductible	$30 PCP copay $70 specialist copay	You pay 40% after deductible

***Pre-certification for genetic and specialty testing may apply. Contact a PHG at **1-866-355-5999** with questions.*

www.trs.texas.gov

Revised 05/30/25

Telemedicine

Your benefit coverage offers access to quality telemedicine services. Connect anytime day or night with a board-certified doctor via your mobile device or computer **for free**!

Telemedicine Provider:

RECURO HEALTH

While telemedicine does not replace your primary care physician, it is a convenient and cost-effective option when you need care and:

- Have a non-emergency issue and are considering an after hours health care clinic, urgent care clinic, or emergency room for treatment
- Are on a business trip, vacation, or away from home
- Are unable to see your primary care physician

When to Use Telemedicine

Use telemedicine for minor conditions such as:

- Sore throat
- Headache
- Stomachache
- Cold/flu
- Allergies
- Fever
- Urinary tract infections

Recuro Behavioral Health

Managing stress or life changes can be overwhelming but it's easier than ever to get help right in the comfort of your own home. Talk to a licensed counselor or psychiatrist by phone, secure video, or app from your home, office, or on the go! **Recuro** offers affordable, confidential online therapy for a variety of counseling needs.

Do not use telemedicine for serious or life-threatening emergencies.

Registration is Easy

Register today so you are ready to use this valuable service when and where you need it.

Visit **www.recurohealth.com**.

Call **855-6RECURO**.

Download the **Recuro** app to your mobile device.

Watch and learn more!

Health Care Options

Becoming familiar with your options for medical care can save you time and money.

Health Care Provider		Symptoms	Average Cost	Average Wait
Non-Emergency Care				
TELEMEDICINE	Access to care via phone, online video, or mobile app whether you are at home, work, or traveling; medications can be prescribed 24 hours a day, 7 days a week	• Allergies • Cough/cold/flu • Rash • Stomachache	$0	2-5 minutes
DOCTOR'S OFFICE	Generally, the best place for routine preventive care; established relationship; able to treat based on medical history Office hours vary	• Infections • Sore and strep throat • Vaccinations • Minor injuries/sprains/ strains	$	15-20 minutes
RETAIL CLINIC	Usually lower out-of-pocket cost than urgent care; when you can't see your doctor; located in stores and pharmacies Hours vary based on store hours	• Common infections • Minor injuries • Pregnancy tests • Vaccinations	$	15 minutes
URGENT CARE	When you need immediate attention; walk-in basis is usually accepted Generally includes evening, weekend and holiday hours	• Sprains and strains • Minor broken bones • Small cuts that may require stitches • Minor burns and infections	$$	15-30 minutes
Emergency Care				
HOSPITAL ER	Life-threatening or critical conditions; trauma treatment; multiple bills for doctor and facility 24 hours a day, 7 days a week	• Chest pain • Difficulty breathing • Severe bleeding • Blurred or sudden loss of vision • Major broken bones	$$$$	4+ hours
FREESTANDING ER	Services do not include trauma care; can look similar to an urgent care center, but medical bills may be 10 times higher 24 hours a day, 7 days a week	• Most major injuries except trauma • Severe pain	$$$$$$	Minimal

Note: Examples of symptoms are not inclusive of all health issues. Wait times described are only estimates. This information is not intended as medical advice. If you have questions, please call the phone number on the back of your medical ID card.

Prescription Savings

Clever RX Benefits

With **Clever RX**, you never have to overpay for prescriptions. When you use the Clever RX card or app, you get up to 80% off prescription drugs, discounts on thousands of medications, and usage at most pharmacies nationwide.

1. Download the free Clever RX app and enter these numbers during the onboarding process:

- BIN **020529**
- PCN **CLEVR**
- Group ID **1085**
- Member ID **1807**

2. Use your ZIP code to find a local pharmacy with the best price for your medication — up to 80% off!

3. Click the voucher with the lowest price, closest location, and/or at your preferred pharmacy and show the voucher to the pharmacist.

QUESTIONS?

For Clever RX, call **800-873-1195**.

Contact Clever RX

Visit **www.cleverrx.com**.
Call **800-873-1195**.

Preventive Care

Check Out the Preventive Care You Can Get For $0!

Your benefits plan offers $0 preventive care for every age and sex. Preventive care is the care you receive to help prevent chronic illness or disease. It includes exams, lab work, screenings, immunizations, and counseling to prevent health problems, such as diabetes or heart disease. Visit **https://www.healthcare.gov/coverage/preventive-care-benefits** to review what types of services are covered under preventive care.

Having a doctor who knows you and your medical history is a key part of preventive care.

Preventive Care Coverage Includes

Adults	Teens	Children
Cholesterol screening	Physical exam	Autism screening
Blood pressure screening	Blood tests for iron and cholesterol	Blood screening
Colorectal cancer screening	Anxiety screening	Depression screening
Lung cancer screening	Growth screening	Developmental screening
Hepatitis B screening	Hearing screening	Hearing screening
Well visits	Hepatitis B screening	Obesity screening and counseling
Bone density screenings	Depression screening	Hypothyroidism screening
Obesity screening	Sexually transmitted infection prevention counseling	Behavioral assessments
Diabetes Type 2 screening	Alcohol, tobacco, and drug use assessments	Well visits
Depression screening	Tuberculosis screening	Immunizations
Mammograms	Immunizations	Dental cleanings
Cervical cancer screening	Dental cleanings and exams	Oral health risk assessment
Immunizations	Vision screening	Vision screening
Dental cleanings and exams		
Vision screening		

Frequently Asked Questions

Why should I get preventive care?

Preventive care is the fastest and best way to uncover potential risks and avoid chronic health conditions.

Are all screenings, tests, and procedures covered under preventive care?

No. Your doctor will be able to advise you as to the preventive care you need or should obtain, based on your medical and family history.

Why did I get a bill for preventive care?

The insurance company has codes that must be met on the doctor's bill for it to be processed as preventive and covered at 100 percent. If you have a medical complaint, or your doctor finds a specific medical issue during your preventive care doctor's visit, a diagnosis code for that issue or complaint will be on your bill. As a result, the insurance company may process the bill for a specific medical condition, not preventive care. In this case, you must pay the copay or portion of your deductible.

Benefits Assistance

We all have questions. Higginbotham Public Sector is available to help you with questions about:

Enrollment

Benefits Information

Claims and Billing

Eligibility Issues

833-900-1491

irvingisd@hps.higginbotham.net

COMPANY ID: 1807

Call or text with a bilingual representative Monday through Friday from 7:00 a.m. to 6:00 p.m. CT.
If you leave a message after 3:00 p.m. CT, your call or text will be returned the next business day.
You can also email your questions or requests at anytime.

Health Savings Account

The Health Savings Account (HSA) is a type of personal savings account that helps pay for current and future health costs and supplements retirement savings.

HSA Administrator:

EECU

An HSA is a type of personal savings account that is yours to keep. The money in your HSA grows tax-free and spends tax-free if used to pay for qualified medical expenses. Any unused funds roll over year after year.

Two Ways To Use Your HSA

Use it Now

- Make annual HSA contributions.
- Pay for eligible medical costs.
- Keep HSA funds in cash.

Let it Grow

- Make annual HSA contributions.
- Pay for medical costs with other funds.
- Invest HSA funds.

Triple Tax Savings

1. Tax-free contributions
2. Tax-free growth
3. Tax-free withdrawals

Watch and learn more!

Maximum HSA Contributions

- **2025: $4,300** Individual/ **$8,550** Family
- **2026: $4,400** Individual/ **$8,750** Family
- If age 55 or older, you can contribute an extra **$1,000**.

HSA Eligibility

Open and contribute to an HSA if you are:

- Enrolled in an HSA-eligible HDHP
- Not covered by another plan that is not a qualified HDHP (e.g., spouse's health plan)
- Not enrolled in a Health Care FSA
- Not eligible to be claimed as a dependent on someone else's tax return
- Not enrolled in Medicare, Medicaid, or TRICARE
- Not receiving Veterans Administration benefits

Important HSA Information

- Have your doctor file your claims and use your HSA debit card to pay any balance due.
- Keep ALL reimbursement records and receipts for tax records.
- Only HSA accounts opened through our plan administrator are eligible for automatic payroll deductions.
- Get automatic payroll deductions by opening your HSA through our plan administrator.

HSA Contacts

- Visit **https://www.eecu.org**.
- Call **817-882-0800** for Customer Service.
- Call **800-333-9934** for a lost/stolen card.
- Download the mobile app.

Flexible Spending Accounts

A Flexible Spending Account (FSA) allows you to set aside pretax dollars from each paycheck to pay for certain IRS-approved health and dependent care expenses.

FSA Administrator:

Higginbotham™

Health Care FSA

The Health Care FSA covers qualified medical, dental, and vision expenses for you or your eligible dependents. Eligible expenses include:

- Dental and vision expenses
- Medical deductibles and coinsurance
- Prescription copays
- Hearing aids and batteries

You may not contribute to a Health Care FSA if you enrolled in a High Deductible Health Plan (HDHP) and contribute to an HSA.

TWO WAYS TO ACCESS YOUR FSA FUNDS

- Use your Higginbotham Benefits Debit Card to pay for qualified expenses, doctor visits, and prescription copays (Health Care FSA only).
- Pay out-of-pocket and submit your receipts for reimbursement:
  - Visit **https://flexservices.higginbotham.net**.
  - Email **flexclaims@higginbotham.net**.
  - Fax **866-419-3516**.

IMPORTANT RULES

- You cannot change your election during the year unless you experience a Qualifying Life Event.
- Funds allocated to the Health Care FSA/Dependent Care FSA must be used during the plan year or are forfeited. Irving ISD does offer a 75-day grace period.
- Benefit elections roll annually; changes must be made during Open Enrollment.

Watch and learn more!

Health Care FSA Debit Card

The Higginbotham Health Care FSA debit card gives you immediate access to your Health Care FSA funds. You do not need to file a claim when you make a purchase with your debit card. **You can only use this debit card for qualified Health Care FSA expenses. Claims must be submitted for Dependent Care FSA expenses.**

NOTE

You may file claims incurred during the plan year for another 90 days.

Higginbotham Portal and App

The Higginbotham Portal and app provide information and resources to help you manage your FSAs to:

- Access plan documents and account information.
- Update your personal information.
- Look up qualified expenses.
- Submit claims.

To register for an online portal account, visit **https://flexservices.higginbotham.net**, then click *Get Started* and follow the instructions.

Once your registration is complete, you can then download the **Higginbotham FSA app**. Use the same username and password for both your portal account and app. The app makes it easy to manage your account and file claims.

QUESTIONS?

- Call **866-419-3519**.
- Email **flexclaims@higginbotham.net**.

Higginbotham Flex Mobile App

Download the Higginbotham app to easily access your Health Care FSA information.

- View your account balance
- View debit card activity
- File a claim and upload receipts
- Set up notifications

Register on the Higginbotham Portal first to access the mobile app, and use the same username and password for both.

Dependent Care FSA

The Dependent Care FSA helps pay for expenses associated with caring for elder or child dependents so you or your spouse can work or attend school full-time. You can use the account to pay for daycare or babysitter expenses for your children under age 13 and qualifying older dependents, such as dependent parents. Reimbursement from your Dependent Care FSA is limited to the total amount deposited in your account at that time. To be eligible, you (and your spouse, if married) must be gainfully employed, looking for work, a full-time student, or incapable of self-care.

DEPENDENT CARE FSA GUIDELINES

- Overnight camps are not eligible for reimbursement (only day camps can be considered).
- If your child turns 13 midyear, you may only request reimbursement for the part of the year when the child is under age 13.
- You may request reimbursement for care of a spouse or dependent of any age who spends at least eight hours a day in your home and is mentally or physically incapable of self-care.
- The dependent care provider cannot be your child under age 19 or anyone claimed as a dependent on your income taxes.
- Dependent Care FSA funds require claims submission; the debit card may not be utilized. Claims are not reimbursed until funds are available in the account, and after services are rendered. Claims submitted prior to occurrence date will be denied and need to be resubmitted once incurred.
- Dependent Care FSA enrollees may not also claim the childcare tax credit when filing federal taxes. You can only do one or the other.

Annual Maximum FSA Contributions

2025	Health Care FSA	Dependent Care FSA
Maximum	$3,300	$5,000 if filing jointly or head of household and $2,500 if married filing separately.
Carryover	No carryover – use it or lose it	No carryover – use it or lose it

FSA Store

Access **www.fsastore.com** for thousands of FSA-eligible products and services that you can buy with your FSA debit card.

Qualified HSA and FSA Expenses

The products and services listed below are examples of medical expenses eligible for payment under your Health Care FSA or HSA.

This list is not all-inclusive; additional expenses may qualify, and the items listed are subject to change in accordance with IRS regulations. Please refer to IRS *Publication 502 Medical and Dental Expenses* at **www.irs.gov** for a complete description of eligible medical and dental expenses.

Abdominal supports
Acupuncture
Ambulance
Anesthetist
Arch supports
Artificial limbs
Blood tests
Braces
Cardiographs
Chiropractor
Crutches
Dental treatment
Dentures
Dermatologist
Diagnostic fees
Eyeglasses
Gynecologist
Healing services
Hearing aids and batteries
Hospital bills
Insulin treatment
Lab tests
Metabolism tests
Neurologist
Nursing
Obstetrician
Operating room costs
Ophthalmologist/Optician/Optometrist
Orthopedic shoes
Orthopedist
Osteopath
Physician
Postnatal treatments
Prenatal care
Prescription medicines
Psychiatrist
Therapy equipment
Wheelchair
X-rays

HSA and FSA Comparison

Knowing the difference between a Health Savings Account (HSA) and Flexible Spending Account (FSA) can help you choose the best option for you and your family.

	Health Savings Account	Flexible Spending Account
Internal Revenue Code	Section 223	Section 125
Description	An HSA is an actual bank account in your name that allows you to save and pay for unreimbursed qualified medical expenses tax-free.	An FSA allows you to pay out-of-pocket expenses tax-free for: • copays, deductibles, and certain services not covered by medical plan • qualifying dependent care
Employer Eligibility	A qualified High Deductible Health Plan	All employers
Contribution Source	You and/or your employer	You and/or your employer
Account Owner	Individual	Employer
Underlying Insurance Requirement	High Deductible Health Plan	None
2025 Insurance Plan Minimum Deductible	• $1,650 single • $3,300 family	N/A
Maximum Contribution	• $4,300 single • $8,550 family • $1,000 age 55+ catch-up	$3,300
Permissible Use of Funds	Use any way you wish. If used for non-qualified medical expenses, funds are subject to the current tax rate plus a 20% penalty.	Reimbursement for qualified medical expenses as defined in Section 213(d) of the Internal Revenue Code.
Cash-Outs of Unused Amounts (if no medical expenses)	Permitted, but subject to current tax rate plus 20% penalty (waived after age 65).	Not permitted
Year-to-year rollover of account balance?	Yes, it will roll over to use for subsequent year's health coverage.	No. Access to some funds may be extended if your employer's plan contains a 2½-month grace period or $660 (2025) rollover provision.
Does the account earn interest?	Yes	No
Portable?	Yes, it is portable year-to-year and between jobs.	No

Flip to...

18 HSA

19 FSA

Dental Coverage

Our dental plans help you maintain good oral health through affordable options for preventive care, including regular checkups and other dental work.

Dental Provider:

Cigna

Networks:

Total Cigna DPPO
Cigna Dental Care DHMO

You have a choice of **three** plans:

- **High DPPO Plan**
- **Low MAC DPPO Plan**
- **DHMO Plan**

Find an In-Network Provider

Visit **www.mycigna.com**.
Call **800-244-6224**.

Watch and learn more!

DPPO Plan

Two levels of benefits are available with the DPPO plans: in-network and out-of-network. You may select any dental provider for care, but you will pay less and get the highest level of benefits with in-network providers. You could pay more if you use an out-of-network provider, due to balance billing.

DHMO Plan

If you enroll in the DHMO plan, you will be assigned your initial Primay Care Dentist (PCD) based upon zip code. You may change your PCD by contacting **Cigna**. With a DHMO, you get unlimited dental services, pay fixed copays, have no deductibles, and have no claim forms to file. NOTE: there is no coverage for services provided without a referral from your PCD or from out-of-network providers (except in a true emergency).

Dental Coverage

Dental Benefits Summary

	High DPPO Plan[1]		Low MAC DPPO Plan[2]		DHMO Plan
	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network Only
Network	Total Cigna DPPO		Total Cigna DPPO		Cigna Dental Care DHMO
Calendar Year Deductible • Individual • Family	$50 $150	$50 $150	$50 $150	$50 $150	Charges are fixed and not subject to annual maximums or deductibles under the DHMO plan.
Policy Year Benefit Maximum Per individual	$1,500		$750		
	You Pay		**You Pay**		**You Pay**
Class I: Diagnostic & Preventive Exams, cleanings, X-rays, fluoride treatments, sealants, space maintainers	$0	$0	$0	$0	$5 - $75
Class II: Basic Restorative Fillings, minor oral surgery, emergency care to relieve pain	20%[3]	20%[3]	30%[3]	30%[3]	Payment based on schedule
Class III: Major Restorative Crowns, dentures, bridges, periodontics, endodontics	50%[3]	50%[3]	50%[3]	50%[3]	Payment based on schedule
Class IV: Orthodontia Child(ren) to age 19 Lifetime Maximum	50% $1,000	50% $1,000	50% $1,000	50% $1,000	Payment based on schedule
Class IX: Implants Policy Year Maximum	50% 3 implants; $3000	50% 3 implants; $3000	Not covered	Not covered	Payment based on schedule
Employee Monthly Premiums					
Employee	$37.46		$25.70		$16.04
Employee & Spouse	$64.12		$44.07		$32.08
Employee & Child(ren)	$89.23		$61.31		$41.07
Employee & Family	$125.57		$86.27		$45.09

[1] For services provided by a non-network dentist, Cigna Dental will reimburse according to the Maximum Reimbursable Charge. The MRC is calculated at the 90th percentile of all provider submitted amounts in the geographic area. The dentist may balance bill up to their usual fees.

[2] For services provided by a non-network dentist, Cigna Dental will reimburse according to the Maximum Allowable Charge. **The dentist may balance bill up to their usual fees.**

[3] The amount you will pay after your deductible has been met.

Vision Coverage

Our vision plan offers quality care to help preserve your health and eyesight. Regular exams can detect certain medical issues such as diabetes and high cholesterol, in addition to vision and eye problems.

Vision Provider:
SuperiorVision® by VersantHealth®

Network:
Superior Vision

You may seek care from any vision provider, but the plan will pay the highest level of benefits when you see in-network providers.

Vision Benefits Summary

	Vision Plan	
	In-Network You Pay	**Out-of-Network Reimbursement**
Copays		
• Exam	$10	
• Materials	$15	
• Contact lens fitting	$25	
Exam	$0	Up to $42
Lenses		
• Single vision	$0	Up to $32
• Bifocal	$0	Up to $46
• Trifocal	$0	Up to $61
• Progressives	See plan for details	Up to $61
• Polycarbonate for eye dependent children	$0	Not covered
• Factory scratch coat	$0	Not covered
Frames	20% off balance over $140 allowance	Up to $68
Contacts		
In lieu of frames and lenses		
• Fitting and evaluation	Covered in full	Not covered
• Conventional contacts	20% off balance over $140 allowance	Up to $100
• Disposable contacts	10% off balance over $140 allowance	Up to $100
Employee Monthly Premiums		
Employee	$7.98	
Employee & Spouse	$15.76	
Employee & Child(ren)	$15.44	
Employee & Family	$23.50	

Find an In-Network Provider

Visit **www.superiorvision.com**.
Call **800-507-3800**.
Group #**30980**.
Download the **Superior Vision app**.

Watch and learn more!

ID Cards

If you need a vision ID card, you can get one by calling Superior Vision Customer Service, registering for an account, or downloading the app.

Benefit Frequency

- **Exam** – Once every 12 months
- **Lenses** – Once every 12 months
- **Frames** – Once every 12 months
- **Contacts** – Once every 12 months

Life and AD&D Insurance

Life and Accidental Death and Dismemberment (AD&D) insurance is important to your financial security, especially if others depend on you for support or vice versa.

Life and AD&D Provider: NEW YORK LIFE

With Life insurance, you or your beneficiary(ies) can use the coverage to pay off debts such as credit cards, loans, and bills. AD&D coverage provides specific benefits if an accident causes bodily harm or loss (e.g., the loss of a hand, foot, or eye). If death occurs from an accident, 100% of the AD&D benefit would be paid to you or your beneficiary(ies).

Basic Term Life

Basic Term Life insurance is provided at no cost to you. **You are automatically covered at $12,000 for this benefit.**

Designating a Beneficiary

A beneficiary is the person or entity you elect to receive the death benefits of your Life and AD&D insurance policies. You can name more than one beneficiary, and you can change beneficiaries at anytime. If you name more than one beneficiary, you must identify how much each beneficiary will receive (e.g., 50% or 25%).

Watch and learn more!

Life and AD&D Insurance

Voluntary Group Term Life

If you need more coverage than Basic Term Life and AD&D, you may buy Term Life for yourself and your dependent(s). If you leave the district, you may be able to take your insurance with you. New Hires may be eligible for Guaranteed Issue coverage; that means no health questions. A minimum election of $10,000 reserves the Guaranteed Issue for future enrollments. If you decline Voluntary Life insurance when first eligible and wish to elect at a later date, Evidence of Insurability (EOI) – proof of good health – may be required before coverage is approved.

Voluntary Accidental Death & Dismemberment

Accidental Death & Dismemberment is separate from your Basic and Voluntary Life Insurance coverage. AD&D is a very inexpensive form of life insurance that can give you additional protection in the event of an accidental death or dismemberment. The full amount of AD&D coverage you select is called the Full Amount and is equal to the benefit payable for the loss of life. Benefits for other losses — such as loss of sight, speech, or hearing; coma; or paralysis — are payable as a predetermined percentage of the full amount.

> Please contact the Irving ISD Benefits office at **972-600-5431** for assistance in filing a life claim.

Voluntary Term Life Insurance	
Employee	• Increments of $10,000 up to 5 times basic annual earnings not to exceed $500,000 • New Hire Guaranteed Issue $250,000 • Open Enrollment Guaranteed Issue $250,000
Spouse	• Increments of $5,000 up to 100% of employee amount, not to exceed $250,000 • New Hire Guaranteed Issue $50,000 • Open Enrollment Guaranteed Issue $50,000
Child(ren)	• Birth to six months – $500 • Six months to age 26 – $5,000 or $10,000 • Guaranteed Issue $10,000

Voluntary Term Life Monthly Rates		
Age	**Employee Rate per $10,000**	**Spouse Rate per $5,000**
<30	$0.400	$0.200
30-34	$0.550	$0.280
35-39	$0.600	$0.300
40-44	$1.000	$0.500
45-49	$1.600	$0.800
Child(ren) Rate per $5,000		
To age 26	$1.250	

Voluntary AD&D Insurance	
Employee	• Increments of $10,000, not to exceed $500,000.
Spouse	• Up to 100% of employee amount to a maximum of $300,000 (if no dependent children).
Child(ren)	• Up to 10% of employee amount to a maximum of $30,000 (if no spouse).

Voluntary AD&D Rates per $10,000	
Employee	$0.17
Employee & Spouse	$0.25
Employee & Child(ren)	$0.28
Employee & Family	$0.32

Supplemental Coverage Highlights

- **Portable** – keep your supplemental coverage if you leave your current employer.
- **Convertible** – convert your group term life insurance benefits to an individual whole life policy if your coverage ends.
- **Reduction of Benefit** – Employee benefit amount reductions begin at 65. Spouse voluntary life ends at 70.

Some limitations and exclusions apply, so see the plan documents for details.

Individual Life Insurance

Help protect your family with the Family Protection Plan Group Level Term Life Insurance to age 121.

Individual Life Insurance Provider:

5 STAR LIFE INSURANCE

You can get coverage for your spouse even if you don't elect coverage on yourself. And you can cover your financially dependent children and grandchildren (14 days to 26 years old). The coverage lasts until age 121 for all insured if premiums are paid, so no matter what the future brings, your family is protected.

	Individual Life Insurance
Employee	• New Hire Guaranteed Issue $150,000 • Open Enrollment Guaranteed Issue $150,000
Spouse	• New Hire Guaranteed Issue $50,000 • Open Enrollment Guaranteed Issue $50,000
Child(ren)	• Guaranteed Issue $10,000

Individual Life Insurance Highlights

Why buy life insurance when you're young?

Buying life insurance when you're younger allows you to take advantage of lower premium rates while you're generally healthy, which allows you to purchase more insurance coverage for the future. This is especially important if you have dependents who rely on your income, or you have debt that would need to be paid off.

Portable

Coverage continues with no loss of benefits or increase in cost if you terminate employment after the first premium is paid. We simply bill you directly.

Why is portability important?

Life moves fast, so having a portable life insurance allows you to keep your coverage if you leave your school district. Keeping the coverage helps you ensure your family is protected even into your retirement years.

Terminal illness acceleration of benefits

Coverage pays 30% (25% in CT and MI) of the coverage amount in a lump sum upon the occurrence of a terminal condition that will result in a limited life span of less than 12 months (24 months in IL).

Protection you can count on

Within one business day of notification, payment of 50% of coverage or $10,000, whichever is less, is mailed to the beneficiary, unless the death is within the two-year contestability period and/or under investigation. This coverage has no war or terrorism exclusions.

Convenient

Easy payment through payroll deduction.

Quality of Life benefit

Optional benefit that accelerates a portion of the death benefit on a monthly basis, up to 75% of your benefit, and is payable directly to you on a tax-favored basis for the following:

- Permanent inability to perform at least two of the six Activities of Daily Living (ADLs) without substantial assistance; or
- Permanent severe cognitive impairment, such as dementia, Alzheimer's disease, and other forms of senility, requiring substantial supervision.

How does Quality of Life help?

Many individuals who can't take care of themselves require special accommodations to perform ADLs and would need to make modifications to continue to live at home with physical limitation. The proceeds from the Quality of Life benefit can be used for any purpose, including costs for in-facility care, home health care professionals, home modifications, and more.

About the coverage

The Family Protection Plan offers a lump-sum cash benefit if you die before age 121. The initial death benefit is guaranteed to be level for at least the first ten policy years. Afterward, the company intends to provide a nonguaranteed death benefit enhancement which will maintain the initial death benefit level until age 121. The company has the right to discontinue this enhancement. The death benefit enhancement cannot be discontinued on a particular insured due to a change in age, health, or employment status.

Educator Disability Insurance

Educator Disability insurance combines features of short-term and long-term disability into one plan. Disability insurance protects part of your income if you are unable to work due to a covered accident, illness, or pregnancy. We offer Educator Disability insurance for you to purchase and allow you to choose the coverage amount and waiting period that best suits your needs.

Educator Disability Provider: NEW YORK LIFE

Educator Disability	
Benefits Begin The first number indicates the number of days you must be disabled due to **Injury** and the second number indicates the number of days you must be disabled due to **Sickness**.	0/7[1] 14/14[1] 30/30[1] 60/60
Percentage of Earnings You Receive	Up to 66 2/3%
Maximum Weekly Benefit	Between $200 and $8,000
Maximum Benefit Period	Varies based on schedule selected and age at disability
Pre-existing Condition Exclusion	3/12[2]

[1] If your elimination period is 30 days or less, and you are confined to a hospital for 24 hours or more, the elimination period will be waived, and benefits will be payable from the first day of hospitalization.

[2] Benefits may not be paid for any condition treated within three months prior to your effective date until you have been covered under this plan for 12 months. If your disability is a result of a pre-existing condition, we will pay benefits for a maximum of eight weeks.

Disability Rates

Visit **www.mybenefitshub.com/irvingisd** for rates.

Watch and learn more!

File a Disability Claim

- Visit **www.newyorklife.com**.
- Call **800-362-4462**.
- Group #**SLH10016**

What is the best way to choose which disability plan option to enroll in?

Your disability plan selection should be a two-step approach.

1

Step One: Choose your elimination period, or waiting period. This is how long you are disabled and unable to work before your benefit will begin. It will be displayed as two numbers, such as 0/7, 14/14, 60/60, etc.

The first number indicates the number of days you must be disabled due to **Injury** and the second number indicates the number of days you must be disabled due to **Sickness**.

When choosing your elimination period, determine how long you could go without a paycheck. Choose your elimination period based on your answer.

Note: Some plans will waive the elimination period if you choose 30/30 or less, and you are confined as an inpatient to the hospital for a specific time period. Review your plan details to see if this feature is available to you.

2

Step Two: Choose your benefit amount. This is the maximum amount of money you would get from the carrier on a monthly basis once your disability claim is approved by the carrier.

When choosing your monthly benefit, consider how much money you need to pay your monthly bills. Choose your monthly benefit amount based on your answer.

Educator Disability FAQ

What is disability insurance?

Disability insurance protects one of your most valuable assets: your paycheck. This insurance replaces part of your income if you are physically unable to work due to sickness or injury for an extended period of time. The Educator Disability plan is unique in that it includes both short- and long-term coverage in one convenient plan.

Does this plan have pre-existing condition limitations?

Yes. Benefits are not payable for medical conditions for which you incurred expenses, took prescription drugs, received medical treatment, care or services (including diagnostic measures), during the three months just prior to the most recent effective date of insurance. Benefits are not payable for any disability resulting from a pre-existing condition unless the disability occurs after you have been insured under this plan for at least 12 months after your most recent effective date of insurance. However, the first eight weeks of disability will be waived from the Pre-existing Condition Limitation clause.

How long do benefits last?

Once you qualify for benefits under this plan, you continue to receive them until you no longer qualify for benefits, or you reach the maximum benefit period allowed based upon age and type of disability. Benefits may be reduced by other sources. Consult plan documents for details.

How do I file a claim?

Call **New York Life** at **800-362-4462** to file a claim using Group **#SLH10016**.

Hospital Indemnity Insurance

The Hospital Indemnity plans help you with the high cost of medical care by paying you a cash benefit when you have an inpatient hospital stay.

Hospital Indemnity Insurance Provider:

Cigna

Unlike traditional insurance which pays a benefit to the hospital or doctor, these plans pay you directly. It is up to you how you want to use the cash benefit. These costs may include meals, travel, childcare or eldercare, deductibles, coinsurance, medication, or time away from work. See the plan document for full details.

Watch and learn more!

File a Claim

- Email **hospitalcare@cigna.com**.
- Call **800-754-3207**.
- Group #**HC960777**

Hospital Indemnity Benefits Summary

	Plan 1	Plan 2
Hospital Admission *(no elimination period)* Limited to 1 day, 1 benefit(s) every 365 days.	$1,250	$2,500
Hospital Chronic Condition Admission *(no elimination period)* Limited to 1 day, 1 benefit(s) every 365 days.	$50	$50
Hospital Stay *(no elimination period)* Limited to 30 days, 1 benefit(s) every 365 days.	$100	$200
Hospital Intensive Care Unit (ICU) Stay *(no elimination period)* Limited to 30 days, 1 benefit(s) every 365 days.	$200	$400
Hospital Observation Stay *(24-hour elimination period)* Limited to 72 hours.	$100 per 24-hour period	$200 per 24-hour period
Newborn Nursery Care Stay Limited to 30 days, 1 benefit per newborn child. This benefit is payable to the employee even if child coverage is not elected.	$100	$200
Employee Monthly Contributions		
Employee **Employee and Spouse** **Employee and Child(ren)** **Employee and Family**	$17.42 $30.88 $28.58 $42.04	$34.38 $61.02 $56.54 $83.18

Critical Illness Insurance

Critical Illness insurance helps pay the cost of non-medical expenses related to a covered critical illness or cancer.

Critical Illness Provider: NEW YORK LIFE

Watch and learn more!

The plan provides a lump sum benefit payment to you upon first and second diagnosis of any covered critical illness or cancer. The benefit can help cover expenses such as lost income, out-of-town treatments, special diets, daily living, and household upkeep costs. This coverage is portable. See the plan document for full details.

Critical Illness Insurance Benefits Summary

Critical Illness Insurance Plan

Employee – $10,000, $20,000 or $30,000 | **Spouse** – 100% of employee amount | **Children** – 50% of employee amount

Covered Conditions

Vascular		Other Specified		Neurological	
Heart Attack, Stroke, Sudden Cardiac Arrest	100%	Major Organ Failure, End-Stage Renal Disease, Coma, Paralysis, Blindness, Loss of Hearing or Speech	100%	Advanced Stage Alzheimer's Disease, Amyotrophic Lateral Sclerosis (ALS), Parkinson's Disease	25%
Coronary Artery Disease	50%				

Cancer		Recurrence Benefit		Wellness Benefit	
Invasive Cancer	100%	Heart Attack, Stroke, Coma, Major Organ Failure, Invasive Cancer	100%	Health Screening/ Wellness Benefit	$50 per covered individual
Carcinoma in Situ	25%	Coronary Artery Disease	50%		
Skin Cancer	2.5%	Carcinoma in Situ	25%		
		Recurrence Period	90 days & 180 days for cancer		

Employee* and Spouse Monthly Rates per $1,000 of Coverage

Age	Rate	Age	Rate	Age	Rate
<20	$0.19	**40-44**	$0.47	**65-69**	$4.05
20-24	$0.19	**45-49**	$1.15	**70-74**	$4.05
25-29	$0.26	**50-54**	$1.15	**75-79**	$6.58
30-34	$0.26	**55-59**	$2.27	**80-84**	$6.58
35-39	$0.47	**60-64**	$2.27	**85+**	$8.08

* Child(ren) are included in the employee rate at 50% of employee benefit amount.

Cancer Insurance

Treatment for cancer is often lengthy and expensive. While your health insurance helps pay the medical expenses for cancer treatment, it does not cover the cost of non-medical expenses, such as out-of-town treatments, special diets, daily living, and household upkeep. In addition to these non-medical expenses, you are responsible for paying your health plan deductibles and/or coinsurance. Cancer insurance helps pay for these direct and indirect treatment costs so you can focus on your health.

Cancer Insurance Provider:

CHUBB®

Watch and learn more!

A cancer diagnosis and treatment can be an emotionally and physically difficult time. **Chubb** is there to help support you by providing cash benefits paid directly to you. Benefits are paid if you are diagnosed with cancer, but also help cover many other cancer-related services such as doctor's visits, treatments, specialty care, and recovery. However, there are no restrictions on how to use these cash benefits—so you can use them as you see fit.

Cash benefits for every step of the way. Choose the right level of coverage during the enrollment period to better protect your family. The following is a **sample** of the benefits provided. See the plan document for full details, including pre-existing condition limitations and continuity of coverage.

Cancer Insurance Benefits Summary

	Low Plan	High Plan
First cancer benefit (one per person, per calendar year)	$100	$100
Diagnosis of cancer	$5,000 – employee or spouse	$10,000 – employee or spouse
Hospital confinement	$300 per day, 31 days maximum; additional days $200	$300 per day, 31 days maximum; additional days $600
Hospital confinement ICU	$600 per day, 31 days maximum; additional days $600	$600 per day, 31 days maximum; additional days $600
Radiation therapy, chemotherapy, immunotherapy	$6,000 maximum per person, per year	$12,000 maximum per person, per year
Medical Imaging Benefit	$500, two per year	$500, two per year
Heart Attack or Stroke Benefit	$5,000 $2,500 recurrence benefit	$10,000 $5,000 recurrence benefit
Cancer Treatment Benefits Bone marrow transplant Stem cell transplant	Lifetime maximum: 2 transplants per benefit First transplant: $3,000; additional: 50% First transplant: $300; additional: 50%	Lifetime maximum: 2 transplants per benefit First transplant: $6,000; additional: 50% First transplant: $600; additional: 50%
Surgical Treatment Benefits Surgery Skin cancer surgery, two per year	 Up to $4,125 $100	 Up to $4,125 $100
Specialty Care Benefits Family member transportation Family member lodging Home health care	 $100 per trip, 12 trip maximum $100 per day, 100 days maximum $100 per day, 30 days maximum	 $100 per trip, 12 trip maximum $100 per day, 100 days maximum $300 per day, 30 days maximum
Employee Monthly Contributions		
Employee **Employee + 1** **Employee + Family**	$13.64 $19.68 $24.76	$22.28 $38.32 $48.60

Employee Assistance Program

An Employee Assistance Program (EAP) helps you and family members cope with a variety of personal or work-related issues.

Employee Assistance Program Provider: NEW YORK LIFE

Get 24/7 Support

Visit **www.guidanceresources.com**.
Call **800-344-9752**.
Web ID **#NYLGBS**.

Get confidential counseling and support services from licensed professionals at little or no cost to help with:

- Relationships
- Work/life balance
- Stress and anxiety
- Grief and loss
- Childcare and eldercare resources
- Substance abuse
- Addiction
- And more

Catastrophic Leave Bank

The purpose of the Catastrophic Leave Bank is to provide income replacement for members that experience a catastrophic illness/injury that forces that member to exhaust all leave time earned and lose compensation from the District.

How does the Catastrophic Leave Bank work?

An eligible employee may join the Catastrophic Leave Bank by donating three days of accrued or anticipated local sick leave. These days will be subtracted from the member's local sick leave record and become the property of the **Irving ISD Catastrophic Leave Bank**. These days cannot be returned.

A few things to keep in mind:

- Catastrophic Leave Bank is for your own catastrophic serious health condition only.
- To request Catastrophic Leave Bank days, you must be absent a minimum of seven consecutive days due to your catastrophic illness/injury.
- Receiving days from the bank depends upon meeting Catastrophic Leave Bank guidelines.
- Catastrophic Leave Bank days that are granted are only for absences from working days and not for holidays, vacation days, or other such days for which you are not paid.

Further Information

For details on the Catastrophic Leave Bank guidelines for membership and usage, please contact **hr-benefitsandleaves@irvingisd.org**.

For More Information

Email **hr-benefitsandleaves@irvingisd.org**.

Retirement Plans

When you consistently save money throughout your career, it lays a secure foundation for your retirement years.

Retirement Providers:

nbs national benefit services

TCG TRUSTED CAPITAL GROUP

To Enroll or Get More Details

NBS
Visit **www.nbsbenefits.com**.
Call **855-399-0335**.

TCG Administrators
Visit **http://tcgservices.com**.
Call **512-600-5200**.

We offer two plans to help with your retirement goals:

- A **403(b)** plan is a U.S. tax-advantaged retirement savings plan available for public education organizations.
- A **457(b)** plan is a tax-deferred compensation plan provided for employees of certain tax-exempt, governmental organizations, or public education institutions.

Maximum Contributions

	2025	2026
Annual Maximum	$23,500	$24,500
CATCH-UP		
Ages 50-59 & 64+	$7,500	$8,000
Ages 60-63	$11,250	$11,250

Plan Comparison

403(b)	457(b)
What is a 403(b)? A 403(b) plan is a retirement plan for certain employees of public schools, tax-exempt organizations, and ministers. Contributions are made under a Salary Reduction Agreement (SRA) with your employer. This agreement allows your employer to withhold money from your paycheck to be contributed directly into a 403(b) account for your benefit. Usually, you do not pay income tax on these contributions until you withdraw them from the account. You have 35+ companies to choose from with a variety of investment types available (fixed annuity, fixed index annuity, variable annuity, investment advisory services, or mutual funds).	**What is a 457(b)?** The 457(b) plan is a type of deferred-compensation retirement plan that is available for governmental employers. The employer provides the plan and the employee defers compensation into it on a pre-tax basis. For the most part, the plan operates similarly to a 401(k) or 403(b) plan. The key difference is that there is no penalty for withdrawal before the age of 59½ (but subject to income tax). Irving ISD has selected one company to provide our employees with the 457(b) plan. **TCG Administrators** offers several investment options. Visit the website for a list of fees of service plan providers.
How to Enroll	
• **Step 1:** Set up your 403(b) account with an approved vendor • **Step 2:** Complete the Salary Reduction Agreement with **NBS** There is an additional tax penalty on any funds withdrawn prior to retirement age.	• Complete the Salary Reduction Agreement with **TCG Administrators** There is no penalty for early withdrawal (upon separation of service).

You may enroll in a 403(b) and/or 457(b) **anytime during the year**!

Glossary of Terms

Beneficiary – Who will receive a benefit in the event of the insured's death. A policy may have more than one beneficiary.

Coinsurance – Your share of the cost of a covered health care service, calculated as a percent (for example, 20%) of the allowed amount for the service, typically after you meet your deductible.

Copay – The fixed amount you pay for health care services received.

Deductible – The amount you owe for health care services before your health insurance begins to pay its portion. For example, if your deductible is $1,000, your plan does not pay anything until you meet your $1,000 deductible for covered health care services. The deductible may not apply to all services, including preventive care.

Employee Contribution – The amount you pay for your insurance coverage.

Employer Contribution – The amount your employer contributes to the cost of your benefits.

Explanation of Benefits (EOB) – A statement sent by your insurance carrier that explains which procedures and services were provided, how much they cost, what portion of the claim was paid by the plan, what portion of the claim is your responsibility, and information on how you can appeal the insurer's decision. These statements are also posted on the carrier's website for your review.

Flexible Spending Account (FSA) – An option that allows participants to set aside pretax dollars to pay for certain qualified expenses during a specific time period (usually a 12-month period).

Generic Drugs – Drugs approved by the U.S. Food and Drug Administration (FDA) to be chemically identical to corresponding brand name versions. The color or flavor of a generic medicine may be different, but the active ingredient is the same. Generic drugs are usually the most cost-effective version of any medication.

Health Savings Account (HSA) – A personal savings account that allows you to pay for qualified medical expenses with pretax dollars.

High Deductible Health Plan (HDHP) – A medical plan with a higher deductible in exchange for a lower monthly premium. You must meet the annual deductible before any benefits are paid by the plan.

In-Network – Doctors, hospitals, and other providers that contract with your insurance company to provide health care services at discounted rates.

Out-of-Network – Doctors, hospitals, and other providers that are not contracted with your insurance company. If you choose an out-of-network provider, you may be responsible for costs over the amount allowed by your insurance carrier.

Out-of-Pocket Maximum – Also known as an out-of-pocket limit. The most you pay during a policy period (usually a 12-month period) before your health insurance or plan begins to pay 100% of the allowed amount. The limit does not include your premium, charges beyond the Reasonable and Customary (R&C) Allowance, or health care your plan does not cover. Check with your health insurance carrier to confirm what payments apply to the out-of-pocket maximum.

Over-the-Counter (OTC) Medications – Medications typically made available without a prescription.

Prescription Medications – Medications prescribed by a doctor. Cost of these medications is determined by their assigned tier.

Preventive Care – The care you receive to prevent illness or disease. It also includes counseling to prevent health problems.

Reasonable and Customary (R&C) Allowance – Also known as an eligible expense or the Usual and Customary (U&C). The amount your insurance company will pay for a medical service in a geographic region based on what providers in the area usually charge for the same or similar medical service.

SSNRA – Social Security Normal Retirement Age.

Important Legal Notices

Women's Health and Cancer Rights Act of 1998

In October 1998, Congress enacted the Women's Health and Cancer Rights Act of 1998. This notice explains some important provisions of the Act. Please review this information carefully.

As specified in the Women's Health and Cancer Rights Act, a plan participant or beneficiary who elects breast reconstruction in connection with a mastectomy is also entitled to the following benefits:

- All stages of reconstruction of the breast on which the mastectomy was performed;
- Surgery and reconstruction of the other breast to produce a symmetrical appearance; and
- Prostheses and treatment of physical complications of the mastectomy, including lymphedema.

Health plans must determine the manner of coverage in consultation with the attending physician and the patient. Coverage for breast reconstruction and related services may be subject to deductibles and coinsurance amounts that are consistent with those that apply to other benefits under the plan.

Special Enrollment Rights

This notice is being provided to ensure that you understand your right to apply for group health insurance coverage. You should read this notice even if you plan to waive coverage at this time.

Loss of Other Coverage or Becoming Eligible for Medicaid or a state Children's Health Insurance Program (CHIP)

If you are declining coverage for yourself or your dependents because of other health insurance or group health plan coverage, you may be able to later enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must enroll within 31 days after your or your dependents' other coverage ends (or after the employer that sponsors that coverage stops contributing toward the other coverage).

If you or your dependents lose eligibility under a Medicaid plan or CHIP, or if you or your dependents become eligible for a subsidy under Medicaid or CHIP, you may be able to enroll yourself and your dependents in this plan. You must provide notification within 60 days after you or your dependent is terminated from, or determined to be eligible for, such assistance.

Marriage, Birth or Adoption

If you have a new dependent as a result of a marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must enroll within 31 days after the marriage, birth, or placement for adoption.

For More Information or Assistance

To request special enrollment or obtain more information, contact:

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Irving ISD and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to enroll in a Medicare drug plan. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

If neither you nor any of your covered dependents are eligible for or have Medicare, this notice does not apply to you or the dependents, as the case may be. However, you should still keep a copy of this notice in the event you or a dependent should qualify for coverage under Medicare in the future. Please note, however, that later notices might supersede this notice.

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage through a Medicare Prescription Drug Plan or a Medicare Advantage Plan that offers prescription drug coverage. All Medicare prescription drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
2. Irving ISD has determined that the prescription drug coverage offered by the Irving ISD medical plan is, on average for all plan participants, expected to pay out as much as the standard Medicare prescription drug coverage pays and is considered Creditable Coverage.

Because your existing coverage is, on average, at least as good as standard Medicare prescription drug coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to enroll in a Medicare prescription drug plan, as long as you later enroll within specific time periods.

You can enroll in a Medicare prescription drug plan when you first become eligible for Medicare. If you decide to wait to enroll in a Medicare prescription drug plan, you may enroll later, during Medicare Part D's annual enrollment period, which runs each year from October 15 through December 7 but as a general rule, if you delay your enrollment in Medicare Part D after first becoming eligible to enroll, you may have to pay a higher premium (a penalty).

You should compare your current coverage, including which drugs are covered at what cost, with the coverage and cost of the plans offering Medicare prescription drug coverage in your area. See the Plan's summary plan description for a summary of the Plan's prescription drug coverage. If you don't have a copy, you can get one by contacting Irving ISD at the phone number or address listed at the end of this section.

If you choose to enroll in a Medicare prescription drug plan and cancel your

Important Legal Notices

current Irving ISD prescription drug coverage, be aware that you and your dependents may not be able to get this coverage back. To regain coverage, you would have to re-enroll in the Plan, pursuant to the Plan's eligibility and enrollment rules. You should review the Plan's summary plan description to determine if and when you are allowed to add coverage.

If you cancel or lose your current coverage and do not have prescription drug coverage for 63 days or longer prior to enrolling in the Medicare prescription drug coverage, your monthly premium will be at least 1% per month greater for every month that you did not have coverage for as long as you have Medicare prescription drug coverage. For example, if nineteen months lapse without coverage, your premium will always be at least 19% higher than it would have been without the lapse in coverage.

For more information about this notice or your current prescription drug coverage:

Contact the Human Resources Department at **972-600-5211**.

NOTE: You will receive this notice annually and at other times in the future, such as before the next period you can enroll in Medicare prescription drug coverage and if this coverage changes. You may also request a copy.

For more information about your options under Medicare prescription drug coverage:

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You will get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare prescription drug plans. For more information about Medicare prescription drug coverage:

- Visit **www.medicare.gov**.
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help.
- Call **1-800-MEDICARE (1-800-633-4227)**. TTY users should call **877-486-2048**.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. Information about this extra help is available from the Social Security Administration (SSA) online at **www.socialsecurity.gov**, or you can call them at **800-772-1213**. TTY users should call **800-325-0778**.

Remember: Keep this Creditable Coverage notice. If you enroll in one of the new plans approved by Medicare which offer prescription drug coverage, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and whether or not you are required to pay a higher premium (a penalty).

September 1, 2025
Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Notice of HIPAA Privacy Practices

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review it carefully.

Effective Date of Notice: September 23, 2013

Irving ISD's Plan is required by law to take reasonable steps to ensure the privacy of your personally identifiable health information and to inform you about:

1. the Plan's uses and disclosures of Protected Health Information (PHI);
2. your privacy rights with respect to your PHI;
3. the Plan's duties with respect to your PHI;
4. your right to file a complaint with the Plan and to the Secretary of the U.S. Department of Health and Human Services; and
5. the person or office to contact for further information about the Plan's privacy practices.

The term "Protected Health Information" (PHI) includes all individually identifiable health information transmitted or maintained by the Plan, regardless of form (oral, written, electronic).

Section 1 – Notice of PHI Uses and Disclosures

Required PHI Uses and Disclosures

Upon your request, the Plan is required to give you access to your PHI in order to inspect and copy it.

Use and disclosure of your PHI may be required by the Secretary of the Department of Health and Human Services to investigate or determine the Plan's compliance with the privacy regulations.

Uses and disclosures to carry out treatment, payment and health care operations.

The Plan and its business associates will use PHI without your authorization to carry out treatment, payment and health care operations. The Plan and its business associates (and any health insurers providing benefits to Plan participants) may also disclose the following to the Plan's Board of Trustees: (1) PHI for purposes related to Plan administration (payment and health care operations); (2) summary health information for purposes of health or stop loss insurance underwriting or for purposes of modifying the Plan; and (3) enrollment information (whether an individual is eligible for benefits under the Plan). The Trustees have amended the Plan to protect your PHI as required by federal law.

Treatment is the provision, coordination or management of health care and related services. It also includes but is not limited to consultations and referrals between one or more of your providers.

For example, the Plan may disclose to a treating physician the name of your treating radiologist so that the physician may ask for your X-rays from the treating radiologist.

Important Legal Notices

Payment includes but is not limited to actions to make coverage determinations and payment (including billing, claims processing, subrogation, reviews for medical necessity and appropriateness of care, utilization review and preauthorizations).

For example, the Plan may tell a treating doctor whether you are eligible for coverage or what percentage of the bill will be paid by the Plan.

Health care operations include but are not limited to quality assessment and improvement, reviewing competence or qualifications of health care professionals, underwriting, premium rating and other insurance activities relating to creating or renewing insurance contracts. It also includes case management, conducting or arranging for medical review, legal services and auditing functions including fraud and abuse compliance programs, business planning and development, business management and general administrative activities. However, no genetic information can be used or disclosed for underwriting purposes.

For example, the Plan may use information to project future benefit costs or audit the accuracy of its claims processing functions.

Uses and disclosures that require that you be given an opportunity to agree or disagree prior to the use or release.

Unless you object, the Plan may provide relevant portions of your protected health information to a family member, friend or other person you indicate is involved in your health care or in helping you receive payment for your health care. Also, if you are not capable of agreeing or objecting to these disclosures because of, for instance, an emergency situation, the Plan will disclose protected health information (as the Plan determines) in your best interest. After the emergency, the Plan will give you the opportunity to object to future disclosures to family and friends.

Uses and disclosures for which your consent, authorization or opportunity to object is not required.

The Plan is allowed to use and disclose your PHI without your authorization under the following circumstances:

1. For treatment, payment and health care operations.
2. Enrollment information can be provided to the Trustees.
3. Summary health information can be provided to the Trustees for the purposes designated above.
4. When required by law.
5. When permitted for purposes of public health activities, including when necessary to report product defects and to permit product recalls. PHI may also be disclosed if you have been exposed to a communicable disease or are at risk of spreading a disease or condition, if required by law.
6. When required by law to report information about abuse, neglect or domestic violence to public authorities if there exists a reasonable belief that you may be a victim of abuse, neglect or domestic violence. In which case, the Plan will promptly inform you that such a disclosure has been or will be made unless that notice would cause a risk of serious harm. For the purpose of reporting child abuse or neglect, it is not necessary to inform the minor that such a disclosure has been or will be made. Disclosure may generally be made to the minor's parents or other representatives although there may be circumstances under federal or state law when the parents or other representatives may not be given access to the minor's PHI.
7. The Plan may disclose your PHI to a public health oversight agency for oversight activities required by law. This includes uses or disclosures in civil, administrative or criminal investigations; inspections; licensure or disciplinary actions (for example, to investigate complaints against providers); and other activities necessary for appropriate oversight of government benefit programs (for example, to investigate Medicare or Medicaid fraud).
8. The Plan may disclose your PHI when required for judicial or administrative proceedings. For example, your PHI may be disclosed in response to a subpoena or discovery request.
9. When required for law enforcement purposes, including for the purpose of identifying or locating a suspect, fugitive, material witness or missing person. Also, when disclosing information about an individual who is or is suspected to be a victim of a crime but only if the individual agrees to the disclosure or the Plan is unable to obtain the individual's agreement because of emergency circumstances. Furthermore, the law enforcement official must represent that the information is not intended to be used against the individual, the immediate law enforcement activity would be materially and adversely affected by waiting to obtain the individual's agreement and disclosure is in the best interest of the individual as determined by the exercise of the Plan's best judgment.
10. When required to be given to a coroner or medical examiner for the purpose of identifying a deceased person, determining a cause of death or other duties as authorized by law. Also, disclosure is permitted to funeral directors, consistent with applicable law, as necessary to carry out their duties with respect to the decedent.

Important Legal Notices

11. When consistent with applicable law and standards of ethical conduct if the Plan, in good faith, believes the use or disclosure is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public and the disclosure is to a person reasonably able to prevent or lessen the threat, including the target of the threat.
12. When authorized by and to the extent necessary to comply with workers' compensation or other similar programs established by law.

Except as otherwise indicated in this notice, uses and disclosures will be made only with your written authorization subject to your right to revoke such authorization.

Uses and disclosures that require your written authorization.

Other uses or disclosures of your protected health information not described above will only be made with your written authorization. For example, in general and subject to specific conditions, the Plan will not use or disclose your psychiatric notes; the Plan will not use or disclose your protected health information for marketing; and the Plan will not sell your protected health information, unless you provide a written authorization to do so. You may revoke written authorizations at any time, so long as the revocation is in writing. Once the Plan receives your written revocation, it will only be effective for future uses and disclosures. It will not be effective for any information that may have been used or disclosed in reliance upon the written authorization and prior to receiving your written revocation.

Section 2 – Rights of Individuals

Right to Request Restrictions on Uses and Disclosures of PHI

You may request the Plan to restrict the uses and disclosures of your PHI. However, the Plan is not required to agree to your request (except that the Plan must comply with your request to restrict a disclosure of your confidential information for payment or health care operations if you paid for the services to which the information relates in full, out of pocket).

You or your personal representative will be required to submit a written request to exercise this right. Such requests should be made to the Plan's Privacy Official.

Right to Request Confidential Communications

The Plan will accommodate reasonable requests to receive communications of PHI by alternative means or at alternative locations if necessary to prevent a disclosure that could endanger you.

You or your personal representative will be required to submit a written request to exercise this right.

Such requests should be made to the Plan's Privacy Official.

Right to Inspect and Copy PHI

You have a right to inspect and obtain a copy of your PHI contained in a "designated record set," for as long as the Plan maintains the PHI. If the information you request is in an electronic designated record set, you may request that these records be transmitted electronically to yourself or a designated individual.

Protected Health Information (PHI)

Includes all individually identifiable health information transmitted or maintained by the Plan, regardless of form.

Designated Record Set

Includes the medical records and billing records about individuals maintained by or for a covered health care provider; enrollment, payment, billing, claims adjudication and case or medical management record systems maintained by or for the Plan; or other information used in whole or in part by or for the Plan to make decisions about individuals. Information used for quality control or peer review analyses and not used to make decisions about individuals is not in the designated record set.

The requested information will be provided within 30 days if the information is maintained on site or within 60 days if the information is maintained off site. A single 30-day extension is allowed if the Plan is unable to comply with the deadline.

You or your personal representative will be required to submit a written request to request access to the PHI in your designated record set. Such requests should be made to the Plan's Privacy Official.

If access is denied, you or your personal representative will be provided with a written denial, setting forth the basis for the denial, a description of how you may appeal the Plan's decision and a description of how you may complain to the Secretary of the U.S. Department of Health and Human Services.

The Plan may charge a reasonable, cost-based fee for copying records at your request.

Right to Amend PHI

You have the right to request the Plan to amend your PHI or a record about you in your designated record set for as long as the PHI is maintained in the designated record set.

The Plan has 60 days after the request is made to act on the request. A single 30-day extension is allowed if the Plan is unable to comply with the deadline. If the request is denied in whole or part, the Plan must provide you with a written denial that explains the basis for the denial. You or your personal representative may then submit a written statement disagreeing with the denial and have that statement included with any future disclosures of your PHI.

Such requests should be made to the Plan's Privacy Official.

You or your personal representative will be required to submit a written request to request amendment of the PHI in your designated record set.

Important Legal Notices

Right to Receive an Accounting of PHI Disclosures

At your request, the Plan will also provide you an accounting of disclosures by the Plan of your PHI during the six years prior to the date of your request. However, such accounting will not include PHI disclosures made: (1) to carry out treatment, payment or health care operations; (2) to individuals about their own PHI; (3) pursuant to your authorization; (4) prior to April 14, 2003; and (5) where otherwise permissible under the law and the Plan's privacy practices. In addition, the Plan need not account for certain incidental disclosures.

If the accounting cannot be provided within 60 days, an additional 30 days is allowed if the individual is given a written statement of the reasons for the delay and the date by which the accounting will be provided.

If you request more than one accounting within a 12-month period, the Plan will charge a reasonable, cost-based fee for each subsequent accounting.

Such requests should be made to the Plan's Privacy Official.

Right to Receive a Paper Copy of This Notice Upon Request

You have the right to obtain a paper copy of this Notice. Such requests should be made to the Plan's Privacy Official.

A Note About Personal Representatives

You may exercise your rights through a personal representative. Your personal representative will be required to produce evidence of his/her authority to act on your behalf before that person will be given access to your PHI or allowed to take any action for you. Proof of such authority may take one of the following forms:

1. a power of attorney for health care purposes;
2. a court order of appointment of the person as the conservator or guardian of the individual; or
3. an individual who is the parent of an unemancipated minor child may generally act as the child's personal representative (subject to state law).

The Plan retains discretion to deny access to your PHI by a personal representative to provide protection to those vulnerable people who depend on others to exercise their rights under these rules and who may be subject to abuse or neglect.

Section 3 – The Plan's Duties

The Plan is required by law to maintain the privacy of PHI and to provide individuals (participants and beneficiaries) with notice of the Plan's legal duties and privacy practices.

This Notice is effective September 23, 2013, and the Plan is required to comply with the terms of this Notice. However, the Plan reserves the right to change its privacy practices and to apply the changes to any PHI received or maintained by the Plan prior to that date. If a privacy practice is changed, a revised version of this Notice will be provided to all participants for whom the Plan still maintains PHI. The revised Notice will be distributed in the same manner as the initial Notice was provided or in any other permissible manner.

If the revised version of this Notice is posted, you will also receive a copy of the Notice or information about any material change and how to receive a copy of the Notice in the Plan's next annual mailing. Otherwise, the revised version of this Notice will be distributed within 60 days of the effective date of any material change to the Plan's policies regarding the uses or disclosures of PHI, the individual's privacy rights, the duties of the Plan or other privacy practices stated in this Notice.

Minimum Necessary Standard

When using or disclosing PHI or when requesting PHI from another covered entity, the Plan will make reasonable efforts not to use, disclose or request more than the minimum amount of PHI necessary to accomplish the intended purpose of the use, disclosure or request, taking into consideration practical and technological limitations. When required by law, the Plan will restrict disclosures to the limited data set, or otherwise as necessary, to the minimum necessary information to accomplish the intended purpose.

However, the minimum necessary standard will not apply in the following situations:

1. disclosures to or requests by a health care provider for treatment;
2. uses or disclosures made to the individual;
3. disclosures made to the Secretary of the U.S. Department of Health and Human Services;
4. uses or disclosures that are required by law; and
5. uses or disclosures that are required for the Plan's compliance with legal regulations.

De-Identified Information

This notice does not apply to information that has been de-identified. De-identified information is information that does not identify an individual and with respect to which there is no reasonable basis to believe that the information can be used to identify an individual.

Summary Health Information

The Plan may disclose "summary health information" to the Trustees for obtaining insurance premium bids or modifying, amending or terminating the Plan. "Summary health information" summarizes the claims history, claims expenses or type of claims experienced by participants and excludes identifying information in accordance with HIPAA.

Notification of Breach

The Plan is required by law to maintain the privacy of participants' PHI and to provide individuals with notice of its legal duties and privacy practices. In the event of a breach of unsecured PHI, the Plan will notify affected individuals of the breach.

Important Legal Notices

Section 4 – Your Right to File a Complaint With the Plan or the HHS Secretary

If you believe that your privacy rights have been violated, you may complain to the Plan. Such complaints should be made to the Plan's Privacy Official.

You may file a complaint with the Secretary of the U.S. Department of Health and Human Services, Hubert H. Humphrey Building, 200 Independence Avenue SW, Washington, D.C. 20201. The Plan will not retaliate against you for filing a complaint.

Section 5 – Whom to Contact at the Plan for More Information

If you have any questions regarding this notice or the subjects addressed in it, you may contact the Plan's Privacy Official. Such questions should be directed to the Plan's Privacy Official at:

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Conclusion

PHI use and disclosure by the Plan is regulated by a federal law known as HIPAA (the Health Insurance Portability and Accountability Act). You may find these rules at 45 Code of Federal Regulations Parts 160 and 164. The Plan intends to comply with these regulations. This Notice attempts to summarize the regulations. The regulations will supersede any discrepancy between the information in this Notice and the regulations.

Premium Assistance Under Medicaid and the Children's Health Insurance Program (CHIP)

If you or your children are eligible for Medicaid or CHIP and you're eligible for health coverage from your employer, your state may have a premium assistance program that can help pay for coverage, using funds from their Medicaid or CHIP programs. If you or your children aren't eligible for Medicaid or CHIP, you won't be eligible for these premium assistance programs but you may be able to buy individual insurance coverage through the Health Insurance Marketplace. For more information, visit **www.healthcare.gov**.

If you or your dependents are already enrolled in Medicaid or CHIP and you live in a State listed below, contact your State Medicaid or CHIP office to find out if premium assistance is available.

If you or your dependents are NOT currently enrolled in Medicaid or CHIP, and you think you or any of your dependents might be eligible for either of these programs, contact your State Medicaid or CHIP office or dial **1-877-KIDS NOW** or **www.insurekidsnow.gov** to find out how to apply. If you qualify, ask your state if it has a program that might help you pay the premiums for an employer-sponsored plan.

If you or your dependents are eligible for premium assistance under Medicaid or CHIP, as well as eligible under your employer plan, your employer must allow you to enroll in your employer plan if you aren't already enrolled. This is called a "special enrollment" opportunity, and **you must request coverage within 60 days of being determined eligible for premium assistance**. If you have questions about enrolling in your employer plan, contact the Department of Labor at **www.askebsa.dol.gov** or call **1-866-444-EBSA (3272)**.

If you live in the following State, you may be eligible for assistance paying your employer health plan premiums. The following list is current as of March 17, 2025. Contact your State for more information on eligibility.

Texas – Medicaid
Website: https://www.hhs.texas.gov/services/financial/health-insurance-premium-payment-hipp-program Phone: 1-800-440-0493

To see if any other States have added a premium assistance program since **March 17, 2025**, or for more information on special enrollment rights, you can contact either:

U.S. Department of Labor
Employee Benefits Security Administration
www.dol.gov/agencies/ebsa
1-866-444-EBSA (3272)
U.S. Department of Health and Human Services
Centers for Medicare & Medicaid Services
www.cms.hhs.gov
1-877-267-2323, Menu Option 4, Ext. 61565

Continuation of Coverage Rights Under COBRA

Under the Federal Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), if you are covered under the Irving ISD group health plan you and your eligible dependents may be entitled to continue your group health benefits coverage under the Irving ISD plan after you have left employment with the company. If you wish to elect COBRA coverage, contact your Human Resources Department for the applicable deadlines to elect coverage and pay the initial premium.

Plan Contact Information

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Important Legal Notices

Your Rights and Protections Against Surprise Medical Bills

When you get emergency care or get treated by an out-of-network provider at an in-network hospital or ambulatory surgical center, you are protected from surprise billing or balance billing.

What is "balance billing" (sometimes called "surprise billing")?

When you see a doctor or other health care provider, you may owe certain out-of-pocket costs, such as a copayment, coinsurance, and/or a deductible. You may have other costs or have to pay the entire bill if you see a provider or visit a health care facility that isn't in your health plan's network.

"Out-of-network" describes providers and facilities that have not signed a contract with your health plan. Out-of-network providers may be permitted to bill you for the difference between what your plan agreed to pay and the full amount charged for a service. This is called "balance billing." This amount is likely more than in-network costs for the same service and might not count toward your annual out-of-pocket limit.

"Surprise billing" is an unexpected balance bill. This can happen when you can't control who is involved in your care—like when you have an emergency or when you schedule a visit at an in-network facility but are unexpectedly treated by an out-of-network provider.

You are protected from balance billing for:

- Emergency services – If you have an emergency medical condition and get emergency services from an out-of-network provider or facility, the most the provider or facility may bill you is your plan's in- network cost-sharing amount (such as copayments and coinsurance). You cannot be balance billed for these emergency services. This includes services you may get after you are in stable condition, unless you give written consent and give up your protections not to be balanced billed for these post-stabilization services.
- Certain services at an in-network hospital or ambulatory surgical center – When you get services from an in-network hospital or ambulatory surgical center, certain providers there may be out-of-network. In these cases, the most those providers may bill you is your plan's in-network cost-sharing amount. This applies to emergency medicine, anesthesia, pathology, radiology, laboratory, neonatology, assistant surgeon, hospitalist, or intensivist services. These providers cannot balance bill you and may not ask you to give up your protections not to be balance billed.

If you get other services at these in-network facilities, out-of-network providers cannot balance bill you, unless you give written consent and give up your protections.

You are never required to give up your protections from balance billing. You also are not required to get care out-of-network. You can choose a provider or facility in your plan's network.

When balance billing is not allowed, you also have the following protections:

- You are only responsible for paying your share of the cost (like the copayments, coinsurance, and deductibles that you would pay if the provider or facility was in-network). Your health plan will pay out-of-network providers and facilities directly.
- Your health plan generally must:
  - Cover emergency services without requiring you to get approval for services in advance (prior authorization).
  - Cover emergency services by out-of-network providers.
  - Base what you owe the provider or facility (cost-sharing) on what it would pay an in-network provider or facility and show that amount in your explanation of benefits.
  - Count any amount you pay for emergency services or out-of-network services toward your deductible and out-of-pocket limit.

If you believe you have been wrongly billed, you may contact your insurance provider. Visit **www.cms.gov/nosurprises** for more information about your rights under federal law.

Notes

Notes

Notes

Higginbotham™
Public Sector

This brochure highlights the main features of the Irving ISD employee benefits program. It does not include all plan rules, details, limitations, and exclusions. The terms of your benefit plans are governed by legal documents, including insurance contracts. Should there be an inconsistency between this brochure and the legal plan documents, the plan documents are the final authority. Irving ISD reserves the right to change or discontinue its employee benefits plans at anytime.

DISTRICT OF INNOVATION
IRVING ISD

RENEWAL PLAN

Introduction

The 84th Legislative Session, through House Bill 1842, created Districts of Innovation (DOI) in Chapter 12A of the Texas Education Code. This law allows independent school districts to access flexibilities available to Texas' open enrollment charter schools. Districts are permitted to adopt these flexibilities through the approval of a school district's board of trustees. Irving ISD adopted the innovation plan in 2017. The term of the Local Innovation Plan is for a period of five years, beginning at the start of the 2017-18 school year and ending at the 2021-22 school year.

Background and Process

On December 12, 2017, the Irving ISD Board of Trustees voted to approve a Resolution, allowing the district to initiate the process to be designated as a District of Innovation. Moreover, the Board voted to approve the original District of Innovation plan on April 4, 2017. The plan was amended on three separate occasions over the five-year period.

On February 22, 2022, the Irving ISD Board of Trustees and the Superintendent appointed a District Advisory Committee composed of teachers, principals, parents, administrators, and community members. The committee membership represented a cross-section of the District. The committee met on March 3, 2022, and March 10, 2022, to review and revise the DOI plan for renewal. In addition, the committee was provided the final document for their approval on March 24, 2022, to finalize the proposed DOI language. The District Advisory Committee held a public meeting on May 12, 2022, on the approval DOI plan.

Term of DOI Plan

The term of the plan will be for five years, May 16, 2022 through May 16, 2027 (**pending board approval May 16, 2022**), unless terminated or amended earlier by the Board of Trustees in

accordance with the law. In addition, the Board of Trustees may consider exemptions in the form of an amendment at any time during the term of this plan.

Innovations

Irving ISD seeks exemptions from the following Texas Education Code provisions:

Designation of Campus Discipline Coordinator	
Texas Education Code 37.0012(a)	**FO(LEGAL)**

Innovation:

Texas Education Code 37.0012(a) states that a person at each campus must be designated to serve as the Campus Behavior Discipline Coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

Rationale/Benefits:

Relief from this status will allow the following opportunities:

- Principals and Assistant Principals already serve to monitor and respond to campus behaviors and discipline concerns and it is necessary in Irving ISD.
- The collaboration between a principal and their assistant principal(s) is valued in implementing Chapter 37 of TEC.
- Developing rapport with students, administrators can hold students accountable while supporting students to effectively monitor their own behavior.
- Having both Principals and Assistant Principals respond to behavior and discipline concerns allows for better use of staff resources to address student behavior in a timely manner. Students will benefit when behaviors are addressed immediately rather than waiting for the availability of a single Campus Behavior Coordinator to respond.

Planning and Preparation Periods	
Texas Education Code 21.404	**DL(LEGAL)(LOCAL)**

Innovation:

Texas Education Code 21.404 requires each classroom teacher to receive at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

Rationale/Benefits:

- To best serve the students of Irving ISD, we propose flexibility in meeting the needs of our students by affording secondary teachers an opportunity to voluntarily provide temporary classroom coverage for other classes during their planning time, on an as-needed basis
- The District would afford those teachers with additional compensation for voluntarily opting to participate in assisting the campus with their ongoing needs to provide constant, appropriate supervision for all students.
- This innovation allows for greater school-based decision making, assists in maintaining an orderly learning environment for all students, and allows school administrators to more effectively ensure the safety and security of all students.

Probationary Contracts

Texas Education Code 21.102 **DCA(LEGAL)**

Innovation:

Texas Education Code 21.102 states that new hires entitled to a Chapter 21 are generally employed for up to three years on a probationary contract. An exception to this rule is for employees who have been employed as a teacher in public education for at least five of the eight years immediately preceding employment by the District; under current law, these employees (if rehired) are entitled to a term contract in their second year of employment (this procedure is commonly referred to as the “five of eight” rule.) Texas Education Code 21.102 also limits the District from extending probationary contracts for a fourth year without seeking Board approval in the event there is doubt as to whether the teacher should be given a term contract.

Rationale/Benefits:

- Flexibility in offering a probationary contract for up to three years for employees hired under the “five of eight” rule will allow the District to provide more support and/or coaching to employees new to the District and/or newly promoted to a new position prior to offering a term contract.
- This innovation would allow the District to place employees who meet the “five of eight” criteria for years of experience outside the District to be placed on a probationary contract for up to three years upon hire into the District.
- Flexibility in offering a teacher a fourth year on a probationary contract would allow the District to provide teachers with additional opportunity for professional growth and increase opportunities for employee retention for those employees prior to offering a term contract to those employees.

Removal of Individuals from District Property/Facilities

Texas Education Code 37.105 **GKA(LOCAL)(LEGAL)**

Innovation:

Texas Education Code 37.105 states the District must maintain a record of each verbal warning of potential removal from district property/facilities, including the name of the person to whom the warning was issued and the date of the issuance. At the time a person is refused entry or removed from district property/facilities, the District is also required to provide to the person written information explaining the appeal process.

Rationale/Benefits:

- To better ensure the safety and security of students and staff in Irving ISD, we propose that the District not be required to maintain a record of each verbal warning of potential removal from District property/facilities, nor be required to provide written information explaining the appeal process to those who have been refused entry to District property/facilities or removed from District property/facilities.
- Under this innovation, District staff/administrators will be better able to maintain an orderly and safe environment for students, staff and visitors and ensure that potentially dangerous or disruptive situations are handled as expeditiously as possible.

Teacher Certification

Texas Education Code (21.003) and 21.053 **DBA(LEGAL, LOCAL) and DK(LEGAL) DCA(LOCAL) and DCE(LOCAL)**

Innovation:

Texas Education Code 21.003(a) requires that all district teachers be certified in accordance with rules adopted by the State Board for Educator Certification (SBEC). A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B. Similarly, Texas Education Code 21.053 prevents a Chapter 21 contract from being binding or an educator from being paid without a valid certificate with an effective date prior to the first date of work.

Rationale/Benefits:

- These exemptions allow the District to hire the most qualified candidates for teaching positions that are difficult to fill, if qualified and certified teachers are not available.

- Under this innovation, the District can best use local discretion to hire teachers who meet District teaching qualifications in high needs areas; Career and Technology (with an addendum to attain qualifications in three years), Advanced Math/Science, and Dual Credit programs.
- The District will set local criteria in order to maintain high standards of excellence in hiring.

Uniform School Start Date

Texas Education Code 25.0811 **EB(LEGAL)**

Innovation:

Texas Education Code 25.0811 prohibits a school district from beginning instruction for students for a school year before the fourth Monday in August and ending instruction prior to May 15.

Rationale/Benefits:

- Under this innovation, the District is able to balance the instructional time/days per semester.
- This exemption also offers flexibility at the start and end of the school year to create opportunities for professional development, discretion in calendar planning, and additional instructional days for students before required state assessments.

Note: This policy addresses the prohibition against discrimination in hiring and discharging employees. For legally referenced material relating to prohibited discrimination, harassment, and retaliation with respect to compensation, terms, conditions, or privileges of employment, see DIA(LEGAL).

Unlawful Hiring and Discharge

It is an unlawful employment practice for a district to fail or refuse to hire or to discharge any individual because of such individual's:

1. Race, color, or national origin;
2. Religion;
3. Sex;
4. Age;
5. Disability; or
6. Genetic information [see DAB].

Federal Law

Section 1981 of the Civil Rights Act of 1866 (Section 1981)—race. *42 U.S.C. 1981*

Title VII of the Civil Rights Act of 1964 (Title VII)—race, color, religion, sex, and national origin. *42 U.S.C. 2000e et seq.*

Age Discrimination in Employment Act of 1967 (ADEA)—age, over 40. *29 U.S.C. 621 et seq.*

Section 504 of the Rehabilitation Act of 1973 (Section 504)—disability in programs receiving federal funds. *29 U.S.C. 794*

Title I of the Americans with Disabilities Act of 1990 (ADA)—disability. *42 U.S.C. 12101 et seq.*

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)—genetic information. *42 U.S.C. 2000ff et seq.*

Note: Title VII, the ADA, and GINA do not apply to employers unless the employer has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year. *42 U.S.C. 2000e(b); 42 U.S.C. 12111(5); 42 U.S.C. 2000ff(2)(B)*

State Law

Texas Commission on Human Rights Act (TCHRA)—race, color, disability, religion, sex, national origin, age, and genetic information. *Labor Code 21.051, .402*

State policy on employment of persons with disabilities. *Human Resources Code 121.003(f)*

Discriminatory Practices

Title VII proscribes employment practices that are overtly discriminatory (disparate treatment), as well as those that are fair in form but discriminatory in practice (disparate impact). *Wards Cove Packing Co. v. Atonio, 490 U.S. 642 (1989)*

Disparate Treatment

Disparate treatment (intentional discrimination) occurs when members of a protected group have been denied the same employment, promotion, membership, or other employment opportunities as have been available to other employees or applicants. *29 C.F.R. 1607.11*

Disparate Impact

Disparate impact occurs when an employer uses a particular employment practice that causes a disparate (disproportionate) impact on a protected group and the employer fails to demonstrate that the challenged practice is job-related and consistent with business necessity. *42 U.S.C. 2000e-2(k)(1)(A); Labor Code 21.115, .122*

Limited Exception—Bona Fide Job Qualification

A district may take employment actions based on religion, sex, national origin, or age in those certain instances where religion, sex, national origin, or age is a bona fide occupational qualification. *42 U.S.C. 2000e-2(e); 29 U.S.C. 623(f); Labor Code 21.119*

Prohibition on Retaliation

A district may not discriminate against any employee or applicant for employment because the employee or applicant has opposed any unlawful, discriminatory employment practices or participated in the investigation of any complaint related to an unlawful, discriminatory employment practice. *29 U.S.C. 623(d) (ADEA); 42 U.S.C. 2000e-3(a) (Title VII); 42 U.S.C. 12203 (ADA); Labor Code 21.055*
[See DIA]

Notices

A district shall post in conspicuous places upon its premises a notice setting forth the information the Equal Employment Opportunity Commission deems appropriate to effectuate the purposes of the anti-discrimination laws. *29 U.S.C. 627; 42 U.S.C. 2000e-10*

Section 504 Notice

A district that employs 15 or more persons shall take appropriate steps to notify applicants and employees, including those with impaired vision or hearing, that it does not discriminate on the basis of disability.

The notice shall state:

1. That the district does not discriminate in employment in its programs and activities; and
2. The identity of the district's 504 coordinator.

Methods of notification may include:

1. Posting of notices;
2. Publication in newspapers and magazines;
3. Placing notices in district publications; and
4. Distributing memoranda or other written communications.

If a district publishes or uses recruitment materials containing general information that it makes available to applicants or employees, it shall include in those materials a statement of its nondiscrimination policy.

34 C.F.R. 104.8

Employment Postings

A district shall not print or publish any notice or advertisement relating to district employment that indicates any preference, limitation, specification, or discrimination based on race, color, religion, sex, disability, or national origin, unless the characteristic is a bona fide occupational qualification. *42 U.S.C. 2000e-3(b); Labor Code 21.059*

Religious Discrimination

The prohibition against discrimination on the basis of religion includes all aspects of religious observances and practice, as well as religious belief, unless a district demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship to the district's business. "Undue hardship" means more than a *de minimus* (minimal) cost. *42 U.S.C. 2000e(j); 29 C.F.R. 1605.2; Labor Code 21.108*

Unlawful Inquiry into Religious Affiliation

A person employed or maintained to obtain or aid in obtaining positions for public school employees may not directly or indirectly ask about, orally or in writing, the religion or religious affiliation of anyone applying for employment in a public school of this state. A violation of this provision is a Class B misdemeanor. A person who violates this provision is subject to civil penalties. *Education Code 22.901*

Sex Discrimination

Pregnancy

The prohibition against discrimination because of sex includes discrimination on the basis of pregnancy, childbirth, or related medical conditions. A district shall treat women affected by pregnancy, childbirth, or related medical conditions the same as other employees for all employment-related purposes, including receipt of benefits under fringe benefit programs. *42 U.S.C. 2000e(k); 29 C.F.R. 1604.10; Labor Code 21.106*

Gay and Transgender	The prohibition against discrimination because of sex includes discrimination on the basis of an individual being gay or transgender. *Bostock v. Clayton County, Georgia, 140 S. Ct. 1731 (2020)*
Gender Stereotypes	A district may not evaluate employees by assuming or insisting that they match the stereotype associated with their group. *Price Waterhouse v. Hopkins, 490 U.S. 228 (1989)*
Age Discrimination	The prohibition against discrimination on the basis of age applies only to discrimination against an individual 40 years of age or older. *29 U.S.C. 631; Labor Code 21.101*
Bona Fide Employee Benefit Plan	A district may take an employment action on the basis of age pursuant to a bona fide seniority system or a bona fide employee benefit plan. However, a bona fide employee benefit plan shall not excuse the failure to hire any individual and no such benefit plan shall require or permit the involuntary retirement of any individual because of age. *29 U.S.C. 623(f); Labor Code 21.102*
Disability Discrimination	A district may not discriminate against a qualified individual on the basis of disability in job application procedures, hiring, advancement, or discharge of employees, compensation, job training, and other terms, conditions, and privileges of employment. *42 U.S.C. 12112(a); 29 C.F.R. 1630.4; Labor Code 21.051* In addition, each district that receives assistance under the Individuals with Disabilities Education Act (IDEA) must make positive efforts to employ, and advance in employment, qualified individuals with disabilities in programs assisted by the IDEA. *34 C.F.R. 300.177(b)* [See DIA]
Other Forms of Discrimination	A district shall not deny initial employment, reemployment, retention in employment, promotion, or any benefit of employment on the basis of membership in a uniformed service, performance in a uniformed service, application for uniformed service, or obligation to a uniformed service. A district shall not take adverse employment action or discriminate against any person who takes action to enforce protections afforded by the Uniformed Services Employment and Re-employment Rights Act (USERRA). *38 U.S.C. 4311* [See also DECB]
Bankruptcy Discrimination	A district may not deny employment to, terminate the employment of, or discriminate with respect to employment against, a person that is or has been a debtor under federal bankruptcy laws, solely because the bankrupt or debtor is or has been a debtor under federal bankruptcy laws; was insolvent before the commencement of a bankruptcy case or during the case but before the debtor was granted or denied a discharge; or has not paid a debt that is dis-

chargeable in the bankruptcy case or that was discharged under the bankruptcy laws. *11 U.S.C. 525(a)*

Student Loan Repayment

A district that issues a license may not take disciplinary action against a person based on the person's default on a student loan or breach of a student loan repayment contract or scholarship contract including by:

1. Denying the person's application for a license or license renewal;
2. Suspending the person's license; or
3. Taking other disciplinary action against the person.

Occupations Code 56.001, .003

Note: The Board has adopted an innovation plan[1] that affects application of provisions in this legally referenced policy.

Table of Contents

Notice to Parents 3
Teacher Qualifications 3
Federally Required Notice—Lack of Credentials 3
State-Required Notice—Lack of Credentials 3
Professional Personnel 4
Certificate 4
License 5
School District Teaching Permit 5
Statement to Commissioner 5
Noncore Career and Technical Courses 5
Duration of Permit 6
Emergency Permit 6
Activation 6
General Eligibility Requirements 7
Specific Requirements for Initial Permits 8
Procedures for Initial Permit 9
Validity of Emergency Permit 10
One-Year Limitation 11
Renewal Requirements and Procedures 11
Nonrenewable Permits 12
Educator Consent 13
No Property Right 13
Unused Permits 13
Tutoring Program 13
Eligibility 13
Local Oversight and Reporting 14
Funding 14
Certification of Paraprofessional Employees 14
Federal Requirements for Teachers and Paraprofessionals 14
Qualifications Before December 10, 2015 14
Federal Requirements for Special Education Teachers 16

CPR and First Aid Certification 16
AED Certification 17
School Bus Drivers 17
Credentials 17
Pre-Employment Inquiries 18
Annual Evaluation 18
Disqualification 18
Employee Records 19
Professional Employees 19
Service Record 19
Access to Employee Records 19

Notice to Parents

Teacher Qualifications

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

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

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

Federally Required Notice—Lack of Credentials

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

State-Required Notice—Lack of Credentials

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

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

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

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

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

Education Code 21.057; 19 TAC 231.1

Professional Personnel

Certificate

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

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

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

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

License

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

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

Education Code 21.003(b)

School District Teaching Permit

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

Statement to Commissioner

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

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

Education Code 21.055(c)–(d)

Noncore Career and Technical Courses

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

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

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

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

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

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

Education Code 21.055(d-1)

Duration of Permit

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

Emergency Permit

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

Activation

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

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

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

19 TAC 230.71(d)

Temporary Vacancies

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

General Eligibility Requirements

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

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

4. The individual must be of good moral character. SBEC may refuse to authorize an emergency permit for an individual, applying the same standards that would be applied to the administrative denial of an applicant for certification under 19 Administrative Code 249.12 (Administrative Denial; Appeal).

5. The individual must submit fingerprints in accordance with 19 Administrative Code 232.35(c) (Submission of Required Information) and Education Code 22.0831. [See DBAA]

19 TAC 230.75

Specific Requirements for Initial Permits

An individual for whom an emergency permit is activated must:

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

2. Have satisfied the appropriate experience requirement specified in 19 Administrative Code 230.77 for the emergency permit sought.

19 TAC 230.77(a)

SBEC rules provide requirements for the following assignments:

1. Elementary grades (early childhood–grade 6) (general education).

2. Secondary grades (grades 7–12) (general education).

3. All grade levels (early childhood–grade 12) (general education).

4. Career and technical education programs.

5. Special populations, such as English language learners (ELLs) and students with special learning needs.

6. Other instructional and support personnel, such as school counselor, educational diagnostician, school librarian, and JROTC instructor.

19 TAC 230.77 (b)–(g)

Hardship Exception

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

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

19 TAC 230.71(h)

Holders of Intern or Probationary Certificates

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

Procedures for Initial Permit

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

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

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

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

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

19 TAC 230.79

Validity of Emergency Permit

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

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

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

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

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

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

19 TAC 230.73

One-Year Limitation

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

Exceptions

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

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

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

19 TAC 230.71(b), (c)

Renewal Requirements and Procedures

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

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

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

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

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

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

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

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

2. Official transcripts verifying completion of a minimum of six semester credit hours or documentation of completion of equivalent contact hours toward the appropriate target certificate must be placed in the individual's personnel file.

3. If the individual has not completed permit renewal requirements as indicated above, the superintendent or his or her designee must obtain hardship approval from the TEA prior to continuation of the assignment.

4. The appropriate renewal of the emergency permit application must be completed online prior to the beginning date of duties for the current school year.

5. The school district shall pay the appropriate fee.

19 TAC 230.81

Nonrenewable Permits

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

A nonrenewable permit may be activated for an individual who:

1. Has completed all course and degree requirements of a Texas EPP except for successful completion of all appropriate examination requirements. Nonrenewable permits activated for individuals in this category expire 12 months from the date of activation; or

2. Holds a Texas teacher certificate with an effective date before February 1, 1986, but has not revalidated the certificate for employment purposes by passing an examination. The individual must not have been employed in a Texas school district since the start of the 1985–86 school year. A nonrenewable permit activated for an individual in this category expires six months from the date of activation or at the end of the school year, whichever is less.

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

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

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

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

19 TAC 230.83

Educator Consent

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

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

19 TAC 230.71(e)

No Property Right

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

Unused Permits

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

Tutoring Program

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

Eligibility

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

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

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

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

2. If the district has local, state, or federal funds for purposes of the tutoring program and the teacher is providing tutoring services for compensation, employ the teacher as a tutor.

Local Oversight and Reporting

The superintendent or designee shall:

1. Oversee the tutoring program within the district; and
2. Not later than the last day of each semester, submit a report to the board that includes, with respect to that semester:
   a. The number of active or retired teachers who contacted the district to offer tutoring services to students in the district; and
   b. The number of active or retired teachers who were used by the district as a tutor on a volunteer basis or employed by the district to provide tutoring services for compensation.

Funding

A school district may use any available local, state, or federal funds to provide compensation to a person participating in the program as a tutor who is providing tutoring for compensation under the program.

Education Code 33.913

Certification of Paraprofessional Employees

Educational aides shall be certified according to standards established by SBEC. *19 TAC 230.51*

Federal Requirements for Teachers and Paraprofessionals

Teachers and paraprofessionals working in a program supported with funds under Title I, Part A of the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.) shall meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *20 U.S.C. 6311(g)(2)(J), 6312(c)(6)*

The state's professional standards for paraprofessionals working in a program supported with Title I funds must include qualifications that were in place under former 20 U.S.C. 6319, as that section existed before December 10, 2015. *20 U.S.C. 6311(g)(2)(M)*

Qualifications Before December 10, 2015

Each district receiving assistance under Title I, Part A of the ESEA shall ensure that all paraprofessionals working in a program supported with those funds shall:

1. Be assigned only duties consistent with the following:
   a. A paraprofessional may be assigned to:

(1) Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

(2) Assist with classroom management, such as organizing instructional and other materials;

(3) Provide assistance in a computer laboratory;

(4) Conduct parental involvement activities;

(5) Provide support in a library or media center;

(6) Act as a translator; or

(7) Provide instructional services to students in accordance with items (b) and (c).

b. A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with this section; and

c. A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

2. Regardless of a paraprofessional's hiring date, have earned a secondary school diploma or its recognized equivalent.

3. If hired after January 8, 2002, have one of the following credentials:

a. Completed at least two years of study at an institution of higher education;

b. Obtained an associate's (or higher) degree; or

c. Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:

(1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

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

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

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

1. Who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under Title I, Part A by acting as a translator; or

2. Whose duties consist solely of conducting parental involvement activities.

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

Federal Requirements for Special Education Teachers

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

1. Have obtained full state certification as a special education teacher [including participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 C.F.R. 2005.56(a)(2)(ii) as in effect November 28, 2008], or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher;

2. Have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

3. Hold at least a bachelor's degree.

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

CPR and First Aid Certification

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

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

AED Certification

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

School Bus Drivers

Credentials

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

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

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

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

Pre-Employment Inquiries

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

1. Any violations of motor vehicle laws or ordinances (other than parking violations) of which the applicant was convicted or forfeited bond or collateral during the three years preceding the date the application is submitted;

2. Any serious traffic violations, as defined by Transportation Code 522.003(25), of which the applicant was convicted during the ten years preceding the date the application is submitted; and

3. Any suspension, revocation, or cancellation of driving privilege that the applicant has ever received.

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

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

37 TAC 14.14(b)

Annual Evaluation

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

Disqualification

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

Employee Records

Professional Employees

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

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

Service Record

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

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

Former Employees

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

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

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

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

Access to Employee Records

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

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

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

Gov't Code 552.024, .102(a)

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

Employee Right of Access

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

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

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

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

[1] Innovation Plan: https://www.irvingisd.net/domain/440

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Updating Credentials

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

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

Contract Personnel

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

Exception

The Board of Trustees may employ a teacher who does not have the applicable certification when doing so is in the best interest of the District because the position is hard to fill or requires specific industry expertise. Individuals hired under this exception shall work toward certification and shall obtain the certification within the time frame identified in the applicable employment contract addendum.

Social Security Number

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

Records

The District shall maintain current and complete personnel records of all employees. Records shall be maintained electronically when feasible.

All transcripts filed with the District showing credits completed and/or degrees conferred shall be from an institution that, when the credits were completed or the degree was conferred, was accredited or otherwise approved by a state department of education, recognized governmental organization, or recognized regional accrediting organization as verified by the U.S. Department of Education.

[1] Innovation Plan: https://www.irvingisd.net/domain/440

Criminal History Reviews

Definitions

"Criminal history clearinghouse" (clearinghouse) means the electronic clearinghouse and subscription service established by the Department of Public Safety (DPS) to provide criminal history record information to persons entitled to receive that information and to provide updates to such information. A person who is the subject of the criminal history record information requested must consent to the release of the information. *Gov't Code 411.0845(a), (h)*

"Criminal history record information" (CHRI) means information collected about a person by a criminal justice agency that consists of identifiable descriptions and notations of arrests, detentions, indictments, information, and other formal criminal charges and their dispositions. *Gov't Code 411.082(2)*

"National criminal history record information" (NCHRI) means criminal history record information obtained from DPS under Government Code Chapter 411, Subchapter F, and the Federal Bureau of Investigation (FBI) under Government Code 411.087. *Education Code 22.081(2)*

"Request for CHRI" is the processing and entry of a person's complete set of fingerprints in DPS's tenprint database and the comparison of those prints to DPS's latent print database and if authorized the entry into FBI's tenprint and comparison to the FBI's latent print database. *37 TAC 27.172*

Participation in the Criminal History Clearinghouse

The purpose of the clearinghouse is to:

1. Provide authorized entities with the Texas and FBI fingerprint-based criminal history results.
2. Provide authorized entities with subscription and notification service to disseminate updated criminal history information.

Districts shall only submit a request for CHRI on a person who has authorized the access of their information.

Districts may subscribe to a person in the clearinghouse, if the entity has the authority to view the record. Entities shall unsubscribe from a person when it no longer has authority to view a record.

Districts shall validate their subscriptions in accordance with DPS policies. "Validation" is a process whereby the subscriber reviews a subscription to determine whether they are still authorized to receive CHRI on that individual and updates the subscription accordingly. Validations are required on a yearly basis.

Districts shall maintain compliance with the FBI Criminal Justice Information Services Security Policy. Districts shall allow DPS and

the FBI to conduct audits of their clearinghouse accounts to prevent any unauthorized access, use, or dissemination of the information.

37 TAC 27.171, .172(8), .174

Certified Persons

The State Board for Educator Certification (SBEC) shall review the NCHRI of a person who is an applicant for or holder of a certificate and who is employed by or is an applicant for employment by a district. *Education Code 22.0831(c)*

Noncertified Employees

Applicability

This section applies to a person who is not an applicant for or holder of a certificate from SBEC and who, on or after January 1, 2008, is offered employment by:

1. A district; or
2. A shared services arrangement, if the employee's or applicant's duties are or will be performed on school property or at another location where students are regularly present.

[For noncertified employees of a district or shared services arrangement hired before January 1, 2008, see All Other Employees, below.]

Information to DPS and TEA

Before or immediately after employing or securing the services of a person subject to this section, a district shall send or ensure that the person sends to DPS information that DPS requires for obtaining NCHRI, which may include fingerprints and photographs.

A district shall provide the Texas Education Agency (TEA) with the name of a person to whom this section applies. TEA shall examine the CHRI of the person and notify the district if the person may not be hired or must be discharged under Education Code 22.085.

Employment Pending Review

After the required information is submitted, the person may begin employment, but that employment is conditional upon the review of that person's CHRI by TEA and must be terminated if TEA makes a determination that the employee or applicant is ineligible for employment.

Criminal History

A district shall obtain all CHRI that relates to a person subject to this section through the clearinghouse and shall subscribe to the CHRI of that person. A district may require the person to pay any fees related to obtaining the CHRI.

Education Code 22.0833; 19 TAC 153.1109(d)

Districts of Innovation

A prohibition, restriction, or requirement imposed by Education Code Chapter 22, Subchapter C (Criminal History Records) on an

open-enrollment charter school applies to the same extent to a district of innovation or other charter entity.

The failure of a district of innovation to provide information required under Education Code 22.0832 may result in termination of the district 's designation as a district of innovation. [See AF]

Education Code 22.0815

Substitute Teachers

This section applies to a person who is a substitute teacher for a district or shared services arrangement.

Applicability

For purposes of the CHRI review requirements, a "substitute teacher" is a teacher who is on call or on a list of approved substitutes to replace a regular teacher and has no regular or guaranteed hours. A substitute teacher may be certified or noncertified.

Information to DPS and TEA

A district shall send or ensure that a person to whom this section applies sends to DPS information required for obtaining NCHRI, which may include fingerprints and photographs.

A district shall provide TEA with the name of a person to whom this section applies. TEA shall examine the CHRI and certification records of the person and notify the district if the person:

1. May not be hired or must be discharged as provided by Education Code 22.085; or
2. May not be employed as a substitute teacher because the person's educator certification has been revoked or is suspended.

Employment Pending Review

After the required information is submitted, the person may begin employment, but that employment is conditional upon the review of that person's CHRI by TEA and must be terminated if TEA makes a determination that the employee or applicant is ineligible for employment.

Criminal History

A district shall obtain all CHRI that relates to a person to whom this section applies through the clearinghouse. A district may require the person to pay any fees related to obtaining the CHRI.

Education Code 22.0836; 19 TAC 153.1101(5), .1111(d)

Student Teachers

Applicability

This section applies to a person participating in an internship consisting of student teaching to receive a teaching certificate.

Criminal History

A student teacher may not perform any student teaching until:

1. The student teacher has provided to a district a driver's license or another form of identification containing the person's

photograph issued by an entity of the United States government; and

2. The district has obtained from DPS all CHRI that relates to a student teacher. A district may also obtain CHRI relating to a student teacher from any other law enforcement agency, criminal justice agency, or private consumer reporting agency. A district may require a student teacher to pay any costs related to obtaining the CHRI.

Education Code 22.0835

Coordination of Efforts

TEA, SBEC, a district, and a shared services arrangement may coordinate as necessary to ensure that criminal history reviews authorized or required under Education Code Chapter 22, Subchapter C are not unnecessarily duplicated. *Education Code 22.0833(h)*

All Other Employees

A district shall obtain CHRI that relates to a person who is not subject to an NCHRI review under Education Code Chapter 21, Subchapter C and who is an employee of:

1. The district; or

2. A shared services arrangement, if the employee's duties are performed on school property or at another location where students are regularly present.

A district may obtain the CHRI from:

1. DPS;

2. A law enforcement or criminal justice agency; or

3. A private consumer reporting agency [see Consumer Credit Reports, below].

Education Code 22.083(a), (a-1); Gov't Code 411.097

Note: For criminal history record provisions regarding volunteers, see GKG. For provisions on employees of entities that contract with a district, see CJA.

Confidentiality of Record

CHRI that a district obtains from DPS, including any identification information that could reveal the identity of a person about whom CHRI is requested and information that directly or indirectly indicates or implies involvement of a person in the criminal justice system:

1. Is for the exclusive use of the district; and

2. May be disclosed or used by the district only if, and only to the extent, disclosure is authorized or directed by a statute, rule, or order of a court of competent jurisdiction.

For purposes of these confidentiality provisions, "criminal history record" information does not refer to any specific document provided by DPS, but to the information contained, wholly or partly, in a document's original form or any subsequent form or use.

A district or an individual may not confirm the existence or nonexistence of CHRI to any person who is not eligible to receive the information.

Gov't Code 411.084

CHRI obtained by a district, in the original form or any subsequent form, may not be released to any person except the individual who is the subject of the information, TEA, or SBEC, or by court order. The CHRI is not subject to disclosure under Government Code Chapter 552 (Public Information Act).

An employee of a district may request from the district a copy of any CHRI related to that employee that the district has obtained from DPS. The district may charge a fee to provide the information, not to exceed the actual cost of copying the CHRI.

Gov't Code 411.097(d), (f)

Destruction of CHRI

A district shall destroy CHRI obtained from DPS on the earlier of:

1. The date the information is used for the authorized purpose; or
2. The first anniversary of the date the information was originally obtained.

Gov't Code 411.097(d)(3)

Confidentiality of Information Obtained from Applicant or Employee

A district may not release information collected about a person in order to obtain CHRI, including the person's name, address, phone number, social security number, driver's license number, other identification number, and fingerprint records, except:

1. To comply with Government Code Chapter 22, Subchapter C (criminal records);
2. By court order; or
3. With the consent of the person who is the subject of the information.

In addition, the information is not subject to disclosure under Government Code Chapter 552.

The district shall destroy the information not later than the first anniversary of the date the information is received.

Education Code 22.08391

Unauthorized Disclosure of CHRI

A person commits a Class B misdemeanor if the person knowingly or intentionally:

1. Obtains CHRI in an unauthorized manner, uses the information for an unauthorized purpose, or discloses the information to a person who is not entitled to the information; or
2. Violates a DPS rule adopted under Government Code Chapter 411, Subchapter F.

A person commits a second degree felony if the person:

1. Obtains, uses, or discloses CHRI for remuneration or for the promise of remuneration; or
2. Employs another person to obtain, use, or disclose CHRI for remuneration or for the promise of remuneration.

Gov't Code 411.085

Refusal to Hire Convicted Applicants

A district shall discharge or refuse to hire an employee or applicant for employment if the district obtains information through a CHRI review that the employee or applicant has been:

1. Convicted of or placed on deferred adjudication community supervision for an offense requiring registration as a sex offender under Code of Criminal Procedure Chapter 62; or
2. Convicted of:
    a. A felony under Title 5, Penal Code, if the victim of the offense was under 18 years of age at the time the offense was committed; or
    b. An offense under the laws of another state or federal law that is equivalent to an offense under item 1 or 2a, above.

Exception

However, a district is not required to refuse to hire an applicant if the person committed an offense under Title 5, Penal Code and:

1. The date of the offense is more than 30 years before the date the person's employment will begin; and

2. The applicant for employment satisfied all terms of the court order entered on conviction.

Certification to Commissioner

Each school year, the superintendent shall certify to the commissioner that the district has complied with the above provisions.

Sanctions

SBEC may impose a sanction on an educator who does not refuse to hire an applicant for employment if the educator knew that the applicant had been adjudicated for or convicted of having an inappropriate relationship with a minor in accordance with Education Code 21.009(e), or knew or should have known, through a CHRI review, that the applicant has been convicted of or placed on deferred adjudication community supervision for an offense described above.

SBEC may impose a sanction on a superintendent who falsely or inaccurately certified to the commissioner that the district had complied with Education Code 22.085. [See Certification to Commissioner, above]

Termination for Failure to Disclose

A district may discharge an employee if the district obtains information of the employee's conviction of a felony or misdemeanor involving moral turpitude that the employee did not disclose to SBEC or to the district. An employee so discharged is considered to have been discharged for misconduct for the purposes of Labor Code 207.044 (unemployment compensation).

Education Code 22.085; 19 TAC 249.15(b)(12), (14) [See DF]

Pre-employment Affidavit

An applicant for a certified or licensed position [see Professional Personnel at DBA(LEGAL)] with a school district, including a district of innovation, must submit, using a form adopted by TEA, a pre-employment affidavit disclosing whether the applicant has ever been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor.

An applicant who answers affirmatively concerning an inappropriate relationship with a minor must disclose in the affidavit all relevant facts pertaining to the charge, adjudication, or conviction, including, for a charge, whether the charge was determined to be true or false.

An applicant is not precluded from being employed based on a disclosed charge if the district determines based on the information disclosed in the affidavit that the charge was false.

A determination that an employee failed to disclose required information is grounds for termination of employment.

SBEC may revoke the certificate of an administrator if the board determines it is reasonable to believe that the administrator employed an applicant for a position described by Education Code 21.003(a) or (b) despite being aware that the applicant had been adjudicated for or convicted of having an inappropriate relationship with a minor.

Education Code 21.009

Do Not Hire Registry

TEA shall develop and maintain an internet portal through which required reports may be confidentially and securely filed and TEA makes available:

1. The registry of persons who are not eligible to be employed in public schools; and
2. Information indicating that a person is under investigation.

Education Code 22.095

TEA shall maintain and make available through its internet portal a registry of persons who are not eligible to be employed by a district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement.

A district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall discharge or refuse to hire a person listed on the registry.

The registry must list:

1. An employee of an open enrollment charter school determined by TEA under Education Code 22.0832 as a person who would not be eligible for educator certification based on their NCHRI;
2. A noncertified person determined by TEA to be not eligible for employment based on the person's CHRI, as provided by Education Code 22.0833 [see DBAA];
3. A person who is not eligible for employment based on CHRI received by TEA under Education Code 21.058(b) indicating that a certified employee is required to register as a sex offender;
4. A person whose certification or permit is revoked by SBEC on a finding that the person engaged in misconduct described by Education Code 21.006(b)(2)(A) or (A-1) [see DHB]; and

5. A noncertified person who is determined by the commissioner under Education Code 22.094 to have engaged in misconduct described by Education Code 22.093(c)(1)(A) or (B) [see DHC].

Education Code 22.092

Commercial Driver License Drug and Alcohol Clearinghouse

The U.S. Department of Transportation (DOT) operates and maintains a national clearinghouse for records relating to alcohol and controlled substances testing of commercial motor vehicle operators in order to improve compliance with DOT's alcohol and controlled substances testing program applicable to commercial motor vehicle operators [see DHE] and to enhance the safety of roadways by reducing accidents and injuries involving the misuse of alcohol or use of controlled substances by operators of commercial motor vehicles. *49 U.S.C. 31306a*

Pre-employment Query Required

A district must not employ a driver subject to controlled substances and alcohol testing under 49 C.F.R. Part 382 to perform a safety-sensitive function without first conducting a pre-employment query of the federal Drug and Alcohol Clearinghouse to obtain information about the driver's previous test results.

Annual Query Required

A district must conduct a query of the federal Drug and Alcohol Clearinghouse at least once per year for information for all employees subject to controlled substance and alcohol testing under 49 C.F.R. Part 382 to determine whether information exists about those employees.

Prohibition

A district may not allow a driver the district employs or intends to hire or use to perform any safety-sensitive function if the results of a Clearinghouse query demonstrate that the driver has a prohibited test result.

Recordkeeping Required

A district must retain for three years a record of each query and all information received in response to each query made under this section.

49 C.F.R. 382.701

Consumer Credit Reports

Definitions

"Adverse action" includes a denial of employment or any other decision for employment purposes that adversely affects any current or prospective employee.

"Consumer report" includes any information from a consumer reporting agency that is used or expected to be used as a factor in establishing the person's eligibility for employment.

"Consumer reporting agency" is an agency that, for monetary fees, dues, or on a cooperative nonprofit basis, regularly assembles or

evaluates consumer credit information or other information on consumers for the purpose of furnishing consumer reports to third parties.

"Employment purposes" when used in connection with a consumer report means a report used for the purpose of evaluating a person for employment, promotion, reassignment, or retention as an employee.

15 U.S.C. 1681a

Obtaining Reports

A district may not procure a consumer report for employment purposes unless:

1. The district has provided the applicant or employee a written disclosure that a consumer report may be obtained for employment purposes; and
2. The applicant or employee has authorized in writing the procurement of the consumer report.

Adverse Action

Before taking any adverse action based on the consumer report, a district shall provide the applicant or employee a copy of the consumer report and a written description of the person's rights under the Fair Credit Reporting Act, as prescribed by the Federal Trade Commission.

15 U.S.C. 1681b(b)(2)

Disposal of Records

A district must properly dispose of a consumer report by taking reasonable measures to protect against unauthorized access to or use of the information.

"Dispose" includes discarding or abandoning the consumer report, or selling, donating, or transferring any medium, including computer equipment, upon which the consumer report is stored.

Examples of reasonable measures include:

1. Burning, pulverizing, or shredding papers containing a consumer report so the information cannot practicably be read or reconstructed;
2. Destroying or erasing electronic media containing a consumer report so that the information cannot practicably be read or reconstructed; or
3. After due diligence, entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of the consumer report.

16 C.F.R. 682.3

Disqualifying Offenses

The District shall obtain criminal history record information on final candidates for employment. All District positions have the potential for contact with students. The District shall disqualify from employment a person whose criminal history indicates that the person poses a threat to students or employees. Consistent with business necessity, the District shall also disqualify from employment a person whose criminal history is otherwise inconsistent with the job duties of the position for which the person is being considered.

Individualized Assessment

The District shall perform an individualized assessment of criminal history record information when determining a person's eligibility for employment in a specific position. The District shall take into account a variety of factors, including the following:

1. The nature of the offense;
2. The age of the person when the crime was committed;
3. The date of the offense and how much time has elapsed;
4. The adjudication of the offense (e.g., whether the person was found guilty by a trier of fact, pled guilty, entered a no contest plea, or received deferred adjudication);
5. The nature and responsibilities of the job sought;
6. The accuracy of the person's disclosure of his or her criminal history during the selection process;
7. The effect of the conduct on the overall educational environment; and
8. Any further information provided by the person concerning his or her criminal history record.

Arrests

The fact of an arrest alone does not establish that criminal conduct has occurred, and the District shall not disqualify a person based solely on an arrest. The District may make an employment decision based on the conduct underlying the arrest if the conduct makes the person unfit for the position in question.

SBEC Notification

If a candidate for a position has a reported criminal history, and the candidate is certified by the State Board for Educator Certification (SBEC), the District shall report the criminal history to SBEC.

Credit History

The District shall obtain credit history information on a candidate for employment only when the credit history is related to the position for which the person is being considered. The District shall comply with the Fair Credit Reporting Act before obtaining a job-related credit history. [See DBAA(LEGAL)]

Employment Policies

A board shall adopt a policy providing for the employment and duties of district personnel. The policy shall provide that:

1. A board employs and evaluates the superintendent;
2. A superintendent has sole authority to make recommendations to a board regarding the selection of all personnel, except that the board may delegate final authority for those decisions to the superintendent [see Superintendent Recommendation, below];
3. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP];
4. Notice will be provided of vacant positions [see Posting of Vacancies, below]; and
5. Each employee has the right to present grievances to the board. [See Grievances, below]

Education Code 11.1513

Tax Identifier

A board shall adopt a policy prohibiting the use of social security numbers as employee identifiers other than for tax purposes [see Social Security Numbers, below]. *Education Code 11.1514* [See DBA]

Contract Positions

A board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. *Education Code 21.002(c)* [See DCB and DCC]

Delegation of Authority

A district's employment policy may specify the terms of district employment or delegate to the superintendent the authority to determine the terms of employment with the district. *Education Code 11.1513(c)* [For nepotism implications, see BBFB and DBE]

Availability

A district shall post on its internet website, if the district has a website, the employment policy adopted by the board under Education Code 11.1513(a) and the full text of any regulations referenced in the policy.

A district shall make available any forms referenced in its employment policy on an intranet website that is maintained by the district and accessible to district employees, or at a district administrative office designated by the district if the district does not maintain an intranet website.

Education Code 11.1513(k)

Internal Auditor

If a district employs an internal auditor, the board shall select the internal auditor and the internal auditor shall report directly to the board. *Education Code 11.170* [See CFC]

Superintendent Recommendation

A board may accept or reject a superintendent's recommendation regarding the selection of district personnel and shall include the board's acceptance or rejection in the minutes of the board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If a board rejects a superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation. *Education Code 11.1513(b)*

Posting of Vacancies

A district's employment policy must provide that not later than the tenth school day before the date on which a district fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the board, the district must provide to each current district employee:

1. Notice of the position by posting the position on:
    a. A bulletin board at:
        (1) A place convenient to the public in the district's central administrative office, and
        (2) The central administrative office of each campus during any time the office is open; or
    b. The district's internet website, if the district has a website; and
2. A reasonable opportunity to apply for the position.

Education Code 11.1513(d)

Exception

If, during the school year, a district must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the district must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, a district is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.1513(e)*

Grievances

A district's employment policy must provide each employee with the right to present grievances to the board. The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of

a district, except that the policy may prohibit ex parte communication relating to:

1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.

Education Code 11.1513(i)–(j) [See DGBA]

Transfers

A district's employment policy may include a provision for providing each current district employee with an opportunity to participate in a process for transferring to another school in or position with the district. *Education Code 11.1513(c)(3)* [See DK]

Contract Employees

A district shall employ each classroom teacher, principal, librarian, nurse, or school counselor under a probationary contract, a continuing contract, or a term contract. A district is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

Classroom Teacher

"Classroom teacher" means an educator who is employed by a district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

Minimum Length of Contract

A contract between a district and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. *Education Code 21.401(a), (b)*

Proportionate Reduction

If a district anticipates providing less than 180 days of instruction for students during a school year, as indicated by the district's academic calendar, the district may reduce the number of days of service proportionately. A reduction by the district does not reduce an educator's salary. *Education Code 21.401(c-1)*

Commissioner Waiver

The commissioner of education may reduce the number of days of service if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools. A reduction by the commissioner does not reduce an educator's salary. *Education Code 21.401(c), 25.081(b)*

Educational Aides

A board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.363(f)*

Employment of Retirees

Monthly Certified Statement

A district shall submit to the Teacher Retirement System of Texas (TRS) a monthly certified statement of employment for all retirees employed by the district during each month of a school year. A district shall inform TRS of changes in status of the district that affect the district's reporting responsibilities.

Deadline

A district must submit the monthly certified statement and all required employer surcharges under 34 Administrative Code 31.3 (relating to Return-to-Work Employer Pension Surcharges) for each report month from September through July before the eleventh day of the month following the applicable report month. For the monthly certified statement for the report month of August, the employer shall submit the monthly certified statement and all required employer surcharges before the seventh day of September.

If the due date for submission of a monthly certified statement and required employer surcharges falls on a weekend or federal holiday, a district shall submit the monthly certified statement and required employer surcharges on the last business day prior to the due date.

Late Submissions

A district that fails to timely submit a monthly certified statement and all required employer surcharges must also pay all applicable interest and late fees. A district must pay to TRS the late fee established by rule for each business day that the monthly certified statement is past due.

Required Information

A monthly certified statement is not considered submitted to TRS until it is completed. To be complete, the monthly certified statement must include all the following information regarding a retiree employed by the employer during the report month:

1. The number of hours and days worked by the retiree;
2. Whether the retiree's employment qualifies as one or more of the following types:
    a. Substitute employment;
    b. One-half time or less employment;
    c. Employment as a tutor under Education Code 33.913;
    d. Employment in a federally funded COVID-19 personnel position that meets the requirements of Government Code 824.6021 and 34 Administrative Code 31.16 (relating to Federally Funded COVID-19 Personnel);
    e. Full-time employment;

f. Trial employment of a disability retiree for up to three months; or

g. Any combination of these types;

3. The amount of gross compensation paid to the retiree during the report month;

4. The total amount due under 34 Administrative Code 41.4 (relating to Employer Health Benefit Surcharge); and

5. Any other information requested by TRS.

An administrator of a district who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

Gov't Code 824.6022, 825.403(k); 34 TAC 31.2

Former Board Member Employment

A board member is prohibited from accepting employment with the district until the first anniversary of the date the board member's membership on a board ends. *Education Code 11.063* [See BBC]

New Hires

I-9 Forms

A district shall ensure that an employee properly completes section 1—"Employee Information and Verification"—on Form I-9 at the time of hire.

A district must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If a district hires an individual for employment for a duration of less than three business days, the district must verify employment at the time of hire. A district shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times. When a district rehires an individual, the district may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

8 C.F.R. 274a.2(b)(1)(ii), (iii), (vii), (viii)

New Hire Reporting

A district shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and social security number of each newly hired employee. The report shall also contain a district's name, address, and employer identification number.

A district may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the district's payroll address for mailing of notice to withhold child support.

A district shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the district and in a format acceptable to the attorney general.

Deadline

New hire reports are due:

1. Not later than 20 calendar days after the date a district hires the employee; or
2. In the case of a district transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

Penalties

A district that knowingly violates the new hire provisions may be liable for a civil penalty, as set forth at Family Code 234.105.

42 U.S.C. 653a(b), (c); Family Code 234.101–.105; 1 TAC 55, Subch. I

Donations for Supplemental Educational Staff

A district shall accept from a parent-teacher organization or association recognized by the district a donation designated to fund supplemental educational staff positions at a school campus and spend the donation accepted for the designated purpose at the direction of and within the time period specified by the school campus for which the donation was designated. This provision expires September 1, 2025. *Education Code 11.156(c), (d)*

Social Security Numbers

A board shall adopt a policy prohibiting the use of the social security number of an employee of the district as an employee identifier other than for tax purposes. *Education Code 11.1514* [See DBA]

Federal Law

A district shall not deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her social security number.

Exceptions

The federal law does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the social security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;

2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or

3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within a district's jurisdiction.

Statement of Uses

A district that requests disclosure of a social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

Privacy Act of 1974, Pub. L. No. 93-579, Sec. 7, 88 Stat. 1896, 1897 (1974)

Employment Assistance Prohibited

Federal Law

A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school employee in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such school employee engaged in sexual misconduct regarding a minor or student in violation of the law.

This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee engaged in sexual misconduct regarding a minor or student in violation of the law;

2. The school employee has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or

3. The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee within four years of the date on which the information was reported to a law enforcement agency.

20 U.S.C 7926 [See also CJ]

State Law

SBEC may suspend or revoke a certificate, impose other sanctions against the person, or refuse to issue a certificate to the person if:

1. The person assists another person in obtaining employment at a school district, private school, or open-enrollment charter school, other than by the routine transmission of administrative and personnel files; and

2. The person knew that the other person has previously engaged in sexual misconduct with a minor or student in violation of the law.

The commissioner may require a school district to revoke or decline to issue a school district teaching permit under Education Code 21.055 issued to or requested by a person subject to SBEC action above.

Education Code 21.0581; 19 TAC 249.15(b)(13)

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications

All applicants shall complete the electronic application process established by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Selection of Personnel

In all cases, selection of personnel for employment shall be based on the qualifications of the applicants. The best qualified applicants shall be employed to fill the particular position where a vacancy exists.

Salaries shall be paid in accordance with the schedule approved by the Board. [See DEA]

The public school program in the District shall not be open to exploitation for any reason whatsoever, including political, business, special friendship, family relationship, or personal gratification. The instructional staff and other employees shall be recommended to the Board on the basis of qualifications to the best of the knowledge, belief, and ability of the administrative staff. The Board shall follow the same plan in approving recommendations, and its decision shall be final and effective.

Individual central office divisions shall not have the authority to transfer personnel, offer contracts or employment, adjust compensation or job titles, and/or terminate positions without the approval of the Superintendent or designee. [See also DEA(LOCAL) and DK(LOCAL)]

The authority delegated by the Board to the Superintendent regarding personnel matters shall be exercised by the Superintendent personally or by the Superintendent's designee.

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel, provided, however, that the Board shall select the internal auditor.

The Board retains final authority for employment of these contractual personnel.

The Board delegates to the Superintendent or designee the authority for selection and employment of contractual personnel in positions below pay grade 10.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Interviews

The office of human resources maintains an active file of appropriate noncontractual personnel applicants. Applicants for these positions shall be interviewed by the appropriate administrative personnel.

Summer School and Night School Teachers

Teachers for summer and/or night school programs shall make application through the electronic process. After checking certification, the office of human resources shall forward a copy to the designated principal of the appropriate summer or night school program for consideration. Preference shall be given to District teachers.

Summer and night school teachers shall meet all state certification standards and shall comply with all state and local requirements established for regular teachers.

Orientation

The Superintendent or designee shall conduct orientation programs for new contractual personnel and for other professional contractual personnel as required by law, TEA regulations, and Board policy.

Orientation programs for noncontractual employees shall be conducted by the department heads, principals, or other administrative personnel as designated by the Superintendent.

Exit Interviews and Exit Reports

An exit interview shall be conducted, if possible, and an exit report shall be prepared for every employee who leaves employment with the District.

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Persons Under Probationary Contracts

Except as provided below, each of the following persons shall be employed under a probationary contract when the person is employed by the District for the first time or if the person has not been employed by the District for two consecutive school years subsequent to August 28, 1967:

1. Principal.
2. Supervisor.
3. Classroom teacher.
4. School counselor.
5. Other full-time professional employee who is required to hold a certificate issued under Education Code Chapter 21, Subchapter B [see DK(EXHIBIT)].
6. Nurse.

Exclusions

Education Code Chapter 21, Subchapter C (relating to probationary contracts) does not apply to the Superintendent or a person who is not entitled to a probationary, continuing, or term contract under Education Code 21.002 [see DC(LEGAL) at CONTRACT EMPLOYEES], an existing contract, or District policy.

Education Code 21.101, .102(a)

Exceptions

Rehires

A person who previously was employed as a teacher by the District, and after at least a two-year lapse in District employment returns to District employment, may be employed under a probationary contract. *Education Code 21.102(a)*

Principal or Classroom Teacher

The District may employ a person as a principal or classroom teacher under a term contract if the person has experience as a public school principal or classroom teacher, respectively, regardless of whether the person is being employed by the District for the first time or whether a probationary contract would otherwise be required under Education Code Section 21.102. *Education Code 21.202(b)*

Change in Professional Capacity

An employee may be employed under a probationary contract if the employee voluntarily accepts an assignment in a new professional capacity that requires a different class of certificate under Education Code Chapter 21, Subchapter B than the class of certificate held by the employee in the professional capacity in which the employee was previously employed.

This provision does not apply to an employee who is returned by the District to a professional capacity in which the employee was employed by the District before the District employed the employee

in the new professional capacity. The employee is entitled to be employed in the original professional capacity under the same contractual status as the status held by the employee during the previous employment by the District in that capacity.

Education Code 21.102(a-1) [See 19 TAC 230.33(b) for list of certificate classes]

Term of Contract

A probationary contract may not be for a term exceeding one school year.

Maximum

A probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.

Exception

A probationary contract period may be extended beyond the third consecutive year of employment if, during the third year of the probationary period, the Board determines that it is doubtful whether a continuing contract or a term contract should be given. If the Board makes such a determination, the District may make a probationary contract for a term ending with the fourth consecutive school year.

Education Code 21.102

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Maximum Probationary Contract Period

The District shall be exempt from provisions in state law regarding the maximum length of time an experienced teacher may be on a probationary contract.

A probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years.

For experienced teachers, as defined by Education Code 21.101, who have been employed as a teacher in public education for at least five of the eight previous years, a probationary contract shall be for a period of one year and may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years.

A person who voluntarily accepts an assignment in a new professional capacity that requires a different class of certificate may be employed under a probationary contract for up to three one-year periods, for a maximum permissible probationary contract of three school years.

[1] Innovation Plan: https://www.irvingisd.net/domain/440

The employment-at-will doctrine is the law of Texas, under which an employer has no duty to an employee regarding continuation of employment. *Jones v. Legal Copy, Inc., 846 S.W.2d 922 (Tex. App.—Houston [1st Dist.] 1993, no writ)*

The employment-at-will doctrine places no duties on an employer regarding an employee's continued employment and thus bars contract and tort claims based on the decision to discharge an employee. *Sabine Pilot Serv., Inc. v. Hauck, 687 S.W.2d 733 (Tex. 1985)*

In Texas, at-will employment is presumed unless shown otherwise. *Gonzales v. Galveston Ind. Sch. Dist., 865 F.Supp. 1241 (S.D. Tex. 1994)*

Employment for an indefinite term may be terminated at-will and without cause, except as otherwise provided by law. *Garcia v. Reeves Cnty., Tex., 32 F.3d 200 (5th Cir. 1994); Irby v. Sullivan, 737 F.2d 1418 (5th Cir. 1984); Winters v. Houston Chronicle Pub. Co., 795 S.W.2d 723 (Tex. 1990)*

Exception

An at-will employee cannot be discharged if the sole reason for the discharge was that the employee refused to perform an illegal act. *Sabine Pilot Serv., Inc. v. Hauck, 687 S.W.2d 733 (Tex. 1985)* [See DG, DGA, DGB for other exceptions]

Nepotism

A superintendent to whom a board has delegated final hiring authority to select personnel is a "public official" with appointment authority for purposes of the nepotism laws. *Atty. Gen. Op. GA-123 (2003)* [See DBE]

Dismissal Procedure

An at-will employment relationship, standing alone without benefit of recognized exception, triggers no due process requirement nor right. *Mott v. Montgomery County, 882 S.W.2d 635, 638 (Tex. App.—Beaumont 1994, writ denied)*

Termination of employment is a condition of work that is a proper subject for the grievance process. *Fibreboard Paper Prods. Corp. v. N.L.R.B., 379 U.S. 203 (1964); Sayre v. Mullins, 681 S.W.2d 25 (Tex. 1984)* [See DGBA]

[See policy DHB regarding circumstances under which a certified paraprofessional employee's dismissal will be reported to the State Board for Educator Certification (SBEC).]

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

Dismissal

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.

Appeal of Employment Actions

A dismissed employee may appeal the dismissal in accordance with DGBA(LOCAL).

Minimum Salary Schedule — Educators

A district shall pay each classroom teacher, full-time librarian, full-time school counselor, or full-time nurse not less than the minimum monthly salary, based on the employee's level of experience, specified in Education Code 21.402 and 19 Administrative Code 153.1021.

Definitions

Classroom Teacher

"Classroom teacher" means an educator who teaches an average of at least four hours per day in an academic or career and technology instructional setting, focusing on the delivery of the Texas Essential Knowledge and Skills, and who holds the relevant certificate from the State Board for Educator Certification (SBEC). Although noninstructional duties do not qualify as teaching, necessary functions related to the educator's instructional assignment, such as instructional planning and transition between instructional periods, should be applied to creditable classroom time.

Librarian

"Librarian" means an educator who provides full-time library services and holds the relevant certificate from SBEC.

School Counselor

"School counselor" means an educator who provides full-time counseling and guidance services and holds the relevant certificate from SBEC.

Nurse

"Nurse" means an educator employed to provide full-time nursing and health-care services and who meets all the requirements to practice as a registered nurse (RN) pursuant to the Nursing Practice Act and the rules and regulations relating to professional nurse education, licensure, and practice and has been issued a license to practice professional nursing in Texas.

Full-Time

"Full-time" means contracted employment for at least ten months (187 days) for 100 percent of the school day, in accordance with the definitions of school day in Education Code 25.082, employment contract in Education Code 21.002, and school year in Education Code 25.081.

19 TAC 153.1022(a)

Placement on Salary Schedule

The commissioner's rules determine the experience for which a teacher, librarian, school counselor, or nurse is to be given credit in placing the teacher, librarian, school counselor, or nurse on the minimum salary schedule. A district shall credit the teacher, librarian, school counselor, or nurse for each year of experience, whether or not the years are consecutive. *Education Code 21.402(a), .403(c); 19 TAC 153.1022*

Employees Formerly on Career Ladder

A teacher or librarian who received a career ladder supplement on August 31, 1993, is entitled to at least the same gross monthly salary the teacher or librarian received for the 1994–95 school year as long as the teacher or librarian is employed by the same district.

In addition, a teacher or librarian who was on level two or three of the career ladder is entitled, as long as he or she is employed by the same district, to placement on the minimum salary schedule according to the guidelines at Education Code 21.403(d). *Education Code 21.402(f), .403(d)*

Pay Increases

A district shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. *Tex. Const. Art. III, Sec. 53*

Public Hearing—Contract Employees

A district may not pay an employee or former employee more than an amount owed under a contract with the employee unless the district holds at least one public hearing. Notice of the hearing must be given in accordance with notice of a public meeting under the Texas Open Meetings Act [see BE].

The board must state the following at the public hearing:

1. The source and exact amount of the payment;
2. The reason the payment is being offered including the public purpose that will be served by making the payment; and
3. The terms for distribution of the payment that effect and maintain the public purpose.

Local Gov't Code 180.007

Increase in Basic Allotment

During any school year for which the maximum amount of the basic allotment provided under Education Code 48.015(a) or (b) is greater than the maximum amount provided for the preceding school year, a district must use at least 30 percent of the district's increased funding to provide compensation increases to full-time district employees other than administrators as follows:

1. 75 percent must be used to increase the compensation paid to classroom teachers, full-time librarians, full-time school counselors certified under Education Code Chapter 21, Subchapter B and full-time school nurses, prioritizing differentiated compensation for classroom teachers with more than five years of experience; and
2. 25 percent may be used as determined by the district to increase compensation paid to full-time district employees.

"Compensation" includes benefits such as insurance premiums.

Education Code 48.051(c), (d)

Maintenance of Salary

An employee who received a salary increase from a district for the 2019–20 school year is, as long as the employee remains employed by the same district and the district is receiving at least the same amount of funding as the amount of funding the district received for the 2019–20 school year, entitled to salary that is at least equal to the salary the employee received for the 2019–20 school year.

This requirement does not apply if the board:

1. Implements a furlough program under Education Code 21.4021 [see Furlough Program, below], a salary reduction under Education Code 21.4022 [see Salary Reduction/Furlough Process, below], and a widespread reduction in salaries under Education Code 21.4032 [see Widespread Salary Reductions, below] in reducing the employee's salary; and
2. Has adopted a resolution declaring a financial exigency for the district under Education Code 44.011. [See CEA]

A reduction in the salary of a district employee described above is subject to the rights granted to the employee under the Education Code.

Education Code 48.051(c-1), (c-2)

Salary Advances and Loans

A district shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)*

Designation of Compensation for Benefits

An employee who is covered by a cafeteria plan or who is eligible to pay health-care premiums through a premium conversion plan may elect to designate a portion of the employee's compensation to be used as health-care supplementation. The amount designated may not exceed the amount permitted under federal law. *Education Code 22.103*

Use

An employee may use the compensation designated for health-care supplementation for any employee benefit, including depositing the designated amount into a cafeteria plan in which the employee is enrolled or using the designated amount for health-care premiums through a premium conversion plan. *Education Code 22.106*

Annual Election

Each school year, an active employee must elect in writing whether to designate a portion of the employee's compensation to be used as health-care supplementation. The election must be made at the same time that the employee elects to participate in a cafeteria plan, if applicable. *Education Code 22.105*

Definition

For purposes of the designation of compensation as health-care supplementation, “employee” means an active, contributing member of the Teacher Retirement System (TRS) who:

1. Is employed by a district;
2. Is not a retiree eligible for coverage under Insurance Code Chapter 1575 (retiree group health benefits);
3. Is not eligible for coverage by a group insurance plan under Insurance Code Chapter 1551 (state employee health insurance) or Chapter 1601 (state university employee health insurance); and
4. Is not an individual performing personal services for the district as an independent contractor.

Education Code 22.101(2)

TRS Contributions for New Hires

During each fiscal year, a district shall pay an amount equal to the state contribution rate, as established by the General Appropriations Act for the fiscal year, applied to the aggregate compensation of new members of the retirement system, during their first 90 days of employment.

“New member” means a person first employed on or after September 1, 2005, including a former member who withdrew retirement contributions under Government Code 822.003 and is reemployed on or after September 1, 2005.

On a monthly basis, a district shall:

1. Certify to TRS the total amount of salary paid during the first 90 days of employment of a new member and the total amount of employer payments under this section for the payroll periods; and
2. Retain information, as determined by TRS, sufficient to allow administration of this section, including information for each employee showing the applicable salary as well as aggregate compensation for the first 90 days of employment for new employees.

A district must remit the amount required under this section to TRS at the same time the district remits the member’s contribution. In computing the amount required to be remitted, a district shall include compensation paid to an employee for the entire pay period that contains the 90th calendar day of new employment.

Gov’t Code 825.4041

TRS Surcharge for Rehired Retirees

During each payroll period for which a retiree is reported, a district shall contribute to the retirement system for each retiree reported an amount based on the retiree's salary equal to the sum of:

TRS Fund Contributions

1. The current contribution amount that would be contributed by the retiree if the retiree were an active, contributing member; and
2. The current contribution amount authorized by the General Appropriations Act that the state would contribute for that retiree if the retiree were an active, contributing member.

Gov't Code 825.4092(b)

Health Insurance Contributions

In addition, each payroll period and for each rehired retiree who is enrolled in TRS Care (retiree group health insurance), a district shall contribute to the TRS Care trust fund an amount established by TRS. In determining the amount to be contributed by the district, TRS shall consider the amount a retiree is required to pay for the retiree and any enrolled dependents to participate in the group program and the full cost of the retiree's and enrolled dependents' participation in the group program. If more than one employer reports the retiree to TRS during a month, the amount of the required payment shall be prorated among employers. *Gov't Code 825.4092(c); Insurance Code 1575.204(b)*

No Recovery of Costs

A district is ultimately responsible for payment of the contributions above. A district may not directly or indirectly pass that cost on to the retiree through payroll deduction, by imposition of a fee, or by any other means designed to recover the cost. *Gov't Code 825.4092(f)*

Exception

A district is not required to contribute these amounts for a retiree who retired from the retirement system before September 1, 2005. *Gov't Code 825.4092(e)*

Temporary Exception

A district is not required to contribute these amounts for a retiree who retired from the retirement system after September 1, 2005, and is employed in a position described by Government Code 824.6021(a) performing duties related to the mitigation of student learning loss attributable to the coronavirus disease (COVID-19) pandemic. This provision expires February 1, 2025. *Gov't Code 825.4092(f)*

Notice Regarding Earned Income Tax Credit

Not later than March 1 of each year, a district shall provide employees with information regarding general eligibility requirements for the federal earned income tax credit by one of the following means:

1. In person;

2. Electronically at the employee's last known email address;

3. Through a flyer included, in writing or electronically, as a payroll stuffer; or

4. By first class mail to the employee's last known address.

A district may not satisfy this requirement solely by posting information in the workplace.

In addition, a district may provide employees with IRS publications and forms, or information prepared by the comptroller, relating to the earned income tax credit.

Labor Code 104.001–.003

Decreasing Pay

The commissioner has held that a district may reduce educator compensation if it gives sufficient warning of a possible reduction in pay when educators can still unilaterally resign from their contracts. A sufficient warning must be both formal enough and specific enough to give educators a meaningful opportunity to decide whether to continue employment with a district. *Brajenovich v. Alief Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 021-R1O-1106 (2009)*

Widespread Salary Reductions

The following provisions apply only to a widespread reduction in the amount of annual salaries paid to classroom teachers in a district based primarily on district financial conditions rather than on teacher performance.

For any school year in which a district has reduced the amount of the annual salaries paid to classroom teachers from the amount paid for the preceding school year, the district shall reduce the amount of the annual salary paid to each district administrator or other professional employee by a percent or fraction of a percent that is equal to the average percent or fraction of a percent by which teacher salaries have been reduced.

Education Code 21.4032

A board may not reduce salaries until the district has complied with the requirements at Education Code 21.4022 [see Salary Reduction/Furlough Process, below]. *Education Code 21.4022*

Furlough Program

In accordance with district policy [see DFFA], a board may implement a furlough program and reduce the number of days of service otherwise required under Education Code 21.401 [see DC] by not more than six days of service during a school year if the commissioner certifies that the district will be provided with less state and local funding for that year than was provided to the district for the 2010–11 school year. *Education Code 21.4021(a)*

A board may not implement a furlough program until the district has complied with the requirements at Education Code 21.4022 [see Salary Reduction/Furlough Process, below]. *Education Code 21.4022*

Funding Levels

Not later than July 1 of each year, the commissioner shall determine for each district whether the estimated amount of state and local funding per student in weighted average daily attendance to be provided to the district under the Foundation School Program for maintenance and operations for the following school year is less than the amount provided to the district for the 2010–11 school year. If the amount estimated to be provided is less, the commissioner shall certify the percentage decrease in funding to be provided to the district. *Education Code 48.010*

Salaries

Notwithstanding Education Code 21.402 (minimum salary schedule), a board may reduce the salary of an employee who is furloughed in proportion to the number of days by which service is reduced. Any reduction in the amount of the annual salary must be equally distributed over the course of the employee's current contract with the district.

Furlough Days

A furlough program must subject all contract personnel to the same number of furlough days. An educator may not be furloughed on a day that is included in the number of days of instruction required under Education Code 25.081 [see EB]. Implementation of a furlough program may not result in an increase in the number of required teacher workdays. An educator may not use personal, sick, or any other paid leave while the educator is on a furlough.

Contract Resignation

If a board adopts a furlough program after the date by which a teacher must give notice of resignation from a probationary, term, or continuing contract [see DFE], an employee who subsequently resigns is not subject to sanctions imposed by SBEC.

No Appeal

A decision by a board to implement a furlough program is final and may not be appealed and does not create a cause of action or require collective bargaining.

Education Code 21.4021

Salary Reduction / Furlough Process

A board may not implement a furlough program under Education Code 21.4021 or reduce salaries until the district has complied with the requirements below.

Employee Involvement

A district must use a process to develop a furlough program or other salary reduction proposal, as applicable, that:

1. Includes the involvement of the district's professional staff; and

2. Provides district employees with the opportunity to express opinions regarding the furlough program or salary reduction proposal, as applicable, at the public meeting described below.

Public Meeting

A board must hold a public meeting at which the board and district administration present:

1. Information regarding the options considered for managing the district's available resources, including consideration of a tax rate increase and use of the district's available fund balance;

2. An explanation of how the district intends, through implementation of a furlough program or salary reductions, as applicable, to limit the number of district employees who will be discharged or whose contracts will not be renewed. Any explanation of a furlough program must state the specific number of furlough days proposed to be required; and

3. Information regarding the local option residence homestead exemption.

The public and district employees must be provided with an opportunity to comment at the public meeting.

Education Code 21.4022

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

Pay Administration

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

Annualized Salary

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

Pay Increases

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

Midyear Pay Increases

Contract Employees

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

Noncontract Employees

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

Pay During Closing

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools.]

Premium Pay During Disasters

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

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

Fair Labor Standards Act

Minimum Wage and Overtime

Unless an exemption applies, a district shall pay each of its employees not less than minimum wage for all hours worked. *29 U.S.C. 206(a)(1)*

Unless an exemption applies, a district shall pay an employee not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of 40 in any workweek. *29 U.S.C. 207(a)(1); 29 C.F.R. pt. 778*

Breaks for Nonexempt Employees

Rest periods of up to 20 minutes must be counted as hours worked. Coffee breaks or time for snacks are rest periods, not meal periods. *29 C.F.R. 785.18*

Bona fide meal periods of 30 minutes or more are not counted as hours worked if the employee is completely relieved from duty. The employee is not relieved from duty if the employee is required to perform any duties, whether active or inactive, while eating. For example, an office employee who is required to eat at his or her desk is working while eating. It is not necessary that an employee be permitted to leave the premises if the employee is otherwise completely freed from duties during the meal period. *29 C.F.R. 785.19*

Compensatory Time

Accrual

Nonexempt employees may receive, in lieu of overtime compensation, compensatory time off at a rate of not less than one and one-half hours for each hour of overtime work, pursuant to an agreement or understanding arrived at between the employer and employee before the performance of the work. Such agreement or understanding may be informal, such as when an employee works overtime knowing that the employer rewards overtime with compensatory time.

An employee may accrue not more than 240 hours of compensatory time. If the employee's overtime work included a public safety activity, an emergency response activity, or a seasonal activity, the employee may accrue not more than 480 hours of compensatory time. After the employee has reached these limits, the employee shall be paid overtime compensation for additional overtime work.

Payment for Accrued Time

Compensation paid to an employee for accrued compensatory time shall be paid at the regular rate earned by the employee at the time of payment. An employee who has accrued compensatory time off shall be paid for any unused compensatory time upon separation from employment at the rates set forth at 29 U.S.C. 207(o)(4).

Use

An employee who has requested the use of compensatory time shall be permitted to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt the operations of the district.

The Fair Labor Standards Act (FLSA) does not prohibit a district from compelling the use of accrued compensatory time.

29 U.S.C. 207(o); Christensen v. Harris Cnty., 529 U.S. 576 (2000); Houston Police Officers' Union v. City of Houston, 330 F.3d 298 (5th Cir. 2003)

Exempt Employees

The minimum wage and overtime provisions do not apply to any employee employed in a bona fide executive, administrative, or professional capacity. *29 U.S.C. 213(a)(1)*

Academic Administrators

The term ''employee employed in a bona fide administrative capacity'' includes an employee:

1. Compensated on a salary or fee basis at a rate of not less than $684 per week, exclusive of board, lodging, or other facilities; or on a salary basis which is at least equal to the entrance salary for teachers in the district by which employed; and

2. Whose primary duty is performing administrative functions directly related to academic instruction or training in a district or department or subdivision thereof.

"Performing administrative functions directly related to academic instruction or training'' means work related to the academic operations and functions in a school rather than to administration along the lines of general business operations. Such academic administrative functions include operations directly in the field of education. Jobs relating to areas outside the educational field are not within the definition of academic administration.

Employees engaged in academic administrative functions include:

1. The superintendent or other head of an elementary or secondary school system, and any assistants, responsible for administration of such matters as curriculum, quality and methods of instructing, measuring and testing the learning potential and achievement of students, establishing and maintaining academic and grading standards, and other aspects of the teaching program;

2. The principal and any vice principals responsible for the operation of an elementary or secondary school;

3. Academic counselors who perform work such as administering school testing programs, assisting students with academic problems and advising students concerning degree requirements; and

4. Other employees with similar responsibilities.

Jobs relating to building management and maintenance, jobs relating to the health of the students, and academic staff such as social workers, psychologists, lunchroom managers, or dietitians do not perform academic administrative functions, although such employees may qualify for another exemption.

29 C.F.R. 541.204

Salary Basis

To qualify as an exempt executive, administrative, or professional employee, the employee must be compensated on a salary basis, unless the employee is a teacher. Subject to the exceptions listed in the rule, an employee must receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. A district that makes improper deductions from salary shall lose the exemption if the facts demonstrate that the district did not intend to pay exempt employees on a salary basis. *29 C.F.R. 541.600, .602(a), .603*

Partial-Day Deductions

A district employee who otherwise meets the salary basis requirements shall not be disqualified from exemption on the basis that the employee is paid according to a pay system established by statute, ordinance, or regulation, or by a policy or practice established pursuant to principles of public accountability, under which the employee accrues personal leave and sick leave and which requires the employee's pay to be reduced or the employee to be placed on leave without pay for absences for personal reasons or because of illness or injury of less than one workday when accrued leave is not used by an employee because:

1. Permission for its use has not been sought or has been sought and denied;
2. Accrued leave has been exhausted; or
3. The employee chooses to use leave without pay.

Deductions from the pay of a district employee for absences due to a budget-required furlough shall not disqualify the employee from being paid on a salary basis except in the workweek in which the furlough occurs and for which the employee's pay is accordingly reduced.

29 C.F.R. 541.710

Safe Harbor Policy

If a district has a clearly communicated policy that prohibits improper pay deductions and includes a complaint mechanism, reimburses employees for any improper deductions, and makes a good faith commitment to comply in the future, the district will not lose the exemption unless the district willfully violates the policy by con-

tinuing to make improper deductions after receiving employee complaints.

The best evidence of a clearly communicated policy is a written policy that was distributed to employees before the improper pay deductions by, for example, providing a copy of the policy to employees upon hire, publishing the policy in an employee handbook, or publishing the policy on a district's intranet.

29 C.F.R. 541.603(d)

Teachers

The term ''employee employed in a bona fide professional capacity'' includes any employee with a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and who is employed and engaged in this activity as a teacher in an elementary or secondary school system by which the employee is employed. The salary basis requirements do not apply to teaching professionals.

Exempt teachers include:

1. Regular academic teachers;
2. Teachers of kindergarten or nursery school pupils;
3. Teachers of gifted or disabled children;
4. Teachers of skilled and semi-skilled trades and occupations;
5. Teachers engaged in automobile driving instruction;
6. Home economics teachers; and
7. Vocal or instrumental music instructors.

Those faculty members who are engaged as teachers but also spend a considerable amount of their time in extracurricular activities such as coaching athletic teams or acting as moderators or advisors in such areas as drama, speech, debate, or journalism are engaged in teaching. Such activities are a recognized part of the schools' responsibility in contributing to the educational development of the student.

The possession of an elementary or secondary teacher's certificate provides a clear means of identifying the individuals contemplated as being within the scope of the exemption for teaching professionals. Teachers who possess a teaching certificate qualify for the exemption regardless of the terminology (e.g., permanent, conditional, standard, provisional, temporary, emergency, or unlimited) used by the state to refer to different kinds of certificates. However, a teacher who is not certified may be considered for

exemption, provided that such individual is employed as a teacher by the employing school or school system.

29 C.F.R. 541.303

Wage and Hour Records

A district shall maintain and preserve payroll or other records for nonexempt employees containing the information required by the regulations under the FLSA. *29 C.F.R. 516.2(a)*

Payday Law Exemption

The Texas Payday Law does not apply to the state or a political subdivision. *Labor Code 61.003*

Classification of Positions

The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

Exempt

The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention, through the District's complaint policy. [See DGBA] If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

Nonexempt

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for up to and including a 40-hour workweek.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

Workweek Defined

For purposes of FLSA compliance, the workweek for District employees shall begin at 12:00 a.m. Saturday and end at 11:59 p.m. Friday.

Compensatory Time

At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

Accrual

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 60 hours. If an employee has a balance of more than 60 hours of compensatory time, the District shall require the employee to use the compensatory time, or at the District's option, the District shall pay the employee for the compensatory time.

Use

An employee shall use compensatory time within the duty year in which it is earned. If an employee has any unused compensatory time remaining as of June 30, the District shall pay the employee for the compensatory time.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.

Exchange Days

As an exception to the requirement to use compensatory time within the duty year in which it is earned, with the approval of the principal, campus noninstructional paraprofessional employees may carry over an amount not to exceed the number of hours needed for the next school year's exchange days. Exchange days are those used in exchange for assigned duty days during the school year in order to extend the usual holidays on the District calendar, e.g., taking off the entire week of Thanksgiving.

Credentials or Permit Required

A public school employee must have the appropriate credentials for his or her current assignment specified in 19 Administrative Code Chapter 231, Requirements for Public School Personnel Assignments, unless the appropriate permit has been issued under Chapter 230, Subchapter F, Permits. *19 TAC 231.1(a)* [See DBA]

Principal's Approval

The principal of a campus shall approve all teacher and staff appointments for the campus from a pool of applicants selected by a district or of applicants who meet the hiring requirements established by a district, based on criteria developed by the principal after informal consultation with the faculty. A superintendent or designee has final placement authority for a teacher transferred because of enrollment shifts or program changes. *Education Code 11.202; Atty. Gen. Op. DM-27 (1991)*

Transfers

A district's employment policy may include a provision for providing each current district employee with an opportunity to participate in a process for transferring to another school in or position with the district. *Education Code 11.1513(c)(3)*

Parent Notification

If a district assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of each student in that classroom. *Education Code 21.057* [See DBA]

Superintendent's Authority

All personnel are employed subject to assignment and reassignment by the Superintendent or designee when the Superintendent determines that the assignment or reassignment is in the best interest of the District. Reassignment shall be defined as a transfer to another position, department, or facility that does not necessitate a change in the employment contract of a contract employee. Any change in an employee's contract shall be in accordance with policy DC.

Any employee may request a transfer within the District to another position for which he or she is qualified.

Campus Assignments

The principal's criteria for approval of campus assignments and reassignments shall be consistent with District policy regarding equal opportunity employment, and with staffing patterns approved in the District and campus plans. [See BQ series] In exercising their authority to approve assignments and reassignments, principals shall work cooperatively with the central office staff to ensure the efficient operation of the District as a whole.

Hiring / Supervising Relatives

District employees with responsibility for recommending for hire or supervising other District personnel shall not recommend for hire or supervise persons to whom they are related within the first degree by blood relationship or marriage relationship.

Assignment of Relatives

Insofar as possible, relatives who are employed by the District shall be assigned to different schools.

Supplemental Duties

Assigned supplemental duties for which supplemental pay is received may be modified or discontinued by the District at any time. An employee who wishes to relinquish a paid supplemental duty may do so only with the consent of the Superintendent or designee. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.

Work Calendars and Schedules

Subject to the Board-adopted budget and compensation plan and in harmony with employment contracts, the Superintendent shall determine required work calendars for all employees. [See DC, EB]

Daily time schedules for all employees shall be determined by the Superintendent or designee and principals.

State Board for Educator Certification
Criteria for Assignment of Public School Personnel

A public school employee must have the appropriate credentials for his or her current assignment unless the appropriate permit has been issued. The credentials appropriate to each assignment are set forth in the State Board for Educator Certification (SBEC) rules at 19 Administrative Code Chapter 231.

The following sections indicate where the credentialing requirements for various positions are located in the SBEC rules.

Teachers in general

Grade Level	SBEC Rule
Prekindergarten–Grade 6	19 TAC 231, Subchapter B
Grades 6–8	19 TAC 231, Subchapter C
Grades 9–12	19 TAC 231, Subchapter E

Teachers of elective, disciplinary, local credit, and innovative courses for grades 6–12

The following positions and assignments are addressed at 19 Administrative Code 231, Subchapter D.

- ROTC
- Athletics, cheerleading, drill team, and marching band
- Disciplinary alternative education programs
- Innovative course
- Local credit course
- Advanced Placement and International Baccalaureate courses
- Driver education

Teachers of special education and related services personnel

The following positions and assignments are addressed at 19 Administrative Code 231, Subchapter F.

- Special education teacher
- Teacher of adaptive physical education

- Full-time teacher of orthopedically impaired or other health impaired in a hospital class or home-based instruction
- Teacher of students with visual impairments
- Teacher of students with auditory impairments
- Teacher of gifted and talented students
- Special education counseling services
- Educational diagnostician
- Speech therapy services
- Vocational adjustment coordinator

Paraprofessional personnel

Educational aides are addressed at 19 Administrative Code 231.751.

Administrators and other instructional and professional support personnel

The following positions are addressed at 19 Administrative Code 231.753.

- Superintendent
- Principal
- Assistant principal
- School counselor
- Librarian
- Athletic director

Licensed professional support personnel

The following positions are addressed at 19 Administrative Code 231.755.

- Associate school psychologist
- Audiologist
- Licensed professional counselor
- Marriage and family therapist
- Nurse
- Occupational therapist

- Physical therapist
- Physician
- School psychologist
- Social worker
- Speech language pathologist

Restrictions on Written Reports

The Board shall limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare.

A classroom teacher may not be required to prepare any written information other than:

1. Any report concerning the health, safety, or welfare of a student;
2. A report of a student's grade on an assignment or examination;
3. A report of a student's academic progress in a class or course;
4. A report of a student's grades at the end of each grade reporting period;
5. A report on instructional materials;
6. A unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level;
7. An attendance report;
8. Any report required for accreditation review;
9. Any information required by the District that relates to a complaint, grievance, or actual or potential litigation and that requires the classroom teacher's involvement; or
10. Any information specifically required by law, rule, or regulation.

The District may collect essential information, in addition to the information specified above, from a classroom teacher on agreement between the classroom teacher and the District.

Paperwork Review

The Board shall review paperwork requirements imposed on classroom teachers and transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff. [See BAA]

Education Code 11.164

The Commissioner of Education may authorize special accreditation investigations in response to repeated complaints concerning imposition of excessive paperwork requirements on classroom teachers. *Education Code 39.075(b-1)*

Restrictions on Written Reports

Annually upon the Board's request, the Superintendent shall report to the Board on efforts to minimize teacher paperwork and on the number and length of written reports that teachers are required to prepare.

Uncertified Substitutes

State Board for Educator Certification requirements regarding assignment of certified employees apply to substitute teachers. If a district must employ a substitute teacher who is not certified, a list of the substitute teachers shall be retained in the district files. *19 TAC 231.1(e)*

Parent Notification

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

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

Education Code 21.057

Criminal History Review

A district shall obtain all criminal history record information that relates to a substitute teacher for a district or shared services arrangement through the Department of Public Safety's criminal history clearinghouse. [See DBAA] *Education Code 22.0836*

IRVING
Independent School District
IRVING
INDEPENDENT SCHOOL DISTRICT

RESPONDING TO CHILD ABUSE, NEGLECT

STATE COMPLIANCE TRAINING

Senate Bill 939

The Texas 83rd Legislative Session Passed SB 939

The Texas 83rd Legislative Session Passed SB 939 stating that Public schools must train their staff on recognizing and reporting child abuse and neglect.

Child Abuse Includes:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical Abuse

- Physical abuse is an injury deliberately inflicted upon a child by any person, including adults. Physical abuse includes fractured or broken bones, burns, severe and/or frequent bruises, and any other major physical harm.

Warning Signs

- Bruises, welts on face, neck, chest, back
- Injuries in the shape of object (belt, cord)
- Unexplained burns on palms, soles of feet, back
- Fractures that do not fit the story of how an injury occurred
- Delay in seeking medical help

Source: Kids Matter Inc.

Emotional Abuse

- Emotional Abuse happens when an adult or caregiver constantly humiliates, ignores, shames, or terrorizes a child.

Warning Signs

- Extremes in behavior: very aggressive or withdrawn and shy
- Afraid to go home
- Frightened of parents
- Fearful of other adults
- Depression and/or self-harming

Source: Kids Matter Inc., DCAC

Sexual Abuse

- Sexual Abuse includes all offenses that involve sexually touching a child, as well as non-touching offenses and sexual exploitation, which are just as harmful and devastating to a child's well-being. *Source: American Human Association*

- All the warning signs are general indicators of sexual abuse.
- Many do not actually disclose what happened; it is up to attentive adults to recognize hints.

US Justice Department National Sex Offender Public Website

Sexual Abuse in Children

Warning Signs

- Sudden mood swings: rage, fear, insecurity, or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Writes, draws, plays, or dreams of sexual or frightening images
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Thinks of self or body as repulsive, dirty, or bad
- Exhibits adult-like sexual behaviors, language, and knowledge

US Justice Department National Sex Offender Public Website

Sexual Abuse in Teens

Behavior more typically found in adolescents(teens)

Warning Signs

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

US Justice Department National Sex Offender Public Website

Neglect

Neglect is the most common form of child maltreatment. Neglect is when a parent, guardian, or other caregiver does not provide for a child's basic needs. Neglect includes not providing food, shelter, supervision, health care, schooling, affection or support.

Warning Signs

- Is frequently absent from school
- Steals or begs for food or money
- Lacks needed medical or dental care, immunizations or glasses
- Lack of attention to basic needs
- Is consistently dirty and has severe body odor
- Misuses alcohol or other drugs
- States that there is no one at home to provide care
- Lack of appropriate clothing, nutrition, emotional support, love and nurturing

Psychology Today & DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Recognize

- Sexual Abuse
- Physical Abuse
- Neglect
- Emotional Abuse
- Domestic Violence

Source:DCAC

Report

What Constitutes a Report?

- Suspicion: a feeling or thought that something is possible, likely, or true
  - Should I? or Shouldn't I? → The answer is ALWAYS YES

- Child-serving professionals have no obligation to:
  - Investigate
  - Prove/provide evidence
  - Push for an outcry of abuse
    - Any of these SIGNIFICANTLY hinders the criminal investigation

Source: DCAC

What does the law say?

- If a professional has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person, the professional shall make a report not later than the 48th hour after the hour they first suspect that the child has been or may be abused or neglected. A professional may not delegate to or rely on another person to make the report.
  Texas Family Code: Section 261.101

- A person commits an offense if the person is required to make a report under Section 261.101(A) and, knowingly fails to make a report as provided in this chapter.
  Texas Family Code: Section 261.109

Source: DCAC

What do you do if a child makes an outcry about abuse?

- Respond in a calm, non-judgmental way
- Know when and where to seek outside help
- Child should be viewed with compassion
  - Offer support and intervention
    - This may mean a report to police and/or CPS

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Be their voice, not the investigator

- Believe the child
- Remain calm, reassure the child
- Gather information to report
  - Who?
  - What?
  - When will you see this person again? (CPS or 911)
- STOP

Source: DCAC

Errors by Well Intentioned Adults…

- Written statements from children
- Interviewing witnesses to corroborate the story
- Searching electronic devices
- Family meetings
- Over-questioning child (WHO-WHAT-WHEN only)
- Discussing reports/encouraging others not to report
- Failure to report on time
- Mishandling situations involving a staff member and child

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Protect the child

- Do not call parent/guardian
  - Family dynamics; increased danger
  - Time to “get the story straight”
  - Child may recant

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Outcry Witness

- Remember the Who-What-When, STOP
- If you investigate, you may be subject to be called in to testify in court

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Record Keeping

- Evidence of report
  - Report number- CPS
  - Documentation of conversation with SRO or call to 911

Source: *DCAC*

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Tampering

- Mistakes may include:
  - Contacting parents first
  - Notifying others prior to making report
    - Allowing other campus professionals to question the child
  - Failure to make a report “on time” (48 hours)
  - Encouraging someone ***not*** to make a report
  - Conducting internal investigation– written statements, searching electronic devices, etc.
- Traumatizes the victim
- Complicates prosecuting the offender

Source: DCAC

Reporting

Please call the number below if you:

- believe your situation requires action in less than 24 hours.
- prefer to remain anonymous.
- have insufficient data to complete the required information on the report.

Texas Abuse Hotline of the Family and Protective Services:

800-252-5400

Who else should I tell?

- Should I tell my campus principal?
  - Best practice is to tell your campus principal and school counselor, but we cannot require that you do so, because the law states that you can choose to remain anonymous.
- Board Policy FFG - Local
  - Any person who has cause to believe that a child has been or may be abused or neglected by any person shall make a report immediately as required by law. Reports shall be made in accordance with FFG(EXHIBIT).
- Board Policy FFG - EXHIBIT
  - Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

What happens next?

- CPS Statewide Intake decides whether an investigation should be opened
  - Decision is based on whether it appears, from the information provided, that abuse/neglect has occurred or will occur
- If an investigation is not opened, the call is still logged into the computer
- Report again if another incident occurs

- Whether an investigation is opened or not opened, the person who made the report is now asked to let the State take over.
- You must not continue probing the student or asking questions of the family about what has happened.

For more information contact

Sofia Galvan
At Risk and Responsive Services
Irving Independent School District
2621 West Airport Freeway
Irving, Texas 75062
972-600-5025
sogalvan@irvingisd.net

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

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/

Sexual Abuse and Maltreatment of Children

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)*

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.

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;

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the “All Clear” is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE!
Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021
STANDARD RESPONSE PROTOCOL

© Copyright 2009-2020, All Rights Reserved. The “I Love U Guys” Foundation. Conifer, CO. The Standard Response Protocol and Logo are Trademarks of The “I Love U Guys” Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per “SRP Terms of Use”. SRP TxSSC 2021 Poster_EN | V 4.0 | Revised: 07/14/2020 | http://iloveuguys.org

IRVING
Independent School District
IRVING
INDEPENDENT SCHOOL DISTRICT

RESPONDING TO CHILD ABUSE, NEGLECT

STATE COMPLIANCE TRAINING

Senate Bill 939

The Texas 83rd Legislative Session Passed SB 939

The Texas 83rd Legislative Session Passed SB 939 stating that Public schools must train their staff on recognizing and reporting child abuse and neglect.

Child Abuse Includes:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical Abuse

- Physical abuse is an injury deliberately inflicted upon a child by any person, including adults. Physical abuse includes fractured or broken bones, burns, severe and/or frequent bruises, and any other major physical harm.

Warning Signs

- Bruises, welts on face, neck, chest, back
- Injuries in the shape of object (belt, cord)
- Unexplained burns on palms, soles of feet, back
- Fractures that do not fit the story of how an injury occurred
- Delay in seeking medical help

Source: Kids Matter Inc.

Emotional Abuse

- Emotional Abuse happens when an adult or caregiver constantly humiliates, ignores, shames, or terrorizes a child.

Warning Signs

- Extremes in behavior: very aggressive or withdrawn and shy
- Afraid to go home
- Frightened of parents
- Fearful of other adults
- Depression and/or self-harming

Source: Kids Matter Inc., DCAC

Sexual Abuse

- Sexual Abuse includes all offenses that involve sexually touching a child, as well as non-touching offenses and sexual exploitation, which are just as harmful and devastating to a child's well-being. *Source: American Human Association*

- All the warning signs are general indicators of sexual abuse.
- Many do not actually disclose what happened; it is up to attentive adults to recognize hints.

US Justice Department National Sex Offender Public Website

Sexual Abuse in Children

Warning Signs

- Sudden mood swings: rage, fear, insecurity, or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Writes, draws, plays, or dreams of sexual or frightening images
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Thinks of self or body as repulsive, dirty, or bad
- Exhibits adult-like sexual behaviors, language, and knowledge

US Justice Department National Sex Offender Public Website

Sexual Abuse in Teens

Behavior more typically found in adolescents(teens)

Warning Signs

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

US Justice Department National Sex Offender Public Website

Neglect

Neglect is the most common form of child maltreatment. Neglect is when a parent, guardian, or other caregiver does not provide for a child's basic needs. Neglect includes not providing food, shelter, supervision, health care, schooling, affection or support.

Warning Signs

- Is frequently absent from school
- Steals or begs for food or money
- Lacks needed medical or dental care, immunizations or glasses
- Lack of attention to basic needs
- Is consistently dirty and has severe body odor
- Misuses alcohol or other drugs
- States that there is no one at home to provide care
- Lack of appropriate clothing, nutrition, emotional support, love and nurturing

Psychology Today & DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Recognize

- Sexual Abuse
- Physical Abuse
- Neglect
- Emotional Abuse
- Domestic Violence

Source:DCAC

Report

What Constitutes a Report?

- Suspicion: a feeling or thought that something is possible, likely, or true
  - Should I? or Shouldn't I? → The answer is ALWAYS YES

- Child-serving professionals have no obligation to:
  - Investigate
  - Prove/provide evidence
  - Push for an outcry of abuse
    - Any of these SIGNIFICANTLY hinders the criminal investigation

Source: DCAC

What does the law say?

- If a professional has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person, the professional shall make a report not later than the 48th hour after the hour they first suspect that the child has been or may be abused or neglected. A professional may not delegate to or rely on another person to make the report.
  Texas Family Code: Section 261.101

- A person commits an offense if the person is required to make a report under Section 261.101(A) and, knowingly fails to make a report as provided in this chapter.
  Texas Family Code: Section 261.109

Source: DCAC

What do you do if a child makes an outcry about abuse?

- Respond in a calm, non-judgmental way
- Know when and where to seek outside help
- Child should be viewed with compassion
  - Offer support and intervention
    - This may mean a report to police and/or CPS

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Be their voice, not the investigator

- Believe the child
- Remain calm, reassure the child
- Gather information to report
  - Who?
  - What?
  - When will you see this person again? (CPS or 911)
- STOP

Source: DCAC

Errors by Well Intentioned Adults…

- Written statements from children
- Interviewing witnesses to corroborate the story
- Searching electronic devices
- Family meetings
- Over-questioning child (WHO-WHAT-WHEN only)
- Discussing reports/encouraging others not to report
- Failure to report on time
- Mishandling situations involving a staff member and child

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Protect the child

- Do not call parent/guardian
  - Family dynamics; increased danger
  - Time to “get the story straight”
  - Child may recant

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Outcry Witness

- Remember the Who-What-When, STOP
- If you investigate, you may be subject to be called in to testify in court

Source: DCAC

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Record Keeping

- Evidence of report
  - Report number- CPS
  - Documentation of conversation with SRO or call to 911

Source: *DCAC*

R.E.P.O.R.T.

- Recognize and Report Suspected Abuse Immediately
- Exercise Caution When Speaking to a Child
- Protection of the Child is the Most Important Thing
- Outcry Witness
- Record Keeping
- Tampering

Source: DCAC

Tampering

- Mistakes may include:
  - Contacting parents first
  - Notifying others prior to making report
    - Allowing other campus professionals to question the child
  - Failure to make a report “on time” (48 hours)
  - Encouraging someone ***not*** to make a report
  - Conducting internal investigation– written statements, searching electronic devices, etc.
- Traumatizes the victim
- Complicates prosecuting the offender

Source: DCAC

Reporting

Please call the number below if you:

- believe your situation requires action in less than 24 hours.
- prefer to remain anonymous.
- have insufficient data to complete the required information on the report.

Texas Abuse Hotline of the Family and Protective Services:

800-252-5400

Who else should I tell?

- Should I tell my campus principal?
  - Best practice is to tell your campus principal and school counselor, but we cannot require that you do so, because the law states that you can choose to remain anonymous.
- Board Policy FFG - Local
  - Any person who has cause to believe that a child has been or may be abused or neglected by any person shall make a report immediately as required by law. Reports shall be made in accordance with FFG(EXHIBIT).
- Board Policy FFG - EXHIBIT
  - Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

What happens next?

- CPS Statewide Intake decides whether an investigation should be opened
  - Decision is based on whether it appears, from the information provided, that abuse/neglect has occurred or will occur
- If an investigation is not opened, the call is still logged into the computer
- Report again if another incident occurs

- Whether an investigation is opened or not opened, the person who made the report is now asked to let the State take over.
- You must not continue probing the student or asking questions of the family about what has happened.

For more information contact

Sofia Galvan
At Risk and Responsive Services
Irving Independent School District
2621 West Airport Freeway
Irving, Texas 75062
972-600-5025
sogalvan@irvingisd.net

Threat Assessment and Safe and Supportive Team

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

Training

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

Imminent Threats or Emergencies

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

Threat Assessment Process

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

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

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

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

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

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

As appropriate, the team may refer a student:

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

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

Guidance to School Community

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

Reports

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

Threat Assessment

Definitions

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

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

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

Education Code 37.115(a)

Threat Assessment Team

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

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

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team's activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration,

school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.

Oversight Committee

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

Team Duties

Each team shall:

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

Consent for Mental Health-Care Service

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

Education Code 37.115(c)–(g)

Determination of Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a

student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

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

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

Education Code 37.115(h)–(j)

Reporting to TEA

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

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

d. Changes in school placement, including placement in a JJAEP or DAEP;

e. Referrals to or changes in counseling, mental health, special education, or other services;

f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;

g. Unexcused absences of 15 or more days during the school year; and

h. Referrals to juvenile court for truancy; and

5. The number and percentage of school personnel trained in:

a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;

b. Mental health or psychological first aid for schools;

c. Training relating to the safe and supportive school program; or

d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

report bullying or cyberbullying

help your friends

be proactive

report depression

SEE SOMETHING, DO SOMETHING®

Submit your reports anonymously

report threats against schools

report drug or alcohol use

report strange behavior

Send a report online:

https://tips.anonymousalerts.com/irvingisd

FROM YOUR SMARTPHONE OR TABLET

- Download the Anonymous Alerts® app
- Start the app, enter **Activation Code: irvingisd**
- Send important reports to school officials
- Add a screenshot, photo or video about the incident

Available on the iPhone App Store

GET IT ON Google play

Anonymous Alerts® report it®

IRVING Independent School District

Copyright © 2023 Anonymous Alerts, LLC All rights reserved. Patented (U.S. Patent No. 9,071,579) additional patents pending

2024-2025

STUDENT CODE OF CONDUCT

Irving
Independent School District

ACKNOWLEDGMENT

Dear Student and Parent/Guardian:

As required by state law, the Board of Trustees has officially adopted the Student Code of Conduct (hereinafter referred to as "Code") in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

The student and parent/guardian should each sign this page in the space provided below, and then return this page to the student's school.

Thank you.

Superintendent Magda Hernandez

We acknowledge that we have been offered the option to receive a paper copy of the Irving Independent Student Code of Conduct for the 2024-25 school year or to electronically access it on the district's website: Student Code of Conduct Webpage

We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code. If I have questions regarding the Code of Conduct, I will direct those questions to the campus principal.

We have chosen to:

- ☐ Receive a paper copy of the Student Code of Conduct
- ☐ Accept responsibility for accessing the Student Code of Conduct on the district's website.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

PHILOSOPHY OF DISCIPLINE

It is the expectation of the Irving Independent School District that inappropriate behavior will not be tolerated. Students are expected to follow District and campus rules, respect faculty and staff, and focus on their academic success. Students who choose to not follow these expectations will be disciplined and held accountable.

The Irving Independent School District is committed to the fair and equitable treatment of all students. No teacher, administrator, nor staff shall discriminate against any student on the basis of sex, race, religion, color, or national origin. The District shall monitor disciplinary placements to ensure removals from the regular classroom setting are based on a thorough and careful assessment of the circumstances of each case.

The Irving ISD Student Code of Conduct has been revised to comply with legislation passed by the 85th Texas Legislature. Addenda to the Code may be issued as the District receives updates on changes to the laws that govern school discipline or as changes in Board policy are adopted. The Irving ISD will adhere to the requirements of all laws as they apply to schools and school districts. The Irving ISD Board of Trustees will be adopting policies addressing all provisions of these laws. A copy of the Board Policies referred to in this document may be obtained from the campus principal's office or the District's website at www.irvingisd.net.

The Irving ISD Code of Conduct is the District's specific response to requirements in Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This Code of Conduct provides information and direction tostudents and their parents/guardians regarding expected standards of behavior as well as potential consequences for misconduct. The following factors will be considered:

- seriousness of the offense
- student's age
- the frequency of the misconduct
- student's attitude
- potential effect of the misconduct on school environment
- the requirements of Chapter 37 of the Education Code
- the Student Code of Conduct adopted by the Board
- self defense
- intent or lack of intent at the time the student engages in the conduct
- the student's disciplinary history
- a disability that substantially impairs the student's capacity to appreciate the wrongfulness of thestudent's conduct

No student shall, on the basis of sex, race, religion, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education programor activity sponsored by this school District except as specifically provided in the Title IX implementingregulations.

The District makes the Irving ISD Code of Conduct available online at, https://www.irvingisd.net/Page/808 but printed copies are available by request at all district campuses and the administration building.

Table of Contents

Irving ISD Student Code of Conduct v

Student Code of Conduct **1**

Accessibility 1

Purpose 1

School District Authority and Jurisdiction **2**

Campus Behavior Coordinator 2

Threat Assessment and Safe and Supportive School Team 2

Searches 2

Reporting Crimes 3

Security Personnel 3

“Parent” Defined 3

Participating in Graduation Activities 3

Unauthorized Persons 3

Standards for Student Conduct **5**

Disregard for Authority 20

Mistreatment of Others 21

Property Offenses 21

Possession of Prohibited Items 22

Possession of Telecommunications or Other Electronic Devices 22

Illegal, Prescription, and Over-the-Counter Drugs 23

Misuse of Technology Resources and the Internet 24

Guidelines for Acceptable Use of Technology Resources 24

Safety Transgressions 27

Miscellaneous Offenses 27

Religious Accommodation Request Form 30

Student Attendance **31**

Discipline Management Techniques **32**

Students with Disabilities 32

Techniques 32

Prohibited Aversive Techniques 33

Notification 34

Appeals 34

Removal from the School Bus **35**

Bus Conduct 35

Automobile Usage 36

Extracurricular Standards of Behavior - Board PolicyFO(LOCAL) 36

Interrogations, Searches and Electronic Surveillance – BoardPolicy FNF(LOCAL) 37

Removal from the Regular Educational Setting **37**
Routine Referral 37
Formal Removal 37
Revoking of Transfers 38
Student Publications 38
In-School Suspension **38**
Misconduct 38
Process 38
Out-of-School Suspension **39**
Misconduct 39
Process 39
Disciplinary Alternative Education Program (DAEP) Placement **41**
Discretionary Placement: Misconduct That May Result in DAEP Placement 41
Mandatory Placement: Misconduct That Requires DAEP Placement 42
Sexual Assault and Campus Assignments 43
Process 43
Length of Placement 44
Appeals 45
Restrictions During Placement 45
Placement Review 46
Additional Misconduct 46
Notice of Criminal Proceedings 46
Withdrawal During Process 47
Newly Enrolled Students 47
Emergency Placement Procedure 47
Transition Services 47
Placement and/or Expulsion for Certain Offenses **48**
Registered Sex Offenders 48
Certain Felonies 48
Expulsion **51**
Discretionary Expulsion: Misconduct That May Result in Expulsion 51
Mandatory Expulsion: Misconduct That Requires Expulsion 53
Under Age Ten 54
Process 54
Length of Expulsion 55
Withdrawal During Process 56
Additional Misconduct 56
Restrictions During Expulsion 56
Newly Enrolled Students 56

Emergency Expulsion Procedures 57
DAEP Placement of Expelled Students 57
Transition Services 57
Glossary 58

Irving ISD Student Code of Conduct

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Executive Director of Campus Operations at 972-600-5023.

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the Executive Director of Campus Operations at 972-600-5023.

Purpose

The Student Code of Conduct ("Code" or "Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by Irving Independent School Board of Trustees and developed with the advice of the district-level planning and decision-making committee which included the Executive Director of Campus Operations, the Executive Directors of School Leadership, and the Chief of Schools. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal, or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at https://www.irvingisd.net/.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal *or* campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs) and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are: 1) To ensure a safe learning environment is in place and 2) To assist campus administrators with criminal matters.

"Parent" Defined

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or

2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct, Student Handbook, and District policies.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension**, **DAEP Placement, Placement and/or Expulsion for Certain Offenses**, and **Expulsion,** those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting**

Levels of Student Misbehaviors and Corrective Actions

General Information

- Irving ISD strives to provide a safe, positive, and educationally- oriented environment in each of its schools, and all students are expected to behave in a manner that supports this goal. Behaviors that disrupt the school and/or educational environment, violate the law, and/or present other health or safety risks will not be tolerated. The *Student Code of Conduct* is Irving ISD's notification of behaviors that are not tolerated. **Possible corrective actions for each level of misbehavior are provided below, but each campus's principal may consider other corrective actions as appropriate for each situation.**
- Irving ISD strives to ensure that all of its students are free from bullying, cyberbullying and harassment, including violence in students' relationships. All charges of bullying, cyberbullying, harassment, sexual harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration, and parents. We will make every effort to handle and respond to each and every charge and complaint filed by our students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.
- Some offenses are serious enough to warrant an automatic assignment to our disciplinary alternative educational placement campus, Student Reassignment Center (SRC) or expulsion from Irving ISD.
- Disciplinary Alternative Educational Placements (SRC placements) may be for 10 school days (for e-cigarette placements), 20 school days, or more depending on severity, and shall be determined based upon the factors listed in this code of conduct, Irving ISD's progressive discipline plan and the specific circumstances of each case. Please note the district reserves the right to assign placements longer than 30 days.
- For specific information regarding: (1) telecommunications devices and other devices (cell phones, etc.); (2) use of technology and the Internet both on and off campus, and;
  (3) specific requirements regarding student dress code and uniforms, please review the Technology Regulations and Dress Code sections located in this Code of Conduct.
- Corrective actions for disciplinary infractions may vary due to a number of factors. Individual campuses strive for consistency and may apply specific

corrective actions for various identified behaviors. Campus site-based decision making committees annually review school-specific discipline procedures and corrective actions, and may develop a range of corrective strategies to employ prior to a corrective action. However, when deciding whether to order suspension, removal to a disciplinary alternative education program, or expulsion, all campuses shall take into consideration:

- Seriousness of the offense;
- Student's age;
- Student's grade level;
- Ability and functioning level;
- Frequency and level of prior misbehaviors/disciplinary history;
- Student's attitude, including but not limited to student's level of truthfulness during initial investigation under the specific circumstances in each case;
- Effect of the misconduct on the school environment;
- Legal/statutory requirements;
- Self-defense (see Definitions), and;
- Intent or lack of intent at the time student engages in the misconduct.

Positive Behavioral Intervention and Supports

- In an effort to fully implement School-Wide Positive Behavioral Interventions and Supports, along with maximizing students' engagement and instructional time, each school in the Irving Independent School District will utilize corrective strategies in Misbehavior Groups One and Two prior to referring a student to campus administration for an office discipline referral. These corrective strategies include but are not limited to:

- Remove distractions;
- Proximity control;
- Proactively prompt desired behavior;
- Increase opportunities for active participation;
- Increase use of specific praise statements;
- Increase wait time for response;
- Restorative language;
- Redirect student;
- Review/Re-Teach expectations, and;

- Provide opportunities for student to practice expected behaviors and provide descriptive feedback.

- Restorative practices: A relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Due Process

Every student has the right to be treated fairly. This includes any time a student has committed a behavior infraction and discipline consequences are being determined. Due process means that if students break a rule or law, they get to tell their side of the story and complete a written statement. Students who are witnesses to any situation may also be asked to tell their side of the story and complete a written statement. (See appendix for an example of a written statement)

It is important for parents/guardians and the community to understand that the Texas Education Code requires school districts to complete what is termed "administrative processes." These processes are separate and different from what a juvenile or adult court will do when a student breaks the law. To take action, the District has to show only reasonable suspicion or a preponderance of evidence that a student violated the Student Code of Conduct. The District does not have to show proof beyond a reasonable doubt. When a student is charged by law enforcement with a penal code violation, the District will act on that charge. The District continues the administrative discipline process even if the following occurs:

● The District attorney decides not to prosecute.
● The case is non-suited, reduced in severity, or cleared by exception.
● The police do not file a report.
● The grand jury no-bills in an adult proceeding.

Group Levels of Misbehaviors

GROUP I MISBEHAVIORS *Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Corrective actions may be provided by a Teacher or a Campus Administrator.*
Behaviors

· **Disrespect** · **Disruption** · **Dress code violation** · **Misconduct**	· **Non-Compliance** · **Personal transportation on campus** · **Tardiness** · **Technology violation** (1st Offense)
Range of Group I Corrective Actions	
• Misbehavior warning (verbal or written) • Parent/Teacher/SEL Support Staff conference • Corrective teaching interaction • Apology • Denial of classroom privileges • Parent contact, by written message or by phone • Reflective assignment • In-Class discipline • Teacher assigned detention	• Extended school detention • Lower citizenship grade • Suspension of access to district electronic communication systems (including internet) • Confiscation of inappropriate item • Restorative practices • Removal from bus *(by Administrator or Transportation personnel)* • Confiscation of telecommunication device • Any other corrective action deemed appropriate by campus administration

GROUP I MISBEHAVIOR DEFINITIONS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

Misbehavior	*Definition*
Disrespect	To act in an insulting way toward another person, not showing respect, acting rude, impolite, and offensive
Disruption	Actions or misbehaviors interrupting the educational environment (i.e., Horseplay – see *Definitions*). This includes behaviors taking place while at school, at school-sponsored events, or on the bus.

Dress code violation	Failure to abide by district or campus dress code. Corrective actions from Group II may be applied as appropriate for repeated/excessive violations.
Misconduct	Misconduct, which includes but is not limited to chewing gum, eating candy or food, not being on task, bothering other students, inappropriate or loud talking, cutting in line, throwing paper wads, note writing, sleeping, selling items for personal profit, and minor defacing of school property. This includes misbehavior on the bus, such as defacing bus property, throwing items in or out of the bus, blocking bus aisle ways, or hanging body parts or materials outside of the bus; it also includes throwing objects in the classroom, cafeteria, hallways, restrooms or campus.
Non-Compliance	Failure to abide by published district, campus or classroom expectations and procedures. This includes failure to abide by bus expectations such as remaining in seat, stowing food/drink, bringing prohibited items on bus.
Personal transportation in buildings	Riding in-line skates, skateboards, hover boards, roller skates, non-medical scooters, skate-shoes, etc. on campus
Tardiness	Arriving to school or class after the designated start time.
Technology Violation *(1st Offense)*	First violation of Administrative Regulations for Telecommunications Devices and Other Devices. The specific corrective actions identified in the Technology Regulations have been included in the range of corrective actions for Group I misbehaviors.

GROUP II MISBEHAVIORS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	
• **Excessive, persistent Group I misbehaviors**	• **Leaving class/ campus** • **PDA**

• **Academic Dishonesty** • **Deceit** • **Disobedience** • **Inappropriate materials** • **OTC possession**	• **Physical branding** • **Physical aggression** • **Teasing/Taunting** • **Continual Technology violation** • **Trespassing** • **Truancy/ Skipping**
Range of Group II Corrective Actions	
• Parent/Teacher/SEL Support Staff conference • Behavior contract • Restitution • A zero may be given for academic dishonesty on class assignments • Restorative practices	• Denial of privilege by administrator • Time in office • Class re-assignment • Removal from extra-curricular activity/activities • Bus suspension • In-school suspension (ISS) for technology violations • Loss of privilege to have any telecommunications device on campus

GROUP II MISBEHAVIOR DEFINITIONS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

Misbehavior	*Definition*
Academic Dishonesty	**Engaging alone or collaborating with others to take part in dishonest or deceitful activities**
Deceit	**Participating in dishonest, deceitful activities**
Disobedience	**Refusing to follow directions and instructions given by school personnel**
	The creation, campus possession, distribution or posting of magazines, books, electronic data or printed material not appropriate for school; OR Drawings depicting tobacco, drugs,

Inappropriate materials	**alcohol, gangs, guns, weapons or violent activity on self, notebook or other student materials**
OTC possession	**Improper possession of over-the-counter drugs, supplements or medications**
Leaving class/ campus	**Leaving class/campus without school permission which includes before school and during school hours**
PDA	**Inappropriate public display of affection**
Physical branding	**Visible tattoos or brandings depicting tobacco, drugs, alcohol, gang identifiers, guns, weapons or violent activity on self.**
Physical aggression	**Exhibiting unacceptable physical contact not resulting in injury (i.e., pushing, horseplay, slap boxing)**
Teasing/Taunting	**Insulting, irritating, mocking or provoking others with persistent petty distraction**
Continual Technology violation	**Continual violations of Administrative Regulations for Telecommunications Devices and Other Devices**
Trespassing	**Unauthorized access of the campus and/or school, or prohibited areas of the campus and/or school; excludes "Criminal Trespass." See the *Definitions* section for additional information.**
Truancy/ Skipping	**Violation of the Attendance Policy – unexcused absences and tardies**

GROUP III MISBEHAVIORS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	
• **Excessive, persistent Group II misbehaviors** • **Abusive language** • **Aerosols**	• **Inappropriate touching** • **OTC Use/ Distribution** • **Posturing** • **Potential weapon**

• **Boxing** • **Conspiracy** • **Defiance** • **Fighting** • **Gambling** • **Discrimination** • **Harassment** • **Hazing** • **Igniting** • **Illegal software**	• **Propaganda** • **Sexual harassment** • **Stink bomb** • **Tampering** • **Continual technology violation** • **Theft <50** • **Threatening** • **Tobacco**
Range of Group III Corrective Actions	
• **Parent/Administrator/SEL Support Staff conference** • **Peer mediation** • **Loss of privilege to have any telecommunications device on campus** • **Emergency removal from school** • **In-School suspension**	• **Out of school suspension** • **Referral to law enforcement agencies** • **Restorative practices** • **Any other corrective action deemed appropriate by campus administration and approved by the Office of Student Behavioral Support Systems**

GROUP III MISBEHAVIOR DEFINITIONS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation.

Misbehavior	*Definition*
Abusive language	**Profane language and/or derogatory statements; see *Definitions* section for additional information**
Aerosols	**Using aerosols improperly**
Boxing	**Slap boxing/Sparring**
Conspiracy	**Planning a fight or assault while on campus that occurs off-campus**
Defiance	**Defiance of authority of all school personnel, serious acts of disobedience or disorderly conduct, or refusal to be screened during a random metal detector search;**
Fighting	**Mutual combat between students that results in physical contact and/or bodily injury**
Gambling	**An agreement between two or more persons that a sum of money or other valuable thing may be won or lost**
Discrimination	**Statements or acts demeaning to a person's race, gender, gender identity, color, national origin, religion, sexual orientation or ethnicity**
Harassment	**Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct**
Hazing	**An act against a student that endangers the mental or physical health or safety of a student for the purpose of being initiated into or affiliating with an organization**
Igniting	**Unauthorized use of fire, flame, or combustibles**
Illegal software	**Installing unauthorized software on district computer equipment**
Inappropriate Touching	**Any intentional physical contact that could be deemed sexual in nature**
OTC Use/ Distribution	**Intentional misuse/abuse or distribution of over-the-counter drugs, supplements or medication**
Posturing	**Obscene, offensive, and/or threatening gestures or actions**
Potential weapon	**Possession of any object, which could be used for the purpose of a weapon or improvised weapon**

Propaganda	**Using the electronic communication network for commercial or political purposes**
Sexual harassment	**Repeated sexual harassment that may or may not include physical contact**
Stink bomb	**Possessing or using stink bombs**
Tampering	**Tampering with computer hardware or software, leading to the disrupting of the learning environment**
Continual Technology violation	**Continual Violation of Administrative Regulations for Telecommunications Devices and Other Devices**
Theft < $50	**Theft of up to $50**
Threat(s) to students	**An expression of intention of warning that one will inflict harm, evil, injury or damage**
Tobacco	**Possessing, smoking or using tobacco products**

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions continue on the next page.

Behaviors	
• **Excessive, persistent Group III misbehaviors** • **Alcohol** • **Arson** • **Assault** • **BB/Stun Gun** • **Blocking** • **Bullying**	• **Indecent Exposure** • **Instigate** • **Knife** • **Look alike weapon** • **Paraphernalia** • **Pepper spray** • **Pornography**

• **Cyber bullying** • **Dating violence** • **Drugs** • **E-Cigarettes** • **Encouraging a student to commit suicide** • **Encroachment** • **Explosives** • **Extortion** • **Fire equipment** • **Gang activity** • **Gang ID** • **Graffiti** • **Group disobedience** • **Hazing (criminal offense)** • **Hit list** • **Illegal Drugs** • **Inciting Others** • **Indecent Assault**	• **Prohibited weapon** • **Sexual coercion** • **Sexual conduct** • **Sexual Harassment (contact)** • **Software piracy** • **Solicitation** • **Stalking** • **Technology vandalism** • **Continual technology violation** • **Terroristic threat** • **Theft> $50** • **Threats to staff** • **Threatening to use firearm/weapon** • **Vandalism** • **Weapon**
Range of Group IV Corrective Actions	
• ***Parent/ Administrator/ Teacher/ SEL Support Staff/Student conference*** • ***Campus reassignment; see Definitions section for additional information*** • ***Emergency removal from school*** • ***In-School suspension*** • ***Out of school suspension*** • ***Disciplinary alternative education school/SRC***	• **Expulsion** • **Restorative practices** • **Parent/ Administrator/Teacher/SEL Support Staff/ Student conference** • **Any other corrective action deemed appropriate by campus administration and approved by the Office of Campus Operations**

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular

programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the next page.

Misbehavior	*Definition*
Aerosols	**Using aerosols improperly**
Alcohol	**Possessing, using, selling or being under the influence of alcohol at any school-related or school-sponsored activity on or off school property; see *Definitions* section for additional information**
Arson	**A crime that involves starting a fire or causing an explosion with intent to destroy or damage**
Assault	**When a person intentionally, knowingly, or recklessly causes bodily injury to another person.**
BB/Stun Gun	**Possessing or using weapons including but not limited to stun guns, BB guns, or bullets/ammunition (The possession of a starter pistol is an expellable offense.)**
Blocking	**Blocking any building entrance, exit or passageway**
Bullying	**Bullying other**
Cyber bullying	**Possessing, using, or distributing electronic or published material which threatens others or incites others to violence, including possessing, using or distributing such material on any electronic device**
Dating violence	**Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship**
Drugs	**Possessing, using, selling or being under the influence of a controlled substance or look-alike controlled substance on or off school property**
E-Cigarettes	**A consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device**
Encouraging a student to commit suicide	**Engages in bullying that encourages a student to commit or attempt to commit suicide**

Encroachment	**Unauthorized access of areas of the campus, including areas which are prohibited by gender**
Explosives	**Possessing or using fireworks or other explosive devices (The possession of some explosive devices are expellable offenses.)**
Extortion	**Engaging in extortion or blackmail**
Fire equipment	**Tampering or setting off a fire alarm and/or fire extinguisher**
Gang activity	**Activities relating to unapproved organizations (gangs, fraternities, sororities or secret societies);**
Gang ID	**Engaging in or identifying with gangs and gang activity (see additional information under Gangs, Secret Societies, Sororities or Fraternities)**
Graffiti	**Defacing property with graffiti**
Group disobedience	**Rioting, group disobedience or disturbance**
Hazing (criminal offense	**Engages, solicits, encourages, directs, aids, or attempts to aid another in hazing, recklessly permits hazing to occur, having firsthand knowledge or details of hazing**
Hit list	**Hit lists targeting school personnel and/or students**
Illegal drugs	**Unlawful possession, use, distribution or intentional misuse of a dangerous drug**
Inciting Others	**Acts that cause a significant disruption or cause others to disrupt**
Indecent Assault	**Actions taken without the consent of the other person which are to gratify the sexual desire of any person**
Indecent exposure	**Intentional exposure of private body parts (mooning, flashing, etc.)**
Instigate	**Instigating others**
Knife	**Possessing knives not meeting the Penal Code definition of "location restricted knife" (Penal Code §46.01)**
Look-Alike Weapon	**Possessing or using a duplicate weapon as an authentic weapon**
Paraphernalia	**Possessing or using drug paraphernalia**
Pepper spray	**Possessing or using pepper spray, mace**

Pornography	**Possessing, using or distributing electronic or published material that is pornographic or obscene (for example, Sexting - see Definitions), including possessing, using or distributing such material on any telecommunications device**
Prohibited Weapon	**As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.**
Sexual conduct	**Engaging in sexual conduct**
Sexual harassment	**Repeated sexual harassment that includes physical contact**
Software piracy	**Violating copyright laws regarding computer software**
Stalking	**To engage in the unwelcomed pursuit of someone**
Technology vandalism	**Violation of the IISD Technology Policy; See SCoC Technology Regulations for additional information related to telecommunications devices.**
Continual technology violation	**Continual violation of Administrative Regulations for Telecommunications Devices and Other Devices; See SCoC Technology Regulations for additional information related to telecommunications devices.**
Terroristic threat	**A threat of violence to any person or property with the intent to cause a reaction by an official or volunteer to deal with emergencies, prevent or interrupt the occupation or use** **of a building, place others in fear of serious bodily injury, or impair or influence activities of the government or school district.**
Theft > $50	**Theft over $50, robbery or burglary.**
Threats to staff	**Threats or assaultive behavior toward school personnel**
Threatening to use a firearm	**If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property,**

	including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.
Vandalism	**Vandalism (criminal mischief as defined by Penal Code §28.03) Students may be subject to criminal penalties. If damage exceeds $1,500, it is an expellable offense**
Weapon	**Any instrument or devise used for fighting either in an attack or defensive mode.**

Stay Away Agreements:

To enhance student safety, campuses may implement "Stay Away Agreements" to address severe or repeated incidents of bullying, harassment, sexual harassment, dating violence, or other student code of conduct violations. This agreement requires students involved to refrain from interacting with each other. The principal or their representative will oversee the agreement in a meeting involving the students and, if needed, their parents. It will outline the prohibited behaviors and define the locations covered, such as the campus or school bus, and any school events. Signature on the stay away agreement indicates receipt and not agreement. (See Glossary for example)

The District's Right to Interview Students

School officials have the legal authority and responsibility to investigate violations of the Student Code of Conduct and to interview students without prior notice to parents/legal guardians or the consent of parents/legal guardians in order to do so. This authority derives from the common law doctrine of "in loco parentis", which means school officials are standing in the place of the parents when students are at school or attending school activities. School officials, including law enforcement officers acting as school officials, exercise this authority to maintain the safety and security of the school environment. Except when a student is placed under arrest, any interview of a student conducted by School Resource Officers will be non-custodial in nature. In this context, "non-custodial" means the interview is voluntary, and the student may decline to answer questions or end the interview at any time. Parents will be contacted by an administrator after the investigation has concluded. (see local policy FNF and Glossary for example)

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses**)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses**)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.

- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses**)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses**. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

- Students shall not use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.
- All personal telecommunication devices must be turned off during the school day unless

usedfor instructional purposes. These devices include: cell phones and smart phones.

- School hours are determined to be from bell to bell regardless of senior outs and otheractivities.
- Students may utilize their devices in the classroom for educational purposes with priorapproval from the teacher.
- Usage for instruction is up to the discretion of each individual teacher.
- Personal use of cell phones and smart phones will only be permitted before and after school.This applies to use on school premises during the school day (including after-school programs) or while participating in school-related activities off of school premises. (i.e. fieldtrips)
- Students will sign the Student Handbook and District Acceptable Use Policy to acknowledgeunderstanding of these regulations. (Refer to Board Policy CQ (LOCAL), Exhibit B)
- Any electronic communication device that is activated, used, or displayed in a manner that endangers the physical safety or emotional wellbeing of others will be confiscated and held for disciplinary proceedings or turned over to law enforcement. (Refer to Board Policy FNF, FO)
- Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases, the use of devices in this manner can constitute criminal behavior.(Refer to Board Policy FFI)
- While in the classroom, District employees may confiscate any electronic communicationdevice if it is not being used for classroom instructional purposes.
- If an electronic communication device is confiscated, it shall be handed over to the campus administration no later than the end of the teacher's workday. The student or student's parent may retrieve their device at the end of the school day from the campus administration.A fee of $15 may be charged. (Refer to Board Policy FNCE (LOCAL))
- Students who violate these procedures shall be subject to the disciplinary measures outlined in the Code of Conduct. (Refer to Board Policy FNC, FNCE)
- Repeated infractions of the cell phone or other electronic device guidelines will result inescalated consequences.
- In the event that personal electronic communication devices are brought to school, the schooland school district will not be financially responsible for lost or stolen items.
- If devices are not retrieved by the end of the school year, the District has the right to disposeof or recycle the device.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** and **Expulsion** for mandatory and permissive consequences under state law.)

- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student, employee, board member or volunteer at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student, employee, board member, or volunteer at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student, employee, board member, or volunteer at school.

Guidelines for Acceptable Use of Technology Resources

These guidelines are provided here so that students and parents are aware of the responsibilities students accept when they use District-owned hardware, operating system software, application software, stored text, data files, electronic mail, local databases,

digitizedinformation, communication technologies, and Internet access. In general, this requires efficient, ethical, and legal utilization of all technology resources. **Expectations are as follows**

- Student use of computers, other technology hardware, software, and computer networks,including the Internet, is only allowed when supervised or granted permission by a staff member.
- All users are expected to follow existing copyright laws. Copyright guidelines are posted and/or available in the library media center of each campus as well as posted on the District'sWeb site.
- Although the District has an Internet safety plan in place, students are expected to notify astaff member whenever they come across information or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
- Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.

Unacceptable conduct includes, but is not limited to the following

- Using the network for illegal activities, including copyright, license, or contract violations ordownloading inappropriate materials, viruses, and/or software, such as but not limited to hacking and host file-sharing software.
- Using the network for financial or commercial gain, advertising, or political lobbying.
- Accessing or exploring online locations or materials that do not support the curriculum and/orare inappropriate for school assignments, such as, but not limited to pornographic sites.
- Vandalizing and/or tampering with equipment, programs, files, software, system performance, or other components of the network. Use or possession of hacking software isstrictly prohibited.
- Causing congestion on the network or interfering with the work of others, e.g., peer-to-peergaming or broadcast messages to lists or individuals.
- Intentionally wasting finite resources, i.e., downloading and/or streaming of movies or musicfor non-educational purposes.
- Gaining unauthorized access anywhere on the network.
- Revealing the home address or phone number of one's self or another person.
- Invading the privacy of other individuals.
- Using another user's account, password, or ID card or allowing another user to access youraccount, password, or ID.
- Coaching, helping, observing, or joining any unauthorized activity on the network.
- Posting anonymous messages or unlawful information on the system.
- Engaging in cyber-bullying, sexting, sexual harassment or using objectionable language inpublic or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, demeaning, stalking, or slanderous.
- Falsifying permission, authorization, or identification documents.
- Obtaining copies of or modifying files, data, or passwords belonging to other users on thenetwork.
- Knowingly placing malware, such as a computer virus, trojan, worms, spyware, etc., on acomputer or network.

Acceptable use guidelines for the District's network computer online services areas follows

- Students will have access to all available forms of electronic media and communication that is in support of education and research and in support of the educational goals and objectivesof the District.
- Students are responsible for their ethical and educational use of the computer online servicesin the District.
  - All policies and restrictions of the District's computer online services must be followed.
  - Access to the District's computer online services is a privilege and not a right. Each employee, student, and/or parent will be required to sign the Acceptable Use Policy Agreement Sheet and adhere to the Acceptable Use Guidelines in order to be granted accessto District computer online services.
  - The use of any District computer online services in the District must be in support of education and research and in support of the educational goals and objectives of the District.
  - When placing, removing, or restricting access to specific databases or other District computeronline services, school officials will apply the same criteria of educational suitability used forother education resources.
  - Transmission of any material that is in violation of any federal or state law is prohibited. Thisincludes, but is not limited to confidential information, copyrighted material, threatening or obscene material, and computer viruses.
  - Any attempt to alter data, the configuration of a computer, or the files of another user withoutthe consent of the individual, campus administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the District's Student Code of Conduct.

Parents concerned with the District's computer online services at their child's school should referto EFA(LOCAL): Instructional Resources: Instructional Material Selection and Adoption policy and follow the stated procedure. Any parent wishing to restrict their children's access to any District computer online services will provide this restriction request in writing. Parents will assume responsibility for imposing restrictions only on their own children. **Network Etiquette:** Be polite, Use appropriate language. Do not reveal personal data (home address, phone number of other people). Intent of forwarding email should be on a need-to-know basis. Remember that the other users of the district's computer online services and other networks are human beings whose culture, language, and humor may have different points of reference from your own.

E-mail

- E-mail should be used for educational or administrative purposes only.
- E-mail transmissions, stored data, transmitted data, or any other use of the District's computeronline services by students, employees, or any other user shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- All e-mail and all e-mail contents are property of the District.
- The student in whose name a system account and/or computer hardware are issued will be responsible at all times for its appropriate use.
- Noncompliance with the guidelines published here, in the Student Code of

Conduct, and in Board Policy CQ (LOCAL) may result in suspension or termination of technology privilegesand disciplinary actions. Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary consequences of the Student Code of Conduct. Violations of applicable state and federal law, including the Texas Penal Code, Computer Crimes, and Chapter 33 will result in criminal prosecution, as well as disciplinary actions by the District.

- Electronic mail, network usage, and all stored files will not be considered confidential andmay be monitored at any time by designated District staff to ensure appropriate use
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by the Texas Open Records Act; therefore, proper authorities will be given access to their content.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Fail to visibly wear their student ID badge before, during, or after school hours while on district property (All students must wear their ID badge).
- Fail to complete classroom assignments, homework, projects, and reports as prescribed in the Irving ISD grading procedures as communicated in the Student Handbook.
- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, turning in or using work produced through generative artificial intelligence as the student's own work, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Student Dress

Students shall observe modesty, appropriateness, and neatness in clothing and personal appearance. Any clothing, cosmetics, tattoos, jewelry, contact lenses, hair, or style thereof shall not be worn, nor allowed to be worn, at school or at school-sponsored or school-related activities if it is a disturbing influence and/or interferes with the purposes of such classes or activities.

The following regulations concerning dress and grooming are deemed necessary in order to comply with the foregoing requirements for proper personal appearance and to avoid disruption of school-sponsored or school-related activities:

Middle School Students will adhere to their designated school shirt/top color(s).

Clothing Item	Permitted Styles	Special Comments
Tops	• Short or long-sleeved collared shirt • Solid colored polo shirt • Pull over sweater/sweatshirt • Turtleneck and mock turtleneck	• No low-cut necklines • All layers of clothing must comply with dress code, if visible • No spandex or other stretch material • No tank tops, tops with thin straps, or strapless tops • All shirts must extend below the hip line • No sheer, mesh or see-through tops
Bottoms/Shorts /Capris	• Pleated or non-pleated slacks • Capris must touch the kneecap or below • Shorts permitted no more than 2" above the knee	• All pants must be worn above the hip level (no sagging) • No holes with skin showing above the knee • If belts are worn, they must be worn inside belt loops at all times and be the appropriate size • No studs, brads, or other excessive adornment on belts or other clothing items • Must be hemmed properly at the bottom • Students may not wear pajamas, sleepwear, or loungewear except as permitted in advance by campus administration, such as for themed spirit days. Any sleepwear worn for such events must comply with all other dress code requirements.
Skirts/Dresses	• Hem of skirt or kick pleat must be no more than 2" above the kneecap • Dresses must have sleeves	• Leggings and tights may be worn under skirts as long as guidelines for skirts are met. • Special comments above pertaining to tops and bottoms/shorts/capris also apply to skirts/dresses
Outerwear	• Sweatshirt • Hooded sweatshirt • Jacket, Coat, Windbreaker • School-sponsored jacket	• Hoods cannot be worn inside the building and must be removed for identification purposes upon request if outside but still on campus or participating in a school-related activity • No trench coats • Hats cannot be worn inside the building and must be removed for identification purposes upon request if outside but still on campus or participating in a school-related activity
Footwear	• Must wear shoes •	• No house shoes (shoes without soles) • No shoes with wheels • All students must wear closed toed athletic shoes to PE

Hair	• Neatly groomed • No symbols or gang-style haircuts if it interferes with the educational environment, as determined by the campus administration
Other	• Clothing, jewelry, or tattoos which display or advertise or alludes to controlled substances, such as alcohol, tobacco ordrugs, or that is lewd and offensive, or obscene is prohibited (weapons, drug or alcohol related) • No gang-related clothing or anything that may be allusive to gang-like affiliation, even if it is not on purpose □ No chains or bandanas • All clothing must fit appropriately, not excessively tight or large

Administrators will have complete and final judgment on all matters concerning interpretation of the dress code. Matters concerning the appearance and dress not specifically covered in the dress code that are disruptive to the educational process are not permitted. **For parents and guardians seeking accommodations for student dress based on their cultural practices or religious beliefs, please see the attachment on page 15.

Religious Accommodation Request Form

Student Name:_____ ID Number: _____

Campus: _____

1. What areas are potentially affected by your request (please mark all that apply)
   □ Dress Code □ Prayer during school hours
   □ Absence from School. □ Excused from Assignment □ Other
2. With regards to each item checked above, what specific accommodation are you requesting?

3. Please identify your religious affiliation including any specific sub-group or sect.

4. Please provide any additional information you believe is relevant to your request either in writing or by attaching additional documentation to this form.

Name of Parent/Guardian: _____

Telephone number we can reach you at: _____

For Office Use Only:

Received by (print and sign): _____ Date: _____

** ***Principals***, all requests **shall** be submitted to the Irving ISD Director of Campus Operations and Attendance Initiatives for review and determination. **

Reviewed by (print and sign): _____ Date: _____

□ APPROVED. □ DENIED □ APPROVED IN PART AND DENIED IN PART

If denied in whole or in part, identify the specific requests denied and provide a detailed explanation for denying the request or portion of the request. If no reason is given, the request will be deemed approved.

Student Attendance

In accordance with state law, Irving ISD is required to monitor attendance for all school age students within the Irving ISD boundaries. If a student is found to be out of compliance with state compulsory attendance laws, parent notification as shown below will be provided. If youare concerned about compulsory attendance or receive a letter regarding your student's attendance, please contact the campus and request to speak with the campus attendance officer immediately to schedule a conference.

PARENTS COMPULSORY ATTENDANCE WARNING NOTICE

Parent: **Date:**

This letter is to notify you that_____whom you stand in parental/guardian relationship with has been non-compliant the with compulsory school attendance as required by State law. The law in the State of Texas requires a child to attend school in accordance with Texas Education Code 25.085 and Texas Family Code 65.002. The Compulsory Attendance law states:

> *Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19TH birthday shall attend school.*

As a parent, legal guardian, or person standing in parental/guardian relationship to a student, you are responsible for monitoring the student's school attendance and requiring the student to attend school. You must request a conference immediately with the school administration and the school Attendance Officer to discuss the absences and their consequences. If, after this warning, your student continues to demonstrate truant conduct as defined by the law, the parent/guardian commits the offense of PARENT CONTRIBUTING TO NONATTENDANCE and may be subject to adjudication by the court. **The TexasFamily Code 65.103 & Texas Education Code 25.093, provide that conviction of this offense is a Misdemeanor punishable by fines up to $100.00 for first time offenders. Each day the student remainsout of school after this warning has been given or the student is ordered to attend school by the court,may constitute a separate offense**.

- A maximum of $100 for a first offense
- A maximum of $200 for a second offense
- A maximum of $300 for a third offense
- A maximum of $400 for a fourth offense
- A maximum of $500 for a fifth offense

A student's unexcused absence as defined by the law may constitute the offense of TRUANT CONDUCTwhich is defined by the Texas Education Code 25.094 and/or TRUANCY which is defined in the Texas Family Code 51.03(b)(2). **Truancy is the absence of a child on 10 or more days or parts of days within a six-month period from school.**

If a student is truant, the school Attendance Officer must refer the child to court for appropriate legal action.This may result in the student being filed or adjudicated as a **"Child in need of supervision"** pursuant to the Texas Family Code. Additionally, the child shall be disciplined accordingly with school district's policyregarding truancy. The charges of PARENT CONTRIBUTING TO NONATTENDANCE and FAILURE TO ATTEND SCHOOL are serious offenses. The conviction and/or adjudication of these offenses may result in monetary fines, court costs and other consequences against you and your child. Please take due notice of this warning and take appropriate measures to ensure that your child immediately attends school regularly. *Please contact the **campus attendance officer** immediately to schedule a conference regarding yourchild's attendance.*

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal or written correction
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension.**
- Placement in a DAEP, as specified in **DAEP.**
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: http://pol.tasb.org/home/index/367

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Bus Conduct

The State of Texas, through the Dallas County superintendent's office, provides free transportation for students living more than two miles from the school in their attendance area. All designated bus routes and stops are scheduled through the county superintendent's office. When riding school buses, students are under the direct supervision of school authorities and are subject to the same regulations governing conduct and behavior as when in the classroom. Students are expected to show respect for the driver's authority. Principals have the authority totemporarily deprive students of transportation privileges for repeated misconduct on buses.

Drivers are expected to confer with principals regarding any infractions of rules and regulations concerning the operation of school buses. Certain responsibilities go with the privilege of bus transportation. Cooperation of every person who rides the school bus or accompanies a student to a bus stop is necessary for the safetyand comfort of all.

The following regulations are in effect during the operation of the bus:

- The driver is in charge of the bus and students. Students will obey the driver promptly.
- Students must be on time. The bus cannot wait for those who are tardy.
- Students will be seated after entering a bus and remain seated at all times while the bus is inmotion.
- Students will not have arms or any other part of their bodies out of the windows while thebus is in motion.
- The use of tobacco, alcohol, or any other prohibited substance is not permitted on the bus oron grounds while waiting for the bus.
- Scuffling, throwing objects, excessively loud talk, or acting in any manner that may causeinjury or annoyance to other students is strictly prohibited.
- Students will help maintain the cleanliness of the bus.
- Any willful damage done to the bus must be paid for by the responsible student(s) or parents, in accordance with District policy.
- If it is necessary to cross to the other side of the road or street after exiting the bus, the crosswalk will be made in front of the bus.

- The emergency door will be used for emergencies only. Except in case of emergency,students will get on and off through the front door.
- The bus will travel on passable roads only. If, in the opinion of the bus driver, a road is impassable due to inclement weather, it will be the obligation of the student to meet the buson the nearest passable road, or it will be the obligation of the parent to get the student to school.
- Only students who live more than 2 miles from their home campus as designated by theirverified enrollment address may be eligible for bus transportation to and from school. Transportation is not provided for students on transfer.
- School buses will not be stopped by any person for any reason unless there is an emergency. Parents or others accompanying students to the bus stop must remain outside of the bus at all times and must treat all students and staff in a respectful manner.
- School buses are not to be backed up while in use. If there is not a safe and proper place toturn around, buses will not be required to stop.
- All complaints will be referred to the campus principal.

Automobile Usage

Only high school students possessing a valid automobile driver's license and insurance are authorized to drive cars to and from school. The proof of insurance on the vehicle shall include the student's name when provided to the campus. Students are to exercise utmost caution driving on the school parking area and must observe a maximum speed of 10 mph. Students must obtain parking permits and must park in the designated area. Back-in parking is not permitted. Permitsmay be revoked for abuse of parking rules. Students will not loiter in the parking lot or in cars. Cars may not be removed during school hours without a pass signed by an administrator. No adult or outsider will be permitted to remove a car without a pass signed by the principal or assistant principal. Principals may establish posted tow away zones at various locations at their campus. Violators will be dealt with by the school administration, and, in some cases, the cars may be towed away, or wheel immobilizer (boots) may be placed on wheels. Owners are responsible for paying towing and storage and/or immobilizer fees and/or costs. A law or ordinance regulating traffic on a public highway or street applies to the operation of a vehicle onschool property (TEC 37.102).

> For violations of any of the above rules, a student will be reported to the school principal having supervisory control over the student.

Extracurricular Standards of Behavior - Board PolicyFO(LOCAL)

With the annual review and approval of the principal and Superintendent or designee, sponsors and coaches of extracurricular activities, including interscholastic athletics and marching band, may develop and enforce standards of behavior that are higher than the district-developed 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 on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity. Students shall be informed of any extracurricular behavior standards at thebeginning of each school year, or in the case of interscholastic athletics and marching band, at the time the students report for work out or practices that

occur prior to the actual beginning of classes. Students and their parents 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. Organizational standards of behavior of an extracurricular activity are independent of the Code of Conduct. Violations of these extracurricular standards ofbehavior that are also violations of the 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 violations of organizational standards of behavior of an extracurricularactivity or for violation of the Code of Conduct.

Interrogations, Searches and Electronic Surveillance – BoardPolicy FNF(LOCAL)

School authorities may search a student, student lockers, student automobiles or other possessions or property under a student's control and may seize any prohibited, illegal or otherwise unlawful contraband, including weapons, discovered as a result of the search. Such searches may be conducted when there is reasonable belief/cause or upon securing the student'svoluntary consent. The administration is authorized to utilize canines whose reliability and accuracy for sniffing out contraband has been established to aid in the search for contraband in school-owned property and automobiles parked on school property. **Metal detectors may be used in response to a safety concern or on a random basis to detect and deter weapons-related infractions.** If any contraband, including weapons, is found, the student is subject to appropriate disciplinary action, includingremoval, suspension, or expulsion. Electronic surveillance may be used to monitor student behavior and school owned property. Student behavior recorded on electronic surveillance equipment is subject to all provisions of the Code of Conduct.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Revoking of Transfers

The District has the right to revoke the transfer of a student for violating the District's Code ofConduct and/or District Policy and guidelines pertaining to transfers.

Student Publications

All publications edited, printed, or distributed in the name of or within one of the District's schools shall be under the control of the school administration and the School Board pursuant toBoard Policy FMA (LOCAL).

In-School Suspension

Misconduct

Students may be removed from the regular classroom and assigned to In-School-Suspension forany behavior listed in this Code of Conduct as a General Conduct Violation.

Process

A special area in each school may be designated as the In-School Suspension (ISS) room and supervised by a teacher, administrator, or other designated staff member. In this setting, the student receives, to the extent possible, assignments/instruction in each course with little or no opportunities for social interaction with peers. The intent of this disciplinary action is to deter student misbehavior, and reduce incidences of school disruption, while providing students the best educational opportunities possible. The length of time for this

action will be determined bythe nature of the discipline problem and the cooperation of the student and his/her parents or guardians.

Although the length of assignment to In-School-Suspension is unlimited, no student should accumulate more than 30 days of placement in ISS during the school year.

The appropriate administrator will determine any restrictions on participation in school sponsored or school related extracurricular and co-curricular activities while serving theassignment to In-School-Suspension.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),

2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A Student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP classroom with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

Self-defense (see **glossary**),

Intent or lack of intent at the time the student engaged in the conduct,

1. The student's disciplinary history,
2. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
3. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
4. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public-school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public-school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion**.) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol,
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion**.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

7. The student receives deferred prosecution (see **glossary**),
8. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
9. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the campus behavior coordinator is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: *http://pol.tasb.org/home/index/367*

Appeals shall begin at Level 1 with the principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall

be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent except under the circumstances described on page 24, Returning a Student to the Classroom.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

The student or the student's parent may appeal the superintendent's decision to the board. **The student may not be returned to the regular classroom pending the appeal.** In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. **The student may not be returned to the regular classroom pending the appeal.**

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings, and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement.**)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug,. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug. Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees' delegates to the campus principal authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent with written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. **Consequences shall not be deferred pending the outcome of the hearing.**

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Principal of the Student Reassignment Center shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town,
        (2) Knowing that it is insured against damage or destruction,
        (3) Knowing that it is subject to a mortgage or other security interest,
        (4) Knowing that it is located on property belonging to another,
        (5) Knowing that it has located within it property belonging to another, or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as 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:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies 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 interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hand up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
    a. A machine gun;
    b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Stay Away Agreement Example

IRVING ISD

SCHOOL-BASED STAY AWAY AGREEMENT

The intent of this agreement is to increase safety for students who have been the target of severe or repeated bullying, harassment, sexual harassment, or dating violence. It is to be administered by the principal or the principal's designee in a conference with the offending student and his or her parent.

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident: _____

_____

_____

_____

Date of assessment by principal or designee: _____

Date of parent notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from _____ at all times during the school day or on school district property or at school related functions (i.e., all school buildings, grounds, bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicle approved for school purposes; area of entrance/departure from school grounds, premises or events; and all school sponsored activities, events or trips; and walking routes to or from school for the purposes of attending school or school sponsored functions, events or trips).

This means that you may not approach, talk to, sit by, or have any contact with (including electronic communications) _____ at school or on school property, and school buses.

Other prohibited behaviors include: *Refrain from talking to, emailing, calling, text messaging, sending messages to or in any other form including commenting on others social media posts, social media pictures, social media messages et all in regards to _____*.

In addition, the following actions are effective immediately (list schedule changes), other disciplinary and or restitutionary actions.

Current Schedule	New Schedule

Arrival/Departure Time:

_____

Locker Change:

_____

Lunch:

_____

Extracurricular Activities:

_____

Other disciplinary actions:

_____
_____
_____

Violations of this agreement and acts of retaliation directly or indirectly toward the target or the target's friends or family members will be taken seriously and will result in further disciplinary actions up to and including Secondary Reassignment or alternative education. Your compliance will be monitored by the building administrative team and building faculty and staff.

Agreement is valid from _____(date) to _____(date).

This agreement will be reviewed on _____(date).

Signatures (Signature indicates receipt and not agreement, see SCOC):

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Written Statement Form Example:

Complete this form, giving as much honest and truthful information as possible. The information will be used to help the administrators sort out the problem.

Name_____ Grade_____ Date_____

WHEN did the incident take place? Give as close to exact time(s) and date(s) as possible.

WHERE did this happen?

WHAT actually happened? Give details beginning with how it got started. Who said what?

WHY do you think this happened?

Student's Signature_____ Date:_____

2024-2025

CÓDIGO DE CONDUCTA ESTUDIANTIL

IRVING
Independent School District

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery; or
    g. Continuous sexual abuse of a young child or disabled individual.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

2025-2026 IRVING ISD

HIGH SCHOOL COURSEBOOK

IRVING
Independent School District

Table of Contents

Graduation Requirements 1
Graduation Programs Class of 2018-2027 2
Graduation Programs Class of 2028 and Beyond 4
Grade Classification of Students 10
Early College Start Program Offerings 11
English Language Arts 12
- Reading 14
- Speech 14
- Journalism 15
- AVID 16

English as a Second Language 16
Mathematics 19
Science 21
Social Studies 24
Physical Education 28
Health 28
Athletics 29
Language Other Than English 30
Fine Arts
- Visual Arts 31
- Dance 34
- Music 35
- Theater Arts 38

Leadership 39
Principles 39
Fundamentals 43
Recommended High School Course Sequences
- English 50
- Math 51
- Science 52
- Social Studies 53
- Gifted and Talented 54
- ESOL/ESL 9th -11th Grade 55

Career and Technical Education 56
Jack E. Singley Academy
- School of Law and Public Service 58
- School of Innovative Technology 63
- School of Health Science 68
- School of Culinary Arts and Hospitality Services 74
- School of Studio Arts 76
- Additional Courses 78

Cardwell Career Preparatory Center
- School of Workforce Readiness 79

Irving High School
- School of Aviation Science 82
- School of Biomedical Sciences 85

MacArthur High School
- School of Architecture, Construction, and Civil Engineering 87
- School of Business and Entrepreneurship 92

Nimitz High School
- School of Sustainable Engineering 97
- School of Agricultural Science 99

Additional Career Pathways at Irving, MacArthur, and Nimitz 102
Frequently Asked Questions – College Credit and Types of Courses 119

Graduation Requirements

How to Use This Guide

This course description guide is provided for the convenience of parents and students in selecting courses for high school. Course listings follow the same order as the subject areas on the graduation program charts. Electives are listed within each subject area. The grade level indicated represents the normal progression of courses. Students may enroll for a course at a different grade level provided the prerequisite has been met. Some courses may be available only at selected campuses. Those are noted with a location code. No location indicates the course is offered at all high school campuses. All elective courses listed in this guide will be offered if enrollments are enough and if qualified teachers are available.

Graduation Requirements

All entering freshmen will default to the Foundation High School program with a Distinguished Level of Achievement which will include the completion of at least one endorsement and Algebra II; the endorsement may be changed if a new endorsement can be completed. Students who choose to graduate without an endorsement must wait until the end of the sophomore year and have parent or guardian permission. All endorsements and performance acknowledgements will be indicated on a student's transcript.

STAAR End of Course (EOC) Requirements for High School Students

High School students are required to pass five (5) End of Course (EOC) Assessments. The 5 EOC Assessments are: English I, English II, Algebra I, Biology, and U.S. History.

Department of Career and Technical Education (CTE)
Public Notification of Nondiscrimination in CTE Programs

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services. Irving Independent School District offers the following Career and Technical Education programs: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Education & Training; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics. Admission to these programs is based on interest, age appropriateness and class space availability.

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Irving ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at 2621 West Airport Freeway, 972-600-5215, and/or the section 504 Coordinator at 2621 West Airport Freeway, 972-600-5025.

Graduation Programs Class of 2018-2026

Irving ISD students will pursue the Foundation High School Program a Distinguished Level of Achievement upon entering 9th grade. Endorsement requirements are identified on the next page.

Foundation HS Program		**Foundation with Endorsement(s)**		**Distinguished Achievement**	
Subject Areas	**Credits**	**Subject Areas**	**Credits**	**Subject Areas**	**Credits**
English English I, II, III and an advanced English course	4	**English** same	4	**English** same	4
Comm. App./Prof. Comm. (Speech)* **	½	**Same**	½	**Same**	½
Mathematics (including Algebra, I, Geometry, and an advanced math course)	3	**Mathematics** (including Algebra 1, Geometry, and two advanced math courses)	4	**Mathematics** **(**Algebra 1, Geometry, Algebra II, and an advanced math)	4
Science (Biology, IPC and one advanced course **OR** Biology and two advanced courses)	3	**Science** (Biology, IPC and two advanced courses **OR** Bio and three advanced courses	4	**Science** Same as Foundation with Endorsement	4
Social Studies (World Geography, World History, US History, Government and Economics)	4	**Social Studies** same	4	**Social Studies** same	4
Physical Education * *	1	**Physical Education****	1	**Physical Education****	1
Health	½	**Health**	½	**Health**	½
Languages Other Than English	2	**Languages Other Than English**	2	**Languages Other Than English**	2
Fine Arts	1	**Fine Arts**	1	**Fine Arts**	1
		Requirements of an Endorsement	See Next Page	**Requirements of an Endorsement**	See Next Page
Electives	3	**Electives (including endorsement courses)**	5	**Electives (including endorsement courses)**	5
Total Credits Required	**22**		**26**		**26**

+ A student must earn the Distinguished Level of Achievement to be eligible for top 10% automatic admission.

**Credit for PE courses may be earned through participation in athletics or JROTC or appropriate private or commercially sponsored physical activity programs for a maximum of four credits, or through participation in marching band, cheerleading or drill team. Certain courses may replace this requirement. See page 14 for a list of those courses.

A student may graduate under the foundation high school program without an endorsement if, after the student's sophomore year, a committee including the student, the student's parent, and the counselor determine that it is in the best interest of the student to bypass the benefits of graduating with an endorsement. A student served by an ARD committee may also graduate without an endorsement.

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Programas de Graduación Clase de 2018-2026

Al ingresar al 9º grado, los estudiantes de Irving seguirán el Plan de Secundaria Básico/Fundamental con una Especialidad o el Nivel de Desempeño Destacado. Los requisitos para las Especialidades se detallan en la página siguiente.

Programa Básico/Fundamental		**Programa Básico/Fundamental con Especialidad(es)**		**Programa de Desempeño Destacado**	
Materias	**Créditos**	**Materias**	**Créditos**	**Materias**	**Créditos**
Inglés Inglés I, II, III y un curso de Inglés Avanzado	4	**Inglés** igual	4	**Inglés** igual	4
Comunicación (Discurso)* **	½	**Igual**	½	**Igual**	½
Matemáticas (incluyendo Algebra I, Geometría, y un curso de matemáticas avanzado)	3	**Matemáticas** (incluyendo Algebra I, Geometría, y dos cursos de matemáticas avanzados**)**	4	**Matemáticas** **(**Algebra I, Geometría, Algebra II y un curso avanzado)	4
Ciencias Naturales (Biología, IPC y un curso avanzado **O** Biología y dos cursos avanzados)	3	**Ciencias Naturales** (Biología, IPC y dos cursos avanzados **O** Biología y tres cursos avanzados)	4	**Ciencias Naturales** Igual que el Programa Básico/Fundamental con Especialidad	4
Ciencias Sociales (Geografía Mundial, Historia Mundial, Historia de EE.UU., Gobierno y Economía)	4	**Ciencias Sociales** igual	4	**Ciencias Sociales** igual	4
Educación Física**	1	**Educación Física****	1	**Educación Física****	1
Salud	½	**Salud**	½	**Salud**	½
Otros Idiomas además del Inglés	2	**Otros Idiomas además del Inglés**	2	**Otros Idiomas además del Inglés**	2
Bellas Artes	1	**Bellas Artes**	1	**Bellas Artes**	1
		Requisitos de una especialidad	Vea la página siguiente	**Requisitos de una especialidad**	Vea la página siguiente
Electivos	3	**Electivos (incluyendo cursos de especialidad)**	5	**Electivos (incluyendo cursos de especialidad)**	5
Total de Créditos Requeridos	**22**		**26**		**26**

+ El estudiante debe obtener el Programa de Desempeño Destacado para ser elegible an ingreso automático del 10% de los mejores alumnos (Top 10%)

** Crédito para los cursos de educación física se puede obtener a través de la participación en atletismo, JROTC o programas apropiados de actividad física privados o patrocinados comercialmente para un máximo de cuatro créditos, o a través de la participación en la banda de marcha, porristas o drill team.

*** Cierto cursos pueden sustituir este requisito – consulte la página 14.

Un estudiante puede graduarse bajo el programa básico/fundamental sin una especialidad. Si después del segundo año de estudios, un comité que incluye al estudiante, padre del estudiante, y el consejero/a determina que lo mejor para el estudiante, es sobrepasar los beneficios de graduarse con una especialidad. Un estudiante recibiendo servicios de un comité ARD también puede graduarse sin una especialidad.

Graduation Programs Class of 2027 and Beyond

Irving ISD students will pursue the Foundation High School Program a Distinguished Level of Achievement upon entering 9th grade. Endorsement requirements are identified on the next page.

Foundation HS Program		**Foundation with Endorsement(s)**		**Distinguished Achievement**	
Subject Areas	**Credits**	**Subject Areas**	**Credits**	**Subject Areas**	**Credits**
English English I, II, III and an advanced English course	4	**English** same	4	**English** same	4
Comm. App./Prof. Comm. (Speech)*** (recommended but not required)	½	**Same**	½	**Same**	½
Mathematics (including Algebra, I, Geometry, and an advanced math course)	3	**Mathematics** (including Algebra 1, Geometry, and two advanced math courses)	4	**Mathematics** **(**Algebra 1, Geometry, Algebra II, and an advanced math course)	4
Science (Biology, IPC and one advanced course **OR** Biology and two advanced courses)	3	**Science** (Biology, IPC and two advanced courses **OR** Bio and three advanced courses	4	**Science** Same as Foundation with Endorsement	4
Social Studies (World Geography OR World History, US History, Government and Economics)	3	**Social Studies** same	3	**Social Studies** same	3
Physical Education * *	1	**Physical Education****	1	**Physical Education****	1
Health (recommended but not required)	½	**Health**	½	**Health**	½
Languages Other Than English	2	**Languages Other Than English**	2	**Languages Other Than English**	2
Fine Arts	1	**Fine Arts**	1	**Fine Arts**	1
		Requirements of an Endorsement	See Next Page	**Requirements of an Endorsement**	See Next Page
Electives	4	**Electives (including endorsement courses)**	6	**Electives (including endorsement courses)**	6
Total Credits Required	**22**		**26**		**26**

+ A student must earn the Distinguished Level of Achievement to be eligible for top 10% automatic admission.

**Credit for PE courses may be earned through participation in athletics or JROTC or appropriate private or commercially sponsored physical activity programs for a maximum of four credits, or through participation in marching band, cheerleading or drill team. Certain courses may replace this requirement. See page 14 for a list of those courses.

A student may graduate under the foundation high school program without an endorsement if, after the student's sophomore year, a committee including the student, the student's parent, and the counselor determine that it is in the best interest of the student to bypass the benefits of graduating with an endorsement. A student served by an ARD committee may also graduate without an endorsement.

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Programas de Graduación Clase de 2027 a Adelante

Al ingresar al 9º grado, los estudiantes de Irving seguirán el Plan de Secundaria Básico/Fundamental con una Especialidad o el Nivel de Desempeño Destacado. Los requisitos para las Especialidades se detallan en la página siguiente.

Programa Básico/Fundamental		**Programa Básico/Fundamental con Especialidad(es)**		**Programa de Desempeño Destacado**	
Materias	**Créditos**	**Materias**	**Créditos**	**Materias**	**Créditos**
Inglés Inglés I, II, III y un curso de Inglés Avanzado	4	**Inglés** igual	4	**Inglés** igual	4
Comunicación (Discurso)*** (recomendado pero no es obligatorio)	½	**Igual**	½	**Igual**	½
Matemáticas (incluyendo Algebra I, Geometría, y un curso de matemáticas avanzado)	3	**Matemáticas** (incluyendo Algebra I, Geometría, y dos cursos de matemáticas avanzados**)**	4	**Matemáticas** **(**Algebra I, Geometría, Algebra II y un curso avanzado)	4
Ciencias Naturales (Biología, IPC y un curso avanzado **O** Biología y dos cursos avanzados)	3	**Ciencias Naturales** (Biología, IPC y dos cursos avanzados **O** Biología y tres cursos avanzados)	4	**Ciencias Naturales** Igual que el Programa Básico/Fundamental con Especialidad	4
Ciencias Sociales (Geografía Mundial **O** Historia Mundial, Historia de EE.UU., Gobierno y Economía)	3	**Ciencias Sociales**	3	**Ciencias Sociales**	3
Educación Física**	1	**Educación Física****	1	**Educación Física****	1
Salud (recomendado pero no es obligatorio)	½	**Salud**	½	**Salud**	½
Otros Idiomas además del Inglés	2	**Otros Idiomas además del Inglés**	2	**Otros Idiomas además del Inglés**	2
Bellas Artes	1	**Bellas Artes**	1	**Bellas Artes**	1
		Requisitos de una especialidad	Vea la página siguiente	**Requisitos de una especialidad**	Vea la página siguiente
Electivos	4	**Electivos (incluyendo cursos de especialidad)**	6	**Electivos (incluyendo cursos de especialidad)**	6
Total de Créditos Requeridos	**22**		**26**		**26**

+ El estudiante debe obtener el Programa de Desempeño Destacado para ser elegible an ingreso automático del 10% de los mejores alumnos (Top 10%)

** Crédito para los cursos de educación física se puede obtener a través de la participación en atletismo, JROTC o programas apropiados de actividad física privados o patrocinados comercialmente para un máximo de cuatro créditos, o a través de la participación en la banda de marcha, porristas o drill team.

*** Cierto cursos pueden sustituir este requisito – consulte la página 14.

Un estudiante puede graduarse bajo el programa básico/fundamental sin una especialidad. Si después del segundo año de estudios, un comité que incluye al estudiante, padre del estudiante, y el consejero/a determina que lo mejor para el estudiante, es sobrepasar los beneficios de graduarse con una especialidad. Un estudiante recibiendo servicios de un comité ARD también puede graduarse sin una especialidad.

Irving ISD Graduation Programs
Class of 2018 and Beyond - Endorsements

Endorsement Areas * **In order to earn an endorsement, a student must also complete 4 Math and 4 Science credits.**	
STEM	**Student must take Foundation curriculum including Algebra II, Chemistry, and Physics and ONE of the following:** **1.** Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Computer Science ● Engineering – Aerospace, Aviation, Biomedical, Civil or Environmental ● Aviation Science **2.** Five credits in Mathematics: ● Algebra I, Geometry, Algebra II, and two additional advanced courses **3.** Five credits in Science: ● Biology, Chemistry, Physics, and two additional advanced science courses **4.** In addition to Alg. II, Chemistry, and Physics, a sequence of three additional courses from 1,2 or 3 above.
Business and Industry	**Student must take Foundation curriculum and ONE of the following:** 1. Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Agriculture ● Architecture and Construction ● Arts, AV Technology, and Communications ● Business, Marketing and Finance ● Transportation, Distribution and Logistics ● Information Technology ● Manufacturing ● Hospitality and Tourism 2. Four English elective credits including THREE levels of ONE of these: ● Journalism, Broadcast Journalism, Newspaper, Yearbook, Debate
Public Services	**Student must take Foundation curriculum and ONE of the following:** 1. Coherent sequence of four credits in the following Programs of Study (including one advanced course): ● Education and Training ● Health Science ● Human Services - Cosmetology ● Law and Public Service ● Human and Social Services 2. Four courses in JROTC
Arts & Humanities	**Student must take Foundation Curriculum and ONE of the following:** 1. A total of five social studies credits 2. Four levels of the same Language other than English, including ASL 3. Two levels of two different Languages other than English 4. Coherent sequence of four credits in one or two disciplines of fine arts 5. Four English elective advanced courses which may include English 4 and beyond
Multidisciplinary Studies	**Student must take Foundation Curriculum and ONE of the following:** 1. Four advanced courses from within one endorsement area or among endorsement areas that are not in a coherent sequence. 2. Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics 3. Four credits in AP or dual credit selected from the foundation subject areas, Languages other than English, or fine arts

***Not all programs of study are available at all campuses. Some programs are limited in enrollment by space or staffing limitations.**

Irving ISD Graduation Programs
Class of 2018 and Beyond - Performance Acknowledgements

A student may earn a performance acknowledgement for outstanding performance in:

- **Dual credit classes:**
  - 12 college hours with a grade of 3.0 out of 4.0
  - Earning an associate degree while in high school

- **Bilingualism and Biliteracy:** An average GPA of 80 in English courses and satisfying ONE of the following:
  - At least three credits in the same Language other than English with at least an 80 average
  - Demonstrated proficiency at level four or higher in a Language other than English with a minimum GPA of 80
  - A score of 3 or higher on a College Board AP exam in a Language other than English

- **If the student is an English language learner, he or she must also have exited the ESL program and scored Advanced High on the TELPAS.**

- **AP Test:** Score a 3 or above on a College Board AP exam

- **PSAT, ACT-Plan, SAT, ACT**: Score the following on **one** of these exams:
  - Earning a score on the PSAT/NMSQT that qualifies a student for recognition as a Commended Scholar or higher, or recognized as a National Hispanic Scholar or National Achievement Scholar
  - Achieving the college readiness benchmark score on the ACT-PLAN in at least two of the four subjects
  - Earning a combined critical reading and mathematics score of at least 1250 on the SAT
  - Earning a composite score of 28 on the ACT examination

- **Nationally or internationally recognized business or industry certificate**:
  - Qualification for an APPROVED federal, state, or industry certification or license related to the student's program of study. An approved list will be provided by the Texas Education Agency.

Programas de Graduación de Irving ISD
Clase de 2018 en Adelante - Especialidades

Aéreas de Especialidad* **Con el fin de obtener aprobación, un estudiante también debe completar 4 créditos de Matemáticas y 4 de Ciencia.**	
Ciencias, Tecnología, Ingeniería y Matemáticas (STEM, por sus siglas en inglés)	**El estudiante debe tomar el plan de estudio Básico/Fundamental incluyendo Algebra II, Química, y Física y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Ciencias de la computación ● Ingeniería - Aeroespacial, Aeronáutica, Biomédica, Civil o Ambiental ● Ciencia de Aviación 2. Cinco créditos en Matemáticas: ● Algebra I, Geometría, Algebra II, más dos cursos avanzados 3. Cinco créditos en Ciencias: ● Biología, Química, Física, más dos cursos de ciencia avanzados 4. Además de Algebra II, Química y Física, una secuencia de tres cursos adicionales de los números 1, 2 o 3 de arriba.
Negocios e Industria	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Agricultura ● Arquitectura y Construcción ● Artes, Tecnologías Audio/Vídeo, y Comunicaciones ● Negocios, Mercadotécnica y Finanzas ● Transportación, Distribución y Logística ● Tecnologías de la Información ● Manufactura ● Hostelería y Turismo 2. Cuatro cursos electivos de Inglés incluyendo TRES niveles de UNO de estos: ● Periodismo, Periodismo Televisivo, Periódico, Libro de Año Escolar, Debate
Servicios Públicos	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Secuencia coherente de cuatro créditos en los siguientes Programas de Estudio (incluyendo un curso avanzado): ● Educación y Formación ● Ciencias de la Salud ● Servicios Humanos - Cosmetología ● Leyes y Servicios Públicos ● Servicios Humanos y Sociales 2. Cuatro cursos en JROTC
Artes y Humanidades	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Un total de cinco créditos en ciencias sociales 2. Cuatro niveles del mismo Idioma diferente al inglés, incluyendo ASL 3. Dos niveles de dos diferentes Idiomas diferentes al inglés 4. Secuencia coherente de cuatro créditos en una o dos disciplinas de las bellas artes 5. Cuatro cursos avanzados electivos de inglés cuales pueden incluir inglés 4 y más
Estudios Multidisciplinarios	**El estudiante debe tomar el plan de estudio Básico/Fundamental y UNO de los siguientes:** 1. Cuatro cursos avanzados en un área de especialidad o entre áreas de especialidades que no están en secuencia coherente. 2. Cuatro créditos en cada una de las materias básicas incluyendo inglés IV y química, y/o física. 3. Cuatro créditos en AP o doble crédito seleccionados de las áreas básicas, idiomas diferentes al inglés, o bellas artes.

***No todos los programas de estudio están disponibles en todos los campus.**

Programas de Graduación de Irving ISD
Clase de 2018 en Adelante - Reconocimientos por Desempeño

Un estudiante puede obtener un reconocimiento por desempeño sobresaliente en:

- **Cursos de doble crédito:**
    - 12 créditos universitarios con un promedio (GPA) de 3.0 en una escala de 4.0
    - Obtener un título asociado en la escuela secundaria

- **Bilingüismo y alfabetización** – promedio (GPA) mínimo de 80 en cursos de inglés y cumplir con una de las siguientes:
    - Por lo menos tres créditos del mismo idioma diferente al inglés (LOTE por sus siglas en inglés) con un promedio mínimo de 80
    - Demostrar habilidad en el nivel cuatro o superior en LOTE con un promedio (GPA) mínimo de 80
    - Una puntuación de 3 o más en un examen de Prueba Avanzada (AP por sus siglas en inglés) del College Board en un idioma diferente al inglés

- **Si el alumno es un estudiante de inglés como segundo idioma (ESL por sus siglas en inglés), también debe haber superado el programa de ESL y haber recibido el rango Avanzada Alto en el TELPAS**

- **Prueba Avanzada (AP por sus siglas en ingles)**
    - Un 3 o más en un examen AP

- **PSAT, ACT-Plan, SAT, ACT** – debe anotar lo siguiente en **uno** de estos exámenes:
    - Obtener un resultado en el PSAT/NMSQT que califique al estudiante para el reconocimiento comendado o más, o reconocimiento como un Hispano Académico Nacional o Académico Nacional de Logro
    - Lograr resultados de norma de preparación universitaria en el ACT-PLAN en al menos dos de las cuatro materias
    - Obtener un resultado combinado de por lo menos 1250 en las secciones de lectura crítica y matemáticas del examen SAT
    - Obtener un resultado promedio de 28 en el examen ACT

- **Un certificado de negocios o industria reconocidos a nivel nacional o internacional**: Capacitación para un certificado APROBADO federalmente, estatalmente, o una certificación de industria o licencia relacionada al programa de estudio del estudiante. Una lista aprobada será proporcionada por la Agencia de Educación de Texas.

Irving Independent School District Grade Classification of Students

1. Students are classified once a year at the end of the school year in June. The only exception is for those students who attend summer school or those students who participate in a district program designed for grade acceleration. The classification of students who attend summer school is revised, if applicable, in August. Only seniors are reclassified when correspondence, CBE or Dual course grades are received.

2. If an error is discovered in a student's classification or if the school receives new records that reflect more or fewer credits, the counselors submit a correction immediately.

3. Classification of students is based on the number of credits earned and courses completed as indicated below. There are two exceptions to this rule: students in Gifted and Talented (G/T) programs and new immigrant students. The credit and classification breakdown are published in the student handbook.

    - Freshmen 0 - 5½ credits
    - Sophomore 6 - 11½
    - Junior 12 - 17½
    - Senior 18 +

4. Classification of G/T students - G/T students who earn 6 or more credits in middle school will remain in the normal progression of their class.

5. Classification of ELL Immigrant Students – Districts are to follow the rules in TAC, §74.26 when determining what credit to award to a student transferring in from a non-Texas-public school. A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit. Students who have graduated from high school in another country may not be enrolled regardless of age. Please refer these students to a post-secondary institution and/or adult ESOL classes.

6. Three Year Graduates - Students who wish to graduate in three years will need to consult with their counselor no later than the end of their sophomore year. Three-year graduates may be classified as seniors during the course of their third year of high school or mid-term if they have enough credits to graduate.

Early College and Dual Credit Program Offerings

Irving ISD has an instructional partnership with Dallas College to offer dual credit courses for students enrolled in Irving ISD high schools. The dual credit program allows students the opportunity to earn college credit while in high school. Dual credit courses are offered in a variety of subject areas within the core curriculum and Career and Technical Education pathways. Irving ISD also has two Early College programs that offer specific associates degree options. See your counselor for more information.

Texas Success Initiative Assessment (TSIA)

Students who are interested in taking dual credit courses, must show readiness to take college level courses. The TSIA 2.0 is the assessment instrument used to determine college readiness for non-exempt students, as required by the Texas Success Initiative and approved by the Texas Higher Education Coordinating Board (THECB).

TSIA helps determine whether students are ready for college-level coursework in English language arts and reading (ELAR) and mathematics. These are foundational subjects for other college coursework. The results of the TSIA 2.0 assessment, in conjunction with academic background, goals, and interests, are used by school counselors to place students in the appropriate courses that match their achievement level.

Not all students will need to take the TSIA 2.0. If college readiness standards are met on the End-of-Course examination (EOC), SAT, ACT, or in a college preparatory course, they may be exempt or waived from taking the TSIA.

To learn more about TSIA, contact your school counselor. If you are viewing this digitally, then click here for more details.

English Language Arts

English I

[B15140 ENG 1 03220100]

Grade: 9 Credit: 1

English I students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. This course asks students to explore the possible influences of the historical context on a literary work and respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing.

English I Honors

[B15189 ENG 1 H 03220100]

Grade: 9 Credit: 1

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. The student will refine oral and written communication skills as well as read all forms of literature extensively and analytically in preparation for AP English courses.

English II

[B15240 ENG 2 03220200]

Grade: 10 Credit: 1 PR: English 1

English II students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing.

English II Honors

[B15279 ENG 2 GT H 03220200]

Grades: 9 Credit: 1 PR: English I GT

[B15269 ENG 2 H 03220200]

Grades: 10 Credit: 1 PR: English I

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. This college preparatory course explores the subject matter in depth and complexity. The student will refine oral and written communication skills as well as read all forms of literature extensively and analytically in preparation for AP English courses. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English III

[B15340 ENG 3 03220300]

Grades: 11 Credit: 1 PR: English II

English III students read extensively across multiple genres from American literature, including selected stories, dramas, novels, poetry, and informational texts. They learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. Students respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. Students will engage in college test prep including SAT, ACT, & TSI.

English III – Dual Credit (H)

[B15639 ENG 3 H/D 03220300]

Grade: 10-12 Credit: 1 PR- English ii

Students in this course will read and write extensively and analytically. Students will apply college-ready skills to essays, texts of multiple genres, and participate in meaningful class discussions around close-reading skills. Meets graduation requirements for high school and college credit.

AP English III (English Language and Composition)

[B15369 APENGLAN A3220100]

Grades: 10-11 Credit: 1 PR: English II

In AP English Language and Composition, students will read nonfiction texts through the eyes of a writer, exploring the choices writers and speakers make to persuade their audience. By analyzing how writing is composed, students will be able to construct their own arguments. AP Language students will perfect reading closely, analyzing, and interpreting a piece of writing, gathering and consolidating information from different sources, and crafting evidence-based arguments. Students enrolled in this course will be required to take the English Language and Composition Advanced Placement Exam.

English IV

[B15450 ENG 4 03220400]

Grade: 12 Credit: 1

English IV students read extensively across multiple genres from British literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. Throughout this course, students respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. CPELA is embedded in this course.

For online course info access: www.irvingisd.net/Page/2790

English IV-Dual Credit (H)

[B15469 ENG 4 H/D 03220400]

Grade: 12 Credit: 1

Students enrolled in this course will read and write extensively and analytically. Students will apply college-ready skills to essays, texts of multiple genres, and participate in meaningful class discussions around close-reading skills. This course meets the graduation requirements for high school and college credit.

AP English IV (English Literature and Composition)

[B15499 APENGLAN GT A3220200]

[B15479 APENGLIT H A3220200]

Grades: 11-12 (10 for GT students who have completed English II) Credit: 1 PR: English II

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In AP English Literature and Composition, students will examine how authors and poets create meaning through their rich, purposeful use of language. Students will write and refine essays about literature, develop the skills of analysis and composition that will allow them to communicate their interpretations effectively. Students enrolled in this course will be required to take the AP Exam.

English V G/T

[B15629 ENG 5 GT 03221800]

Grade: 12 Credit: 1 PR: English IV

This course is designed as an in-depth genre study for gifted students in language arts that includes: poetry, drama, fiction, artistic movements and various literary periods, and film studies. Additionally, students focus on composing college admission and scholarship essays as well as perfecting their college applications.

AP Capstone Seminar

[16191/2 APSMNR N1130026]

Grades: 10-12 Credit: 1/Elective

PR: Honors or AP Experience or Capstone Teacher Approval

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, connect these issues to their own lives, and work both collaboratively and independently to explore real world issues. Students enrolled in this course will be required to take the AP Exam. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™** signifying their attainment of college-level academic and research skills. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

AP Capstone Research

[16561/2 APRES N1100014]

Grades: 11-12 Credit: 1/Elective

PR: AP Capstone Seminar

The second course in the Capstone experience allows students to design, plan and conduct a year-long research based investigation on a topic of individual interest. Through this mentored inquiry and investigation, students demonstrate the ability to connect scholarly understanding to real-world problems and issues. Students further their skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question. The course culminates in a mentored academic thesis paper and a presentation, performance, or exhibition with an oral defense. Students enrolled in this course will be required to take the AP Exam. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™** signifying their attainment of college-level academic and research skills.

Reading

Reading I-II

[1750112 READ1 03270700]

[1752112 READ2 03270800]

Grade Read1-9 Credit: 1/2-1

Grade Read2-10, 11 Credit: 1/2-1 PR: Read 1

This course is designed for students in need of additional practice in reading fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. These strategies will be applied in texts across all content areas.

Speech

Professional Communications

[16394 PROFCOMM 13009900]

Grades: 9-12 Credit: 1/2

This course is designed to help students develop effective communication skills for successful participation in professional and social life beyond high school. The content includes verbal and nonverbal messages, listening skills, critical thinking and the problem-solving process. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

For online course info access: www.irvingisd.net/Page/2790

Debate I-III

[1620112 DEBATE1 03240600]

[1621112 DEBATE2 03240700]

[1622112 DEBATE3 03240800]

Grades: 9-12 Credit: 1/2-1 PR: Teacher R

This course is designed as an advanced course, which prepares students for competition in speech events in local and statewide tournaments. Students are involved in practice debates and oral interpretation. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

Communications Applications-Dual Language

[16324 COMMAP DUAL LANG 03241400]

Grades: 9-12 Credit: ½

This course is designed to help students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course is only offered at MacArthur HS.

Journalism

Journalism

[16101/2 JRNLSM 03230100]

Grades: 9-10 Credit: 1 I, M, N

This is a beginning course for students interested in journalism. The course includes gathering facts, developing interviewing skills, writing news stories, determining newsworthiness, studying journalistic style and techniques of writing headlines and captions, writing features and editorials, and studying the freedom and responsibility of the press.

Advanced Journalism: Newspaper Production I, II, III

[16141/2 NEWSP 1 03230140]
[16151/2 NEWSP 2 03230150]
[16161/2 NEWSP 3 03230160]

Grades: 10-12 Credit: 1 I, M, N

These courses are designed to teach students the techniques necessary to write news, features, and editorials suitable for the student newspaper. Students perform a variety of tasks by fact-gathering, developing interviewing skills, writing news stories, determining news-worthiness, studying and applying editing skills, studying journalistic style, using techniques of writing headlines and captions, studying the freedom and responsibility of the press, and the principles and ethics of journalism. These courses require considerable time outside school hours.

Advanced Journalism: Yearbook/Magazine Production I

[16111/2 YRBKMAG1 03230110]
[16121/2 YRBKMAG2 03230120]
[16131/2 YRBKMAG3 03230130]

Grades: 10-12 Credit: 1 I, M, N

Students enrolled in these courses write magazine features and editorials suitable for the student yearbook, as well as the techniques of specialized headline and caption writing. It covers the principles of design, layout, graphics, typography, and production techniques necessary for the production and publishing of a student yearbook. Students develop the skills needed to produce a yearbook, evaluating the components required for a quality product. Students learn elements and processes of magazine-type journalistic products, including the school yearbook and literary magazine. A part of the curriculum is selling advertising and the products. These courses require considerable time outside school hours.

Independent Study in Journalism

[16181/2 IND JOUR 03231000]

Grades: 10-12 Credit: ½-1 I, M, N

Students will create publications, using advanced desktop publishing software, assembling all the elements-type, illustrations, graphs, tint and photographs on the computer screen. This course provides advanced skills and knowledge for students entering post-secondary education institutions or the work-force. PREREQUISITE: Teacher Approval.

Alternate Speech Credit

0.5 credit of speech may be earned through participation in one of the courses listed below. These courses demonstrate proficiency in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. *19TAC 74.11.3

Professional Communications
Debate I-III
Oral Interpretation
AVID 2
Academic Decathlon
AP Capstone Seminar
Independent Study in English ESL

AVID

AVID I

[B85440 AVID1 N1290001]

Grade: 9 Credit: 1/Elective PR- AVID Site Team Approval

AVID (Advancement Via Individual Determination) The 9th grade AVID elective course will serve as a review of the AVID philosophy & strategies for transitioning students. Students will work on academic growth, personal goals, and communication. Students will increase their awareness of their personal contributions to their learning by participating in activities that incorporate strategies focused on writing, critical thinking and inquiry, collaboration, organization & critical reading (WICOR). While adjusting to the high school setting, students engage in activities centered around exploring college/career opportunities, building self-confidence and communication skills. Students wishing to take this course must apply and be approved by the campus AVID Site Team.

AVID II

[B85450 AVID2 N1290002]

Grade: 10 Credit: 1/Elective PR- AVID Site Team Approval

AVID (Advancement Via Individual Determination) The 10th grade AVID elective course will refine AVID strategies (WICOR) to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals as well as their higher-level critical thinking and public speaking. Students will increase their awareness of their personal contributions to their learning through involvement in school and community via their Service Learning Project. Strategies in analytical reading and critical thinking will focus on understanding complex texts and increase writing ability. Lastly, students will narrow down their colleges & careers of interest based on their personal interests and goals. Students wishing to take this course must apply and be approved by the campus AVID Site Team.

Students who complete AVID II successfully are eligible to receive 0.5 credits for Speech.

AVID III

[B85460 AVID3 N1290030]

Grade: 11 Credit: 1/Elective PR- AVID Site Team Approval & Completion of AVID II

AVID (Advancement Via Individual Determination) The 11th grade AVID elective course is the first part in a Junior/Senior seminar course that focuses on skills expected of first-year college students. Students participate in college bound activities, intensive research, and confirm their post-secondary plans. Students engage in analytical reading and writing, tutorial study groups, critical thinking, and planning (WICOR). Students wishing to take this course must apply and be approved by the campus AVID Site Team.

AVID IV

[B85470 AVID4 N1290033]

Grade: 12 Credit: 1/Elective PR- AVID Site Team Approval & Completion of AVID II & III

AVID (Advancement Via Individual Determination) The 12th grade course is the second part of the Junior/Senior Seminar that focuses on skills expected of a 2nd year college student. Students engage in analytical reading and writing, collaborative study groups, critical thinking, and a book study. Students are presented and supported through college-bound activities, methodologies, and tasks that include applications for college, FAFSA, scholarships, and career exploration.

English as a Second Language

English SOL IA

[B15510 ENGSOL1A 03200600]

Grade: 9 Credit: 1 PR: LPAC

English SOL IA students are expected to plan, draft, edit, and revise written compositions on a regular basis in a variety of forms including literary, expository and argumentative texts. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work. The ESOL IA course is designed for beginning English-speaking students and includes an emphasis on development of listening, speaking, reading, and writing.

English SOL IB

[B15520 ENGSOL1A 03200600]

Grade: 9 *Credit: 1* *PR: LPAC*

English SOL IB students are expected to read across multiple genres, at different proficiency levels, from world literature, including selected stories, dramas, novels, poetry, and informational texts. This course asks students to explore the possible influences of the historical context on a literary work and respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. The ENGSOL IB course is designed for beginning English-speaking students, who have been in the country for a year or more. It emphasizes developing listening, speaking, reading, and writing skills.

English SOL IIA

[B15530 ENGSOL2A 03200700]

Grades: 10-12 Credit: 1 *PR: LPAC*

English SOL II A English students read extensively across multiple genres from world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. ENGSOL IIA course is designed for intermediate English-speaking students and emphasizes developing listening, speaking, reading and writing skills.

English SOL IIB

[B15540 ENGSOL2A 03200700]

Grades: 10-12 Credit: 1 *PR: LPAC*

English SOL II B English students read extensively across multiple genres of world literature, including selected stories, dramas, novels, poetry, and informational texts. Students learn literary forms and terms associated with the selections being read and interpret the possible influences of the historical context on a literary work. This course asks students to respond to these texts by regularly planning, drafting, editing, and revising written compositions in various forms, such as literary analysis, expository essays, and argumentative writing. The ENGSOL IIB course is designed for intermediate English-speaking students, who have been in the country for two years or more. It emphasizes developing listening, speaking, reading, and writing skills.

Reading I ESL

[B15560 READ 1 ESL 03270700]

Grades: 9-12 Credit: 1/2-1 *PR: LPAC*

This course is designed for students in need of additional practice in reading and writing fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. All of these strategies will be applied in texts across all content areas. This course in ESL reading is designed for beginning English-speaking students in grades 9-12 and focuses on the development of reading through comprehension strategies, study techniques, and composition.

Reading II ESL

[B15570 READ 2 ESL 03270800]

Grades: 9-12 Credit: 1/2-1 *PR: LPAC*

This course is designed for students in need of additional practice in reading and writing fundamentals. Students will be given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students will learn how various texts are organized and how authors choose language for communicating effectively to the reader. All of these strategies will be applied in texts across all content areas. This course in ESL reading is designed for intermediate English-speaking students in grades 9-12. The course seeks to provide continued development in reading through comprehension strategies, study techniques, and composition.

Independent Study in English ESL

[B15500 INDENG ESL 03221800]

Grades: 9-12 Credit: 1/2-1

PR: LPAC and concurrent enrollment in English SOL 1A and 1st year in US Schools.

This course is designed for Beginning and Intermediate English language learners in grades 9-12. The course will provide the foundational skills for listening, speaking, reading, and writing in English. Emphasis will be placed on language acquisition through the development of academic English and literacy across content areas. Students will work on building reading skills, grammar and writing conventions. Students who complete this course successfully are eligible to receive 0.5 credits for Speech.

English Language Development Acquisition (ELDA)

[B15780 ELDA 1 03200800]

Grades: 9-10 Credit: 1

PR: Newcomer students; 1st year in US schools and with gaps in education. LPAC and concurrent enrollment in English SOL 1A

English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs.

Mathematics

Algebra I

[B25130 ALG 1 03100500]

Grade: 9 Credit: 1 PR: 8th grade math or equivalent

This course will build on the knowledge and skills acquired in middle school mathematics. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Graphing technology is used as an integral part of instruction throughout this course.

Geometry

[B25340 GEOM 03100700]

Grades: 10-11 Credit: 1 PR: Algebra I

Students will connect previous knowledge by exploring concepts covering coordinate & transformational geometry, logical arguments and constructions, proof and trigonometry, 2D and 3D figures; circles and probability. Students apply geometric properties to real-world situations. The course also provides students the opportunity to study and analyze three-dimensional objects.

Geometry Honors

[B20872 GEOM GT H 03100700]

Grades: 9 Credit: 1 PR: Algebra I

[B25359 GEOM H 03100700]

Grades: 10-11 Credit: 1 PR: Algebra I

Students will connect previous knowledge by exploring concepts covering coordinate & transformational geometry, logical arguments and constructions, proof and trigonometry, 2D and 3D figures; circles and probability. Students apply geometric properties to real-world situations. The course also provides students the opportunity to study and analyze three-dimensional objects. The Geometry Honors course places an emphasis on a greater depth in all topics.

Algebraic Reasoning

[B26640 ALGREA 03102540]

Grades: 11-12 Credit: 1 PR: Algebra I

In this course, students will build on and extend previous knowledge of algebraic concepts. Students will continue to develop mathematical reasoning related to algebraic understandings and processes. Students will study a variety of functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data.

Statistics

[B26650 STATS 03102530]

Grades: 11-12 Credit: 1 PR: Algebra I

Students will build on the knowledge and skills for mathematics in Kindergarten - Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. In order to help students be successful, it is recommended that students have additional math classes before enrolling in this class.

Algebra II

[B25200 ALG2 03100600]

Grades: 10-12 Credit: 1 PR: Algebra I

This course continues from Algebra I and extends the study of functions to include quadratic functions, square root functions, rational functions, exponential functions and logarithmic functions. The relationship between algebra and geometry is also illustrated in the study of conic sections. Graphing technology is used throughout this course.

Algebra II Honors

[B25229 ALG 2 GT H 03100600]

Grades: 10 Credit: 1 PR: Algebra I

[B25219 ALG 2 H 03100600]

Grades: 10 Credit: 1 PR: Algebra I

The Honors course in Algebra II follows the scope and sequence of the general education Algebra II course. Throughout the course the emphasis is on a greater depth in preparation for AP level courses.

Precalculus

[B25400 PRECALC 03101100]

Grades: 11-12 Credit: 1 PR: Alg I, Alg II, Geometry

This course is designed to deepen students' mathematical understanding and fluency with algebra and trigonometry. It extends their ability to make connections and apply concepts and procedures at higher levels. While it prepares students to enter Calculus and other advanced courses, it also provides a strong foundation for the use of mathematical models in real-world situations. Graphing technology is used throughout this course.

AP Precalculus

[B25589 APPRECALC A3100100]

Grades: 10-12 Credit: 1 PR: Alg I, Alg II, Geometry

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Students enrolled in this course will be required to take the AP Exam.

AP Calculus AB

[B25519 APCALAB A3100101]

Grades: 11-12 Credit: 1 PR: Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Course content includes the study of continuity, limits, derivatives, integration, basic differential equations, and the definite integral. Graphing technology is used throughout this course. Students are required to take the AP Exam.

AP Calculus BC

[B25529 APCALBC A3100102]

Grade: 11-12 Credit: 1 PR: Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Students continue the study of calculus with topics such as Taylor polynomials and approximations, advanced techniques of integration, improper integrals, logistic differential equations, parametric, polar, and vector functions. Graphing technology is used throughout this course. Students are required to take the AP Exam.

AP Statistics

[B25539 APSTATS A3100200]

Grades: 10-12 Credit: 1 PR: Geometry & Algebra II

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course consists of a full year of work in exploratory analysis of data, planning a study, probability, and statistical inference. In college, at least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences and business. Graphing technology is used as an integral part of instruction throughout this course. Students are required to take the AP Exam.

College Testing Prep Course

[96301/2 or 96304 PSAT/SAT/ACT B5000002]

Grade: 9-12 Credit: ½ local

The PSAT/SAT preparation course includes the reading, writing, and math content and skills to prepare students for taking the PSAT/SAT and TSI college tests.

College Preparatory Course in Mathematics

[B26660 CPMAT CP111200]

Grade: 11-12 Credit: 1 PR: Algebra I/Geometry/3rd Math

This is a senior-level course designed to improve the skills needed to enter credit-bearing math courses in college. Topics include a review of real numbers, symbolic manipulation of objects, graphing linear equations, basic geometry, solving rational and radical equations, and functions. Cumulative review will be spiraled throughout the course.

Science

Biology

[B35140 BIO 03010200]

Grades: 9-10 Credit: 1

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics, including biomolecules and structures and functions of cells and viruses; mechanisms of genetics; biological evolution; matter cycling and energy flow in organisms; living systems; and ecosystems and the environment.

Biology Honors

[B35189 BIO H 03010200]

Grades: 9-10 Credit: 1

This course explores the same concepts as biology using Honors strategies. Use of these strategies coupled with depth and complexity of concepts in preparation for AP science courses.

Integrated Physics and Chemistry (IPC)

[B35740 IPC 03060201]

Grades: 9 - 11 Credit: 1

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy and matter.

Chemistry

[B35400 CHEM 03040000]

Grades: 10-12 Credit: 1

PR: Successful Completion Biology and Algebra I

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry Honors

[B35429 CHEM GT 3040000

Grades: 9 Credit: 1 PR: Biology 8 Honors/GT

[B35419 CHEM H 03040000]

Grades: 10-12 Credit: 1

PR: Successful Completion Biology and Algebra I

This course explores the same concepts as general ed chemistry using Honors strategies. Use of these strategies coupled with depth and complexity of concepts in preparation for AP science courses.

Physics

[B35500 PHYSICS 03050000]

Grades: 10-12 Credit: 1 PR: Successful Completion Algebra I

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

AP Biology

[B35199 APBIO A3010200]

Grades: 11-12 Credit: 1 PR: Biology; Completion of or Concurrent Enrollment in Chemistry

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Biology, a college level biology course, involves more in-depth treatment of biological topics-the study of life. Research, field work, and laboratory experiences are an integral part of the course. Students must be active investigators, using higher-order thinking skills. Students will be required to take an AP exam.

AP Chemistry

[B35439 APCHEM A3040000]

Grades: 10-12 Credit: 1 PR: Chemistry; Completion of or Concurrent Enrollment in Algebra 2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Chemistry, a college-level chemistry course, involves more in-depth treatment of solution chemistry, organic chemistry, biochemistry, and analysis of substances. Research, field work, and laboratory experiences are an integral part of the course. Students must be active investigators, using higher-order thinking skills. Students will be required to take the AP exam.

AP Physics 1: Algebra-Based

[B35529 APPHYS1 A3050003]

Grades: 10-12 Credit: 1 PR: Alg 1 and Geometry; Completion of or Concurrent Enrollment in Alg 2

Advanced Placement Physics, a college-level physics course, involves content organized around seven underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of this course. Students will be required to take the AP exam.

AP Physics 2: Algebra-Based

[B36499 APPHYS2 A3050004]

Grades: 11-12 Credit: 1

PR: Physics or AP Physics 1 & Completion of or Concurrent Enrollment in Precalculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Physics, a college-level physics course, involves content organized around seven underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of this course. The content for this course offers additional depth and topics not introduced in AP Physics 1 such as mechanics, electricity, nuclear physics, quantum physics, and magnetism. Students will be required to take the AP exam.

AP Physics C: Electricity and Magnetism

[B36484 APPHYSCE A3050002]

Grades: 11-12 Credit: 1

PR: AP Physics 1 or 2 and Completion of or Concurrent Enrollment in Calculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students will be required to take an AP exam.

AP Physics C: Mechanics

[B36424 APPHYSCM A3050006]

Grades: 11-12 Credit: 1

PR: AP Physics 1 or 2 and Completion of or Concurrent Enrollment in Calculus

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students will be required to take an AP exam.

AP Environmental Science

[B35329 APENVIR A3020000]

Grades 10-12 Credit: 1 PR: Alg 1 and 2 yrs HS lab science

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Environmental Science, a college-level environmental science course, involves a more in-depth treatment of scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will be required to take an AP exam.

Astronomy

[B35600 ASTRMY 03060100]

Grade: 11-12 Credit: 1 PR: Algebra I and IPC or Chemistry

Astronomy is an advanced science course for students that have passed Algebra I and either Integrated Physics and Chemistry or Chemistry. It is designed to allow students an opportunity to conduct laboratory and field investigations, use scientific methods, and work collaboratively to make informed decisions using critical thinking and scientific problem-solving skills. Students will study astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration.

Environmental Systems

[B35300 ENVIRSYS 03020000]

Grade: 11-12 Credit: 1 PR: Biology & 1 Physical Science

Environmental Systems is for students who have passed Biology and need an elective science course. Students who have earned credit for Environmental Systems Pre-Biology, are not eligible for this course. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Students will assess the plant ecosystem, erosion processes, petroleum energy, crop production, and genetically engineered plants and their importance to solving world hunger.

Social Studies

World Geography Studies

[B45140 WGEO 03320100]

Grade: 9 Credit: 1

Students enrolled in this course will study the interaction of man and his environment in space and time. This study includes current developments around the world which affect physical and cultural settings.

World Geography Studies Honors

[B45549 W GEO H 03320100]

Grade: 9 Credit: 1

This course is designed to provide students an opportunity to obtain a more in-depth study of the interaction of man and his environment in space and time. Emphasis is placed on the development of knowledge, skills, and attitudes that will enable students to research projects, analyze materials and draw conclusions based on academic reasoning in preparation for AP Social Studies courses.

World Geography Studies Honors-Dual Language

[45571 W GEO H DUAL LANG]

Grade: 9 Credit: 1

This course is designed to provide students an opportunity to obtain a more in-depth study of the interaction of man and his environment in space and time. Emphasis is placed on the development of knowledge, skills, and attitudes that will enable students to research projects, analyze materials and draw conclusions based on academic reasoning in preparation for AP Social Studies courses. This course is only offered at MacArthur HS.

AP Human Geography

[B45189 APHUMGEO A3360100]

Grade: 9-12 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. The AP Human Geography exam is mandatory and may result in students earning college credit hours. This course may be substituted for World Geography Studies. Students will be required to take the AP exam.

World History Studies

[B45440 W HIST 03340400]

Grade: 10 Credit: 1

In this course, students will participate in a survey study of world history and of world cultures, their problems and their achievements from earliest times. Students will acquire a greater insight and understanding of their own times and own country as a major player on the world stage. Major concentration is on those events which have shaped the modern world.

World History Studies Honors

[B45479 W HIST H 03340400]

Grade: 10 Credit: 1

This program is designed to provide students an opportunity to obtain a more in-depth study of world history. Emphasis is placed on developing knowledge, skills, and attitudes that will enable students to research projects, analyze materials, and draw conclusions based on academic reasoning. Course content includes studies of the history and development of a variety of world cultures in preparation for AP Social Studies courses.

AP World History Studies

[B45489 AP W HIST A3340400]

Grade: 10 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In AP World History students investigate significant events, individuals, developments, and processes in the period from approximately 1200 C.E. to the present. The course also addresses prerequisite information about the period of approximately 8000 B.C.E. to 1200 C.E. to provide the necessary context to understand modern World History. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Students will be required to take the AP exam.

United States History Studies Since 1877

[B45340 US HIST 03340100]

Grade: 11 Credit: 1

Content for the second-year study of United States history includes significant events, issues, and problems after the period of reconstruction, emphasizing present-day issues that have their roots in the past.

United States History EOC

[96231/2 or 96234 USHISTEOC 84400001]

Grade: 11-12 Credit: 1/2 – 1 (Local Credit)

This course is designed for students who did not pass the High School U. S. History STAAR EOC. Teachers will utilize a United States History Since 1877 curriculum that includes a focus on student data and testable U. S. History standards. The overarching goal is to prepare students to successfully retake the assessment.

United States History-Dual Credit (H)

[B45359 US HIST H/DC 03340100]

Grade: 11 Credit: 1

This course will provide students the opportunity to enroll in North Lake College courses History 1301 and 1302. The first semester will be devoted to the history of the United States, beginning with the European background and first discoveries. The second semester will encompass the history of the United States from the Reconstruction era to the present day. This course meets graduation requirements for high school and college credit.

AP United States History

[B45369 APUSHIST A3340100]

Grade: 11 Credit: 1

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In preparation for the advanced placement U.S. History comprehensive examination, this course will provide an in-depth study of U. S. History from discovery to the present. The program is designed to provide information and skills with an intensive focus on writing. The AP U. S. History exam is mandatory and may result in students earning college credit hours. Students will be required to take the AP exam.

United States Government

[45234 GOVT 03330100]

Grade 12 Credit: 1/2

This course is a general survey of the development and mechanics of the United States government. It includes studies in the following areas: foundations of American government, federalism, legislative branch, executive branch, and judicial branch.

For online course info access: www.irvingisd.net/Page/2790

United States Government-Dual Credit (H)

[45244 GOVT/H/DC 03330100]

Grade: 12 Credit: 1/2

Students will have the opportunity to enroll in a North Lake College American government survey course. This one-semester course will be devoted to the three branches of government, the legislative process, the executive and bureaucratic structure, the judicial process, civil rights and liberties, and domestic policies. This course meets the graduation requirements for high school and college credit.

AP United States Government

[45254 APUSGOVT A3330100]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course provides an in-depth study of American government. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. Students are required to take the AP exam.

AP Government and Politics: Comparative

[45284 APCPGOVT A3330200]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Prerequisite - Government & Politics: United States AP

This course will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course encompasses the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students are required to take the AP exam.

Economics with Emphasis on the Free Enterprise System & Its Benefits

[46134 ECO-FE 03310300]

Grade: 12 Credit: 1/2

The purpose of this course is to develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

For online course info access: www.irvingisd.net/Page/2790

Economics with Emphasis on the Free Enterprise System-Dual Credit (H)

[46144 ECO-FE H/DC 03310300]

Grade: 12 Credit: ½

Students will have the opportunity to enroll in a North Lake Community College economics course. This one-semester course emphasizes national income determination, money and banking, the role of monetary and fiscal policy, international trade and finance. This course meets the graduation requirements for high school and college credit.

AP Economics: Macro with Emphasis on the Free Enterprise System & Its Benefits

[46154 APMACECO A3310200]

Grade: 12 Credit: 1/2

Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. In addition to stressing the merits of the free enterprise system, our economy will be compared with other economies by examining the role and importance of economic theory, markets, and competition. Higher-level thinking skills will be a vital part of this course of study. Students are required to take the AP exam.

Personal Financial Literacy

[45874 PFL 03380082]

Grade: 10-12 Credit: 1/2

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.

Personal Financial Literacy- Economics

[45884 PFL-ECO 03380083]

Grade: 12 Credit: 1/2

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. Through their studies in this combined Personal Financial Literacy and Economics course, students will gain the ability to lead productive and financially self-sufficient lives.

AP European History

[B45499 APEUHIST A3340200]

Grade: 12 Credit: 1

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

Psychology
[45514 PSYCH 03350100]
Grades: 11-12 Credit: 1/2
This course provides an opportunity for the student to study some of the elements of individual and social psychology. They will learn how the knowledge and methods of psychology are applied to the solution of human problems. Content for the course is designed to give students some insight into human behavior and attitude development relating to ideas and people.
For online course info access: www.irvingisd.net/Page/2790

AP Psychology
[45524 APPSYCH A3350100]
Grades: 11-12 Credit: 1/2
Students will learn the foundational concepts that detail how and why people think and behave the way they do, connecting psychological concepts and theories to real-life scenarios, and analyzing research studies in psychology. The AP exam is mandatory and may result in the student earning college credit hours.

Investigations of Psychology Honors
[45564 PSYCHINV H 3380032]
Grades: 11-12 Credit: 1/2
2nd Semester course for AP Psychology.

Sociology
[45614 SOC 03370100]
Grades: 11-12 Credit: 1/2
Sociology is the study of human social groups. Various group types are examined in an attempt to understand man's social behavior. Topics include the urban community, the handicapped, teen peer groups, as well as social problems such as slums and juvenile delinquency. Current events, projects and an independent research paper may be required.
For online course info access: www.irvingisd.net/Page/2790

Social Studies Research Methods Honors Academic Decathlon
[45804 SSRES H 03380003]
Grades: 10-12 Credit: 1/2 PR Teacher R
In this elective course, students will conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. Essay writing, testing, public speaking, higher level and critical thinking skills will be stressed. Emphasis is on preparation for Academic Decathlon.

Special Topics in Social Studies Honors Academic Decathlon
[45744 SPTSS H 03380002]
Grades: 10-12 Credit: 1/2 PR: Teacher R
This elective course provides students the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues. Problem solving and decision making are important elements of the course as is the communication of information in written, oral, and visual forms. Emphasis is on preparation for Academic Decathlon.

Special Topics-African American Studies
[45734 SPTSS3 03380032]
Grades: 9-12 Credit: 1/2
African American studies is a one-semester course of African American history with emphasis on African heritage and the history of the African American experience, including recent events.

Special Topics-Juvenile Justice and Civic Responsibility
[45764 SPTSS4 03380042]
Grades: 9-12 Credit: 1/2
This problem-based course is designed to provide students with practical information and problem-solving opportunities that will help them succeed in our law-related society. They will have the opportunity to discuss and analyze the most current law-related public issues.

Special Topics-Latin American Studies
[45724 SPTSS2 03380022]
Grades: 9-12 Credit: 1/2
Students enrolled in this course will examine the land, people, and history of Hispanic America (Mexico, Central America, and South America) from pre-Columbian cultures to the present. The relationship between Latin America and the U.S. in international issues will also be addressed.

Special Topics in Social Studies - Dual Language
[45824 SPTSS DUAL LANG 03380002]
Grades:9-12 Credit 1/2
Students enrolled in this course will provide students the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues.

Physical Education
Students are encouraged to take PE during the 9th and 10th grade.

Lifetime Fitness and Wellness Pursuits
[56111/2 LIFEFIT PES00051]
Grades:9-12 Credit 1

Lifetime Fitness and Wellness Pursuits offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. This course equips students to assess individual fitness levels according to the five components of health-related fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.
For online course info access: www.irvingisd.net/Page/2790

Skill-Based Lifetime Activities
[56121/2 SBLIFE PES00056]
Grades:9-12 Credit 1
Skill-Based Lifetime Activities offers students the opportunity to demonstrate mastery in the basic sports skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students participate in a minimum of one lifelong activity from each of the following five categories during the course. Those are: (A) Target games (B) Striking and fielding (C) Fitness activities (D) Rhythmic activities and (E) Innovative games and activities with international significance.

Lifetime Recreation and Outdoor Pursuits
[56161/2 LIFEROP PES00053]
Grades:9-12 Credit 1
Lifetime Recreation and Outdoor Pursuits provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues.

Health

Health Education
[55144 HITH ED 03810100]
Grades: 9-12 Credit: 1/2

In this course, the following areas are covered: mental health, tobacco, alcohol and drugs, body systems, nutrition, consumer education, safety and first aid, CPR, environmental health, diseases, reproductive health, and human growth and development. This course may be offered as an online course for a fee.
For online courses info access: www.irvingisd.net/Page/2790

Health Education-Dual Language
[55154 HEALTH DL]
Grades: 9-12 Credit: 1/2
In this course, the following areas are covered: mental health, tobacco, alcohol and drugs, body systems, nutrition, consumer education, safety and first aid, CPR, environmental health, diseases, reproductive health, and human growth and development. This course is only offered at MacArthur HS.

Athletics

All athletics must be approved by a coach.

Baseball
Basketball Boys
Basketball Girls
Cross Country Boys
Cross Country Girls
Football
Golf (fall tryout)
Soccer Boys
Soccer Girls
Softball
Swimming
Tennis
Track Boys
Track Girls
Trainer
Volleyball
Water Polo Boys
Water Polo Girls
Wrestling Boys
Wrestling Girls

Sports Medicine I
[55301/2 or 55304 SPORTMD 1 N1150040]
Grades: 9-12 Credit: 1/2-1
This course is designed for athletic training students. Students will gain an understanding of the treatment, rehabilitation and prevention of athletic injuries. Students will be instructed in basic First Aid techniques. They will learn basic principles of athletic training including, but not limited to, modalities, stretching techniques, and taping of athletic injuries and basic first aid. Students will have the opportunity to become certified in First Aid and CPR. Additionally, students will gain an understanding of human anatomy such as bones, muscles, tendons, ligaments, and other anatomical landmarks.

Sports Medicine II
[55311/2 or 55314 SPORTMD 2 N1150041]
Grades: 10-12 Credit: 1/2-1 PR Sports Medicine I
This course is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: Basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.

Languages Other Than English

District Criteria: Students will be assigned to a language class based on their readiness, as determined by a district placement instrument. Those who complete the district placement process will also be accredited for the levels they are placed in. For instance, if a student is placed in Spanish 3, they will receive credit for both Spanish 1 and 2.

French and Spanish Level I

[65101/2 FREN 1 03410100]
[B65410 SPAN 1 03440100]
Grades: 9-12 Credit: 1
Level I introduces the beginning foreign language student to the basic reading, speaking, and writing skills and concepts necessary for communication in daily situations. Pronunciation skills will be developed through the accurate reproduction of native sounds. French is only offered at Irving High School and MacArthur High School.

French and Spanish Level II

[65111/2 FREN 2 03410200]
[B65420 SPAN 2 03440200]
Grades: 9-12 Credit: 1 PR: Level I or District Criteria
Level II reviews the basic structures learned in Level I and continues with additional structures, expressions, and vocabulary. Listening and speaking skills will continue to be developed. Conversation in different social situations will be stressed through creative oral activities. French is only offered at Irving High School and MacArthur High School.

French and Spanish Level III Honors

[65131/2 FREN 3 H 03410300]
[65441/2 SPAN 3 H 03440300]
Grades: 10-12 Credit: 1 PR: Level II or District Criteria
During the third year of study, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher-level and critical-thinking skills, which address a variety of learning styles. French is only offered at Irving High School and MacArthur High School.

AP French Language Level IV

[65141/2 APFR LAN A3410100]
Grades: 11-12 Credit: 1 PR: French III or District Criteria
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Emphasis is placed on the use of French for active communication as the student develops a deeper understanding of spoken French in various contexts, and a vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. Extensive training in organizing and writing compositions is emphasized. Students will be required to take the AP exam. French is only offered at Irving High School and MacArthur High School.

AP Spanish Language Level IV

[65451/2 APSPALAN A3440100]
Grades: 9-12 Credit: 1 PR: Spanish III or District Criteria
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Spanish Language emphasizes the use of Spanish for active communication and encompasses listening and speaking skills, reading comprehension, grammar, and composition. Course objectives help students to learn at a higher level to comprehend formal and informal spoken Spanish as well as accurate reading of newspaper and magazine articles and synthesis of several sources. Students will be required to take the AP exam.

AP Spanish Literature Level V

[65471/2 APSPA LIT A3440200]
Grades: 11-12 Credit: 1 PR: AP Spanish Language
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Students read and analyze selected works from Spain and Latin American Literature. This is done both orally and in writing. Students are prepared to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish. Required authors include Jorge Luis Borges, Federico Garcia Lorca, Gabriel Garcia Márquez, Ana Maria Matute, and Miguel de Unamuno. Students will be required to take the AP exam.

Spanish Seminar
[65521/2 or 65524 SEMSPAN1 03440910]
Grades: 9-12 Credit: 1 PR: Spanish I, II, III
This course will offer students the opportunity to gain and develop a deeper understanding of the spoken Spanish language and the diversity of the Spanish speaking countries and their cultures.

Advanced Language for Career Applications
[65541/2 ADVLCA 11403700]
Grades: 10-12 Credit: 1 PR: Spanish III
This course provides students with instruction in terminology that prepares students to communicate in a language other than English in a professional, business, or industry setting. Students will learn how to communicate in the target language and use culturally appropriate language when addressing diverse audiences in different workplace environments.

Visual Arts

Art I
[B66100 ART 1 03500100]
Grades: 9-12 Credit: 1

Art I is a foundation course for the student who plans to pursue advanced studies in art and for the student who simply enjoys creating and learning about art. This course provides students with experience in expressing themselves imaginatively through drawing, painting, sculpture, ceramics, fibers, and printmaking.
For online courses information access: www.irvingisd.net/Page/2790

Art 1, Art Appreciation Honors Dual Credit 1301
[66114 ART1APP 03500110]
Grades: 9-12 Credit: .5- 1
This is a Texas Common Course Number. This is a Dallas College Core Curriculum course.
Students will gain a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. (3 Lec.)
Coordinating Board Academic Approval Number 5007035126

Art II Ceramics
[66231/2 ART 2 CRMC 03500900]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
Students will apply the elements and principles of design to work in clay. In Ceramics II, the student will learn to create functional and non-functional clay pieces using pinch, coil, and slab techniques. As the student progresses, they will learn to use the potter's wheel and explore a variety of glazes and firing processes. Students will be required to keep a sketchbook.

Art II Drawing
[66201/2 ART2DRAW 03500500]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
The serious art student will explore drawing in its many forms by using a wide variety of media and techniques. Students will use drawing as a source of inspiration for works of art in other two and three-dimensional media. Students will be required to keep a sketchbook and present a portfolio of work. This class is a prerequisite for AP 2D and AP Studio Art Drawing Portfolio.

Art II Fibers
[66221/2 ART 2 FBRS 03500800]
Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I
Students will work with yarn, fibers, and fabrics and will explore quilting, weaving, basketry, tie-dying, and batik. Students will create wearable, usable, and decorative items and will study the importance of the textile arts in history. Students will keep a sketchbook and present a portfolio of work.

Art II Jewelry– Making

[66241/2 ART2JWLR 03501100]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

Students will apply the elements and principles of design to jewelry. Beginning students will learn basic fabricating techniques and will work with precious and non-precious metals, glass, wood, and other materials. Students will also learn the techniques of soldering and casting. Students will keep a sketchbook and present a portfolio of work.

Art II Painting

[66211/2 ART2PATG 03500600]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

This class will familiarize the student who has excellent drawing and design skills with wet media techniques and production. Media used will include, but will not be limited to, watercolor, oil, acrylic, tempera, and ink. Students will explore color theory and historical styles in painting and will complete realistic, abstract, and non-objective work. Students will be expected to keep a sketchbook and present a portfolio of work.

Art II Sculpture

[66251/2 ART2SCLP 03501800]

Grades: 10-12 Credit: 1 PR: Instructor Approval/Art I

Students will apply the elements and principles of design to sculpture. The serious art student will explore a variety of media such as wood, wire, plaster, and found objects for three-dimensional sculptures. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Ceramics

[66331/2 ART3CRMC 03501800]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Ceramics II

Students will continue to develop advanced skills in hand building and wheel thrown work. A strong emphasis will be placed upon personal expression and the refinement of form in functional and sculptural ceramics. Students will explore a variety of glazes and firing processes and will formulate their own glazes. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Drawing

[66301/2 ART3DRAW 03501300]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Drawing II

Students will continue to strengthen skills in drawing with a variety of media and techniques. A strong emphasis will be placed on developing a personal style of drawing. Each student will work independently on a variety of assignments. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Fibers

[66321/2 ART3FBRS 03501600]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Fibers

Students will build upon experiences gained in Fibers II. An emphasis will be placed upon personal expression and selection of media and technique. Students will research fiber-related topics and will create a series of fiber constructions. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Jewelry-Making

[66341/2 ART3JWLR 0350200]

Grades: 11-12 Credit: 1

PR: Instructor Approval/Art II Jewelry

Students will continue to develop skills in jewelry fabrication and casting. Advanced techniques, such as multiple stage soldering, and stone setting will be introduced. The historical, cultural, and ceremonial aspects of jewelry as a form of art and human adornment will be examined. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Painting

[66311/2 ART3PATG 03501400]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Painting

Students will build upon experiences gained in Painting II. An emphasis will be placed upon personal expression and selection of media and technique. Students will research contemporary and historical painters and will create a series of paintings. Students will be required to keep a sketchbook and present a portfolio of work.

Art III Sculpture

[66351/2 ART3SCLP 03501900]

Grades: 11-12 Credit: 1 PR: Instructor Approval/Art II Sculpture

Students will continue to apply the principles and elements of design to the creation of works in wood, wire, clay, plaster, sheet metal, and found objects. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Ceramics

[66431/2 ART4CRMC 03502700]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Ceramics

Students will create a thematic portfolio of ceramic work in an area approved by the instructor. The scope of the portfolio will demonstrate exemplary achievement in hand building, wheel throwing, and glazing techniques. Students should have a minimum of ten exhibition quality pieces for their portfolios. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Drawing

[66401/2 ART4DRAW 03502300]

Grades: 12 Credit: 1

PR: Instructor Approval/Art III Drawing

Each student will continue to work independently to more firmly establish a personal style of drawing that illustrates their expertise in a wide range of media/ techniques. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Fibers

[66421/2 ART4FBRS 03502600]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Fibers

Fibers IV is an advanced studio course for the serious student interested in fibers. Personal expression will be an emphasis in a fiber media (yarn, rope, raffia and other materials) that the student excelled in working with in Fibers III. Students will study the history of fibers from prehistoric to post-modern times. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Jewelry-Making

[66441/2 ART4JWLR 03502900]

Grade: 12 Credit: 1

PR: Instructor Approval/Art III Jewelry

Students will continue to apply the elements and principles of design to jewelry making while developing skills in using such advanced techniques as multiple stage soldering and stone setting. Gem analysis and identification by name and grade will be added. Students will create a thematic portfolio of jewelry in an area approved by the instructor. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Painting

[66411/2 ART4PAIN 03502400]

Grade: 12 Credit: 1

PR: Instructor Approval/Painting III

Each student will work independently to establish a personal style of painting. Each student will exhibit a body of work that reflects a concentration of their expertise in a wide range of media and techniques. Students will be required to keep a sketchbook and present a portfolio of work.

Art IV Sculpture

[66491/2 ART4SCLP 03502800]

Grade: 12 Credit: 1 *PR: Instructor Approval/Art III Sculpture*

Each student will continue to work independently to more firmly establish a personal style of sculpture that illustrates their expertise in a wide range of media/techniques. Students will be required to keep a sketchbook and present a portfolio of work.

AP Art - 2D Design Portfolio
[66361/2 AP 2D DP A3500400]
Grade: 11-12 Credit: 1
PR: Instructor Approval Portfolio/Art II
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This course is an advanced studio art course in which the student demonstrates mastery of 2D design through graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking. Students will compile a portfolio that meets current College Board requirements for AP. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Art - 3D Design Portfolio
[66371/2 AP 3D DP A30500500]
Grade: 11-12 Credit: 1
PR: Instructor Approval/Portfolio/Art II
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. This advanced studio art course allows the student to demonstrate mastery of 3D design through figurative or non-figurative sculpture, architectural models, metal work, ceramics or three-dimensional fiber arts. Students will compile a portfolio that meets current College Board requirements for AP. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Studio Art Drawing
[66461/2 APSTARTD A3500300]
Grade: 11-12 Credit: 1
PR: Instructor Approval/Portfolio/Art II Drawing
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Art IV is an advanced studio course for the college-bound and art career-oriented student. It differs from AP Art 2D Design Portfolio in that it concentrates exclusively on advanced drawing. Students will compile an exemplary portfolio that meets current College Board Requirements for Advanced Placement. Students will be required to take the AP exam. Senior students will participate in the Senior Show.

AP Art History
[66451/2 APHISART A3500100]
Grades: 10-12 Credit: 1 PR: Instructor Approval
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. AP Art History is an advanced placement course for the college-bound student. An understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts are studied. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. Students will be required to take the AP exam.

Dance

Dance I
[69101/2 DANCE 1 03830100]
Grades: 9-12 Credit: 1
Beginning dance class includes an overview of a variety of dance genres (jazz, hip-hop, ballet, lyrical, modern, and various drill team styles). Students will develop performance and choreographic skills culminating in at least one mandatory performance.

Dance II
[69111/2 DANCE 2 03830200]
Grades: 10-12 Credit: 1 PR: Instructor Approval /Dance I
Intermediate dance class includes an overview of a variety of dance genres (jazz, hip-hop, ballet, lyrical, modern, and various drill team styles). Students will develop performance and choreographic skills culminating in at least one mandatory performance. An important element of this class is physical conditioning to develop flexibility, physical expression of rhythmic understanding, and poise.

Dance III-IV
[69121/2 DANCE 3 03830300]
[69131/2 DANCE 4 03830400]
Grades: 11-12 Credit: 1
PR: Instructor Approval Dance II
Advanced dance class includes extensive study of a variety of dance genres. Continued development of technical facility and refinement of high-level performance skills will be the focus of this class. Students will develop performance and choreographic skills culminating in multiple performances both in the school and in the greater metropolitan community. Students can expect a high level of physical demand in the day-to-day routine of this class.

Music

Non-Varsity Band I-IV
[B68000 SUB NV B BAND 03150100]
[B68170 SUB NV A BAND 03150200]
[B68120 NV BAND 03150300]
Grades: 9-12 Credit: 1 (1/2 PE Waiver) PR: Instructor Approval
This band is designed to meet the individual needs of the student, and membership is by audition. Musical performance in UIL events, concerts, scheduled band activities, and additional rehearsals are a required part of the student's responsibility in the organization. Marching band is required and begins the first of August and includes before and after school rehearsals throughout the school year. Students can substitute Marching Band for Physical Education. An instrument use/band fee may be required.

Varsity Band I-IV
[68131/2 V BAND 03150400]
Grades: 9-12 Credit: 1 (1/2 PE Waiver) PR: Instructor Approval
The Varsity Band is designed for the advanced instrumental student and membership is by audition. Musical performance in UIL events, concerts, scheduled band activities, and additional rehearsals are a required part of the student's responsibility in the organization. Marching Band is required and begins the first week of August and includes before and after school rehearsals throughout the school year. Students are allowed to substitute Marching Band for Physical Education. An instrument use/band fee may be required.

Jazz Band I-IV
[68501/2 JAZZ BAND 1 03151300]
[68511/2 JAZZ BAND 2 03151400]
[68521/2 JAZZ BAND 3 03151500]
[68531/2 JAZZ BAND 4 03151600]
Grades: 9-12 Credit: 1 PR: Instructor Approval
PR: Concurrent membership in band or orchestra; Exception permitted for piano, guitar, bass. Vocalists that enroll in the jazz band course are required to hold concurrent membership in the choral program. The Jazz Band provides students with an opportunity to explore alternative styles and instrumental techniques utilized in American jazz and jazz-derived musical idioms. Students will learn creativity through improvisation. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. An instrument use/band fee may be required.

Mariachi I-IV
[68541/2 MARIACHI 1 ENS 03153800
[68551/2 MARIACHI 2 ENS 03153900
[68561/2 MARIACHI 3 ENS 03154000
[68571/2 MARIACHI 4 ENS 03154100
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Mariachi Ensemble is a musical organization designed to study the various mariachi styles (jalisciense, rancion, ranchera, corrido, huapango, bolero, polka, joropo, pasodoble and vals mexicano) in an ensemble setting. All musical skills, including tablature and improvisation that relate to mariachi will be taught. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. Violinists must hold concurrent membership in the orchestra program, wind players must hold concurrent membership in the band program, and vocalists must hold concurrent membership in the choral program to be eligible to participate. An instrument use/mariachi fee may be required.

Non-Varsity Orchestra

[68231/2 SUB NV B ORCH 03150500]
[68221/2 SUB NV A ORCH 03150600]
[68211/2 NV ORCH 03150700]
Grades: 9-12 Credit: 1 PR: Instructor Approval
Non-Varsity and Sub Non-Varsity Orchestra is designed to meet the individual needs of the student, and membership is by audition. Musical performances in UIL events, concerts, and additional rehearsals are a required part of the student's responsibility in the organization. Students are encouraged to demonstrate improvement and audition for the advanced level orchestras each year. An instrument use/orchestra fee may be required.

Varsity Orchestra

[68201/2 V ORCH 03150800]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Varsity String Orchestra class is for advanced instrumental violin, viola, cello, and string bass students and membership is by audition. The course of study includes developmental playing techniques, general musicianship, and representative orchestral literature. Musical performance in UIL events, concerts, scheduled orchestral activities, and additional rehearsals is a required part of the student's responsibility in the organization. An instrument use/orchestra fee may be required.

Instrumental Ensemble

[68601/2 INST EN1 03151700]
[68611/2 INST EN2 03151800]
[68621/2 INST EN3 03151900]
[68631/2 INST EN4 03152000]
Grade: 9-12 Credit: 1
PR: Instructor Approval/Concurrent membership in band or orchestra
Instrumental ensembles meet the needs of students with a specific interest in performing ensemble literature other than that studied in band or orchestra. Size and composition of each group is designed to meet requirements of the music to be studied.

A Cappella Choir I–IV

[68701/2 VOC ENS 9 03152100]
[68711/2 VOC ENS 10 03152100]
[68721/1 VOC ENS 11 03152100]
[68731/2 VOC ENS 12 03152100]
[68741/2 MUS ENS CONTEMP 03152100]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The A Cappella Choir is designed for the advanced choral students, and membership is by audition. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Mixed Choir I-IV

[68321/2 VARMIXED 09 03150900]
[68351/2 VARMIXED 10 03150100]
[68381/2 VARMIXED 11 03151100]
[68411/2 VARMIXED 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Mixed Choir is designed to meet the individual needs of students, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals are a required part of the student's responsibility in the organization. A choir fee may apply.

Treble Choir I-IV

[68301/2 VAR TREBLE 9 03150900]
[68311/2 NV TREBLE 9 03150900]
[68331/2 VAR TREBLE 10 03151000]
[68341/2 NV TREBLE 10 03151000]
[68361/2 VAR TREBLE 11 03151100]
[68371/2 NV TREBLE 11 03151100]
[68391/2 VAR TREBLE 12 03151200]
[68401/2 NV TREBLE 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Treble Chorus is designed to meet the needs of the choral students, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Tenor-Bass Choir I-IV

[68421/2 NV TEN/BASS 9 03150900]
[68431/2 NV TEN/BASS 10 03151000]
[68441/2 NV TEN/BASS 11 03151100]
[68451/2 NV TEN/BASS 12 03151200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
The Tenor-Bass Chorus is designed to meet the needs of the choral student, and membership is with the director's approval. The course of study includes vocal production, general musicianship, and representative choral literature from the Renaissance to the present. Musical performance in concerts, UIL events, scheduled activities, and additional rehearsals is a required part of the student's responsibility in the organization. A choir fee may apply.

Vocal Ensemble

[68701/2 VOC ENS 9 03152100]
[68711/2 VOC ENS 10 03152200]
[68721/2 VOC ENS 11 03152300]
[68731/2 VOC ENS 12 03152100]
Grades: 11-12 Credit: 1 PR: Instructor Approval
Meets the needs of students with a specific interest in a specialized choral music class. Size and composition of each group is designed to meet requirements of the music to be studied. A choir fee may apply.

Applied Music I-IV

[68801/2 MUS ENS 9 03152500]
[68811/2 MUS ENS 10 03152600]
[68851/2 MUS ENS 11 03152601]
[68861/2 MUS ENS 12 03152602]
Grades: 9-12 Credit: 1
PR: Instructor Approval/Previous music experience
Credit may be granted for Applied Music (individual study) in the areas of piano, voice, wind and string instruments only when the contracting student is enrolled concurrently in at least one additional music course. Public performance is required. A choir fee may apply.

Music Theory

[68821/2 MUS THY 1 03155400]
Grades: 9-12 Credit: 1 PR: Instructor Approval
This is a study of the principles and techniques of the 18th and 19th century composition. This course will cover the basic fundamentals of music theory, ear-training, sight-singing, harmonic, and melodic dictation, and part-writing through the use of non-harmonic tones.

AP Music Theory

[68831/2 APMUSTHY A3150200]
Grades: 9-12 Credit: 1 PR: Instructor Approval
Advanced Placement (AP) courses are open enrollment courses, designed for students who are passionate about the subject, prepared and willing to take on the challenge. Advanced Placement Music Theory is an enhanced music theory course designed for more in-depth study and application for students in ear-training, sight-singing, melodic dictation and composition. The course will also provide an overview of music history from the Renaissance through the contemporary period. Students will be required to take the AP exam.

Theater Arts

Theater Arts I

[67101/2 TH 1 03250100]

Grades: 9-12 Credit: 1

This course of study is designed as an introductory survey in the fundamentals of theater production, including the role of the actor in the interpretation of dramatic literature and the development of the physical theater. The student is also involved in the physical and mental processes of learning to act with emphasis on interpretation, bodily movement, and characterization.

Theater Arts II

[67111/2 TH 2 03250200]

Grades: 10-12 Credit: 1 PR: Instructor Approval

This course of study is designed to provide the student with knowledge of the actor's craft, the development of theater as part of our cultural heritage, fine dramatic literature, and the ability to evaluate dramatic experiences. The major emphasis of the course is on the extension of the student's knowledge of the principles of acting, comedic and dramatic theory, stagecraft, directing, and actual workshop experience in the preparation and presentation of plays.

Theater Arts III

[67121/2 TH 3 03250300]

Grades: 11-12 Credit: 1 PR: Instructor Approval

This course of study is designed as an advanced course, which prepares students for competition in drama events in local and statewide tournaments. The major emphasis is on the practice, critique, and refinement of the techniques of acting, directing, stagecraft, and preparing and presenting plays and/ or scenes from plays.

Theater Arts IV

[67131/2 TH 4 03250400]

Grade: 12 Credit: 1 PR: Instructor Approval

This course of study is designed to further engage students in theatrical competitions and to provide the student with advanced training in the actor's craft, the history of the theater, and theories of dramatic study. The student will refine skills in acting, directing, stagecraft, and production.

Theater Production I-IV

[67201/2 TH1 PROD 03250700]
[67211/2 TH2 PROD 03250800]
[67221/2 TH3 PROD 03250900]
[67231/2 TH4 PROD 03251000]

Grades: 9-12 Credit: 1 PR: Audition & Instructor Approval

Theater Production I, II, III, and IV are lab courses in which students are involved in acting in and producing a minimum of three plays each school year.

Technical Theater I-IV

[67301/2 TH1TECH 03250500]
[67311/2 TH2TECH 03250600]
[67321/2 TH3TECH 03250700]
[67331/2 TH4TECH 03250800]

Grades: 9-12 Credit: 1 PR: Instructor Approval

Technical Theater is the study and application of scenic design, make-up design, costume design, and stage and box office management.

Theatre and Media Communications I

[67351/2 TH1MCOM 03251300]

Grades: 9-12 Credit: 1

PR: Instructor Approval and offered at Singley Only

This course will balance explorations into contemporary practices in digital media and creation and analysis of student performances. Students will learn how to bridge traditional stagecraft with current technology applications to create new media such as animation, digital images, multimedia presentation, digital video, websites, and interactive performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change.

Leadership

Student Leadership

[85111/2 STULEAD N1290010]

Grades: 9-12 Credit: 1 PR: Teacher Recommendation

This course provides an opportunity to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relations skills and understanding the need for civic responsibility. Students who take this course will apply these skills in dealing with peers, school staff and the community. This course is a hands-on, lab-oriented approach to leadership.

Methodology for Academic and Personal Success (MAPS)

[85481/2 MAPS1 N1130021]

Grades: Credit: 1-2

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self –understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Special Education

Note: An Admission, Review and Dismissal (ARD) Committee determines Special education placement and individual course selections. Placement and course selections are reviewed, at a minimum, on an annual basis.

Special Education Course Offerings: The following are courses taught by special education teachers. All students will have access to the general curriculum and to the Texas Essential Knowledge and Skills (TEKS). Curriculum may be accessed through modifications, accommodations, and/or Recommended Prerequisite skills dependent upon the individual needs of the student. All core subject special education courses are taken for credit.

Principles

Principles of English I

[15111/2 ENG1PRN 03220100]

Grades: 9 Credit: 1

This course uses modified English I content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and view representing. Students will integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of English II

[15211/2 ENG2PRN 03220200]

Grades: 10 Credit: 1

This course uses modified English II content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated to English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual needs of the students.

Principles of English III

[15311/2 ENG3PRN 03220300]

Grades: 10-11 Credit: 1

This course uses modified English III content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of English IV

[15411/2 ENG4PRN 03220400]

Grades: 12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skill for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Algebra 1

[25181/2 ALG1PRN 03100500]

Grades: 9 Credit: 1

This course is designed for students to learn the skills and application of Algebra 1 through modified and accommodated curriculum. Principles of Algebra 1 students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions among others.

Principles of Geometry

[25391/2 GEOMPRN 03100700]

Grades: 9-12 Credit: 1

Principles of Geometry is designed for students to learn the skills and application of geometry through modified and accommodated curriculum. Students develop the facility with a broad range of ways of representing geometric ideas that allow multiple approaches to geometric problems that connect geometric interpretations to other contexts.

Principles of Algebra 2

[25241/2 ALG2PRN 03100600]

Grades: 9-12 Credit: 1

Principles of Algebra 2 is designed for students to build on Principles of Algebra 1 and Geometry Modified experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connections will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.

Principles of Math Models

[25631/2 MTHMDPRN 03102400]

Grades: 11-12 Credit: 1

This course is designed for students to continue to build on the K-8 and Principles of Algebra 1 foundations as they expand their understanding through other mathematical experiences. Through the use of modified and accommodated curriculum students use mathematical methods to model and solve real-life application problems involving money, date, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

Principles of Biology

[35101/2 BIOPRN 03010200]

Grades: 9-10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific processes and basic concepts of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Chemistry

[35481/2 CHEMPRN 03040000]

Grades: 10-12 Credit: 1

This course uses modified Chemistry content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Integrated Phy & Chem

[35701/2 IPCPRN 03060201]

Grades: 9 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

Principles of Environmental Systems

[35341/2 ENVRSYPRN 03020000]

Grades: 11-12 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level Environmental Systems TEKS. In Principles of Environmental Systems, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Principles of Physics

[35551/2 PHYSICSPRN 03050000]

Grades: 10-12 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level Physics TEKS. In Principles of Physics, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

Principles of World Geography Studies

[45101/2 WGEOPRN 03320100]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of US Government

[45204 GOVTPRN 03330100]

Grades: 12 Credit: ½

This course will enable students to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

Principles of US History

[45301/2 USHSTPRN 03340100]

Grades: 11 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of World History

[45401/2 WHSTPRN 03340400]

Grades: 10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Principles of Economics

[46104 ECOPRN 03310300]

Grades: 12 Credit: ½

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Economics TEKS. Students will develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

Principles of Methodology for Academic and Personal Success (MAPS)

[85551/2 MAPS1PRN N1130021]

Grades: 9-12 Credit: 1

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self–understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Principles of Occupational Prep 1

[79101/2 OCPR1PRN 85000013]

Grades: 9-12 Credit: 1

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Workforce Development Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Principles of Occupational Prep 2
[79111/2 OCPR2PRN 85000014]
Grades: 9-12 Credit: 1
This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Principles of Occupational Prep 3
[79151/2 OCPR3PRN 85000015]
Grades: 9-12 Credit: 1
This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Campus work-based learning activities will be provided to allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

Fundamentals

Listed below are additional courses only offered as "Fundamentals". All fundamentals courses are based on ARD committee decisions.

Fundamentals of English I
[15911/2 ENG1FND 03220107]
Grades: 9 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated to English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English II
[15921/2 ENG2FND 03220207]
Grades: 10 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English II TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple from world literature translated into English from various cultures. Students continue development of study skills, strategies, and the use genre of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English III
[15931/2 ENG3FND 03220300]
Grades: 10-11 Credit: 1
This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of English IV

[15941/2 ENG4FND 03220400]

Grades: 12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Communication Applications

[16904 COMAPFND 03241400]

Grades: 11-12 Credit: ½

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Communication Application TEKS. All aspects of human interaction, whether professional or social, rely on effective communication skills. Due to the incredibly rapid expansion in technologies and social media, there exists increasing demands for human communications to be clear and precise in both verbal and nonverbal behaviors. Speaking and listening behaviors require valid critical-thinking and problem-solving processes. Students enrolled in Fundamentals of Communication Applications will identify, analyze, develop and evaluate communication prerequisite skills in interpersonal situations, group interactions, and personal and professional presentations.

Fundamentals of Algebra 1

[25901/2 ALG1FND 03100507]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Algebra 1 TEKS. Algebra 1 Alternate students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, among others. Students learn to combine functions, express functions in equivalent forms, compose functions and find inverses where possible. Algebra 1 Alternate will provide students with insights into mathematical abstraction and structure through the content strands Foundations for Functions, Linear Functions, and Quadratics and other Non-Linear Functions. It is extremely important for students to learn Algebra 1 standards in depth, as it is a foundation for other math courses.

Fundamentals of Algebra 2

[25931/2 ALG2FND 03100600]

Grades: 9-12 Credit: 1

Fundamentals of Algebra 2 is designed for students to build on Algebra 1 Alternate and Geometry Alternate experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connection will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.

Fundamentals of Geometry

[25911/2 GEOMFND 03100700]

Grades: 9-12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Geometry TEKS. High school students develop facility with a broad range of ways of representing geometric ideas, including coordinates, networks, transformations, that will allow multiple approaches to geometric problems and that connect geometric interpretations to other contexts. Students learn to recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

Fundamentals of Mathematical Models with Applications

[25921/2 MTHMDFND 03102400]

Grades: 11-12 Credit: 1

Fundamentals of Math Models is designed for students to continue to build on the K-8 and Fundamentals of Algebra 1 foundations as they expand their understanding through other mathematical experiences. Through the use of modified and accommodated curriculum students use mathematical methods to model and solve real-life application problems involving money, date, chance, patterns, music, design, and science. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

Fundamentals of Biology

[35901/2 BIOFND 03010207]

Grades: 9-10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific, processes and basic concept of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Environmental Systems

[35351/2 ENVRSYFND 03020000]

Grades: 11-12 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Environmental Systems TEKS. In Fundamentals of Environmental Systems, students may conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Chemistry

[35921/2 CHEMFND 0304000]

Grades: 10-12 Credit: 1

This course uses alternate Chemistry content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Physics

[35571/2 PHYSICSFND 0305000]

Grades: 10-12 Credit: 1

This course uses alternate Physics content to meet the individual learning requirements of students. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motions; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior waves; and atomic, nuclear, and quantum physics. Some variation in course content/emphasis may occur on campus depending on individual learning needs of the students.

Fundamentals of Integrated Phy & Chem

[35911/2 IPCFND 03060201]

Grades: 9-11 Credit: 1

This course meets the requirements of students by focusing on Recommended Prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

Fundamentals of World Geography Studies

[45101/2 WGEOFND 03320100]

Grades: 9 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of US Government

[47934 GOVTFND 0333010]

Grades: 12 Credit: ½

Fundamentals of Government will enable students to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

Fundamentals of US History

[47921/2 USHSTFND 03340107]

Grades: 11 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of World History Studies

[47911/2 WHSTFND 03340400]

Grades: 10 Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

Fundamentals of Economics

[47944 ECOFND 03310300]

Grades: 12 Credit: 1/2

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Economics TEKS. Students will develop an understanding and an appreciation of the principles of economics. Students will study the fundamentals of the American free enterprise system and learn how to become full participants in the American economic and political systems.

Fundamentals of Methodology for Academic and Personal Success (MAPS)

[85561/2 MAPS1FND N1130021]

Grades: 9-12 Credit: 1

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world. Students will identify likes and dislikes, talents, and hobbies. The course focuses on self–understanding, decision-making, resiliency, attitude, character, social skills and leadership to help students maximize personal achievement in high school and beyond. Additionally, the course emphasizes proactive problem solving, self-determination, and independent thinking skills.

Fundamentals of Work Based Learning I

[79301/2 WBLFND 85000006]

In this instructional arrangement/setting students will practice employability skills at actual job sites in the local community. A wide range of sites will be used including, but not limited to retail, service, volunteer, health related and clerical so as to provide the student with numerous opportunities to explore a variety of employment options. Students will be supervised directly by special education personnel without remuneration. Work Based Learning I: Focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.

Fundamentals of Work Based Learning II

[79471/2 WBL2FND 85000007]

In this instructional arrangement/setting students will practice employability skills at actual job sites in the local community. A wide range of sites will be used including, but not limited to: retail, service, volunteer, health related and clerical so as to provide the student with numerous opportunities to explore a variety of employment options. Students will be supervised directly by special education personnel without remuneration. Work Based Learning II: Continued focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.

CCC Voc I: Academic

[96441/2 CCCVOCI 85000017]

Grades: 12+ Credit: 2

Classroom and community-based instruction is provided to help students achieve the greatest level of independence possible. Students continue to learn reading, writing, and math while developing basic living skills, job skills, personal safety, community access, and recreation skills. CCCVoc I is a supplementary course to CCCVoc II,III, and IV.

CCC Voc II: Community

[96451/2 CCCVOCII 85000018]

Grades: 12+ Credit: 2

*S*tudents build a network of support utilizing resources available in Dallas County. Students develop self-advocacy skills and identify and practice the decisions they will make as responsible adults. Students will continue to build functional life skills needed for independence or interdependence in adulthood. CCCVoc II is a supplementary course to CCCVoc I, III, and IV.

CCC Voc III: Vocation

[96461/2 CCCVOCIII 85000019]

Grades: 12+ Credit: 2

This course is designed to strengthen career readiness skills needed to prepare students for employment**:** Students use a hands-on vocational curriculum to learn skills necessary for the work-force and independent life. In addition, students will participate in internships to gain vocational experience or to identify a possible career. CCCVoc III is a supplementary course to CCCVoc I, II, and IV.

CCC Voc IV: Career Exploration-Capstone Course

[96471/2 CCCVOCIV 85000022]

Grades: 12+ Credit: 2

This course will provide students with a capstone experience in work- based learning. The course is designed to give students supervised practical application of employment skills that can be generalized in a variety of work settings. CCCVOC IV is a supplementary course to CCCVOC I, II, III.

PS Vocational I

[96401/2 PSVOCI 8500001]

Grades: 12+ Credit: 2

PS Voc I is designed to strengthen career readiness skills needed to prepare students for competitive employment. This course will be taught at the host business site to provide students time to work on problem solving techniques, communication skills and planning for successful employment. This is a supplementary course to PS Voc II, III, and IV.

PS Vocational II

[96411/2 PSVOCII 8500003]

Grades: 12+ Credit: 2

The practicum course is designed to give students supervised practical application of entry level job skills. Non-paid internship will take place at the host business. Student will apply knowledge and job skills necessary to meet employer expectations.

PS Vocational III

[96421/2 PSVOCIII 8500004]

Grades: 12+ Credit: 2

The practicum course is designed to give students supervised practical application of entry level job skills. Non-paid internship will take place at the host business. Students will apply knowledge and job skills necessary to meet employer expectations.

PS Vocational IV

[96431/2 PSVOCIV 8500005]

Grades: 12+ Credit: 2

PS VOC IV will provide students with a capstone experience in work based learning. The internship is designed to give students supervised practical application of employment skills that can be generalized in a variety

CTED Horticulture and Floriculture

[78901/2 CTED HORTISCI 13002000]

Grades: 9-12 Credit: 1

In this course, students will learn to plant, grow and sell plants and flowers while working in the greenhouse. Students will develop skills to prepare for careers in the horticulture industry, including product development, marketing and management skills. Enrollment is based on ARD Committee decision.

CTED Employability Skills

[79671/2 CTED GEMPLS N1270153]

Grades 9-12 Credit: 1

In this course, students will learn the skills necessary to secure employment. The course will focus on various careers that are in-demand, the skills necessary for success on the job and provide instruction on interviewing and completing applications. Enrollment is based on ARD Committee decision.

Vocational I-V

[85000008] [85000009] [85000010] [85000011] [85000012]

Grades: 9-12 Credit: 1 Local

This course focuses on real world vocational training. Students enrolled in this course will study vocational skills necessary for applying for, obtaining, and maintaining employment. Students will learn hands-on job skills, effective communication strategies, and problem-solving techniques necessary for successful employment. Enrollment is based on ARD committee decision.

Irving ISD Recommended High School Course Sequence English – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th grade English	English I	English II	English III	English IV College Preparatory Course ELA
8th grade English	English I	English II	English III Dual Credit	English IV Dual Credit
8th grade Honors English	English I Honors	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Research Capstone
English 1 GT/Humanities	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Seminar Capstone or AP Research Capstone	English V Genre Study AP Research Capstone

Irving ISD Recommended High School Course Sequence Math – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 8	Algebra 1	Geometry	Algebra II	Precalculus Statistics College Preparatory Course Mathematics
Math 8	Algebra 1	Geometry	Algebraic Reasoning	Algebra 2 Statistics College Preparatory Course Mathematics
Algebra 1 Honors/GT	Geometry Honors	Algebra 2 Honors GT	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A

Irving ISD Recommended High School Course Sequence Science – Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Science	Biology	Chemistry	Physics	Environmental Systems Astronomy
8th Grade Science	IPC	Biology	Physics Chemistry Environmental Systems Astronomy	Physics Chemistry Environmental Systems Astronomy
8th Grade Science Honors	Biology Honors	Chemistry Honors	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science
Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science	AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.**

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2018-2027

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography	World History	US History	US Government Economics
8th Grade Social Studies	World Geography	World History	US History Dual Credit	US Government Dual Credit Economics
8th Grade Honors Social Studies	World Geography Honors AP Human Geography	World History Honors AP World History	US History Dual Credit AP US History	US Government Dual Credit/ AP US Government AP Macroeconomics
8th Grade Honors Social Studies (GT students)	AP Human Geography	AP World History	AP US History	AP US Government AP Macroeconomics

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2028 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography **or** World History*		US History	US Government and Economics
8th Grade Social Studies	World Geography **or** World History*		US History Dual Credit	US Government Dual Credit and Economics
8th Grade Honors Social Studies	World Geography Honors, AP Human Geography, World History Honors, **or** AP World History*		US History Dual Credit or AP US History	US Government Dual Credit/ AP US Government and AP Macroeconomics
8th Grade Honors Social Studies (GT students)	AP Human Geography **or** AP World History*		AP US History	AP US Government and AP Macroeconomics

*Per local graduation policy, students are required to take 3 total Social Studies credits - World Geography **or** World History, US History, Government, and Economics.

Irving ISD Gifted and Talented Education

Subject	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Language Arts	6 GT ELA/ Humanities	7 GT ELA/ Humanities	GT English Humanities	English II GT	AP Language & Composition GT AP Capstone Seminar	AP Literature & Composition GT AP Capstone Seminar AP Capstone Research	English V Genre Study AP Capstone Research
Mathematics	Math 6 Honors / HGT Accelerated	Math 7 Honors / HGT Accelerated	Algebra I GT	Geometry GT	Algebra II GT	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A
Science	Science 6 GT	Science 7 GT	Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry Environmental Science	AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Environmental Science	
Social Studies	6th grade World Cultures	7th grade Honors Texas History	8th grade Honors US History	AP Human Geography/ Honors World Geography for Dual Language	AP World History	AP US History	AP US Gov't Comp Gov't AP Macro AP Micro

All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.

Irving ISD High School ESL Course Sequencing Guidance

Grade	LAS LEVEL 1	LAS LEVEL 2	LAS LEVEL 3
9th	Mandatory Courses: ESOL 1A 15511/2 Reading 1 ESL 15561/2 Independent English 15501/2 IPC ESL 35391/2 W Geography ESL 45131/2 Algebra 1 ESL 25121/2 *ELDA 15781/2 (Newcomer/gaps in education)	Mandatory Courses: ESOL 1B 15521/2 Reading 2 ESL 15571/2 IPC ESL 35391/2 W Geography ESL 45141/2 Algebra 1 ESL 25121/2	English 1 ESL 15131/2 Reading 1 17501/2
	Possible Elective Courses: LOTE (native language) PE/Fine Arts	Possible Elective Courses: LOTE (native language) PE/Fine Arts	
10th	ESOL 2A 15531/2 Reading 1 ESL 15561/2 IPC ESL 35391/2 W History ESL 45431/2 Geometry ESL 25311/2 LOTE (native language) PE/Fine Arts	ESOL 2B 15541/2 Reading 2 ESL 15571/2 Biology ESL 35131/2 W History ESL 45441/2 Geometry ESL 25311/2 LOTE (native language) PE/Fine Arts	English 2 ESL 15231/2 Reading 2 17531/2 Geometry ESL 25121/2
11th		English 3 ESL 15331/2 Biology ESL 35131/2 LOTE (native language)	English 3 ESL 15331/2

IRVING
Independent School District

Career and Technical Education

Career and Technical Education programs are designed to meet the demands of today's workforce by focusing on the needs of the business community today and in the future. The growth of the CTE programs in Irving is on the rise with emphasis on rigor, relevance, and relationships while focused on college, career, and military readiness.

It is the policy of the Irving Independent School District not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its vocational programs, services or activities as required byTitle VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Irving Independent School District no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda

JACK E. SINGLEY ACADEMY

Admission to Jack E. Singley Academy is by application only and students are admitted to programs through an equitable lottery process. The application is available on the Jack E. Singley website, or students may see their counselors.

SCHOOL OF
LAW AND PUBLIC SERVICE

JACK E. SINGLEY ACADEMY

Level 1	**Principles of Law, Public Safety, Corrections, and Security** [79821/2 PRINLPCS 13029200] Credit: 1 **AND** **Principles of Government** [79411/2 PRINGPA 13018200] Credit: 1
Level 2	**Court Systems and Practices** [79451/2 COURTSP 13029600] Credit: 1 **AND** [77551/2 LEGRW N1303014] [77551/2 LEGRW N13003014] Credit: 1
Level 3	**Advanced Legal Skills** [79851/2 ADVLSP N1303016] Credit: 1 **AND** **Business Law** [74391/2 BUSLAW 13011700] Credit: 1
Level 4	**Practicum in Law** [75461/2 PRACLPS1 13030100] Credit: 2 **OR** **Political Science I** [73171/2 POLISCI1 13018300] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Attorney	Legal Assistant/ Paralegal	Legal Assistant/ Paralegal	Law
	Certified Paralegal			Intellectual Property Law
	Board Certification in Types of Law			Advanced Legal Research/ Studies, General
	Certified Legal Video Specialist			International Law and Legal Studies

Occupations	Median Wage	Annual Openings	% Growth
Lawyers	$126,131	2,801	19%
Paralegal and Legal Assistants	$50,544	2,837	19%

Exploration Activities:	Work Based Learning Activities:
Attend court hearings and other legal procedures; Texas Public Service Association	Intern with a local attorney; script and conduct a mock trial

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Legal Studies program of study introduces CTE learners to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Legal Studies program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1

Principles of Law, Public Safety, Corrections, and Security
[79821/2 PRINLPCS 13029200]
Credit: 1

AND

Principles of Government
[79411/2 PRINGPA 13018200]
Credit: 1

Level 2

Court Systems and Practices Dual Credit
[77561/2 COURTSP 13029600]
Credit: 1

AND

Legal Research and Writing Dual Credit
[78691/2 LEGRW DC N1303014]
Credit: 1

Level 3

Advanced Legal Skills Dual Credit
[79841/2 ADVLSP N1303016]
Credit: 1

AND

Business Law Dual Credit
[79831/2 BUSLAW 13011700]
Credit: 1

Level 4

Practicum in Law Dual Credit
[79861/2 PRACLPS1 13030100]
Credit: 2

OR

[77561/2 COURTSPLAW H/DC 13029600]

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Attorney	Legal Assistant/ Paralegal	Legal Assistant/ Paralegal	Law
	Certified Paralegal			Intellectual Property Law
	Board Certification in Types of Law			Advanced Legal Research/ Studies, General
	Certified Legal Video Specialist			International Law and Legal Studies

Occupations	Median Wage	Annual Openings	% Growth
Lawyers	$126,131	2,801	19%
Paralegal and Legal Assistants	$50,544	2,837	19%

Exploration Activities:	Work Based Learning Activities:
Attend court hearings and other legal procedures; Texas Public Service Association	Intern with a local attorney; script and conduct a mock trial

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Legal Studies program of study introduces CTE learners to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Legal Studies program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1	**Principles of Law Enforcement** [75411/2 PRINLAWEN 13029200] Credit: 1	AND
	Criminal Investigation [77601/2 CRINVEST 13029550] Credit: 1	
Level 2	**Court Systems and Practices** [76561/2A COURTSP 13029600] Credit: 1	AND
	Correctional Services [75451/2 CORRSRVS 13029700] Credit: 1	
Level 3	**Law Enforcement I** [75421/2 LAWENF1 13029300] Credit: 1	AND
	National Security [77681/2 NATLSEC 13018800] Credit: 1	
Level 4	**Law Enforcement II** [75431/2 LAWENF2 13029400] Credit: 1	OR
	Practicum in Law Enforcement [76541/2 PRACLPS1 13030100] Credit: 2	

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
Emergency Telecommunicator	Private Investigator/ Security Guard	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%

Exploration Activities:	Work Based Learning Activities:
Texas Public Service Association; criminal justice clubs	Attend court hearings and other legal procedures

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1	**PRINCIPLES OF LAW ENFORCEMENT** [75411/2 PRINLAWEN 13029200] Credits: 1 AND **CRIMINAL INVESTIGATION** [77601/2 CRINVESTLAWEN 13029550] Credits: 1
Level 2	**COURT SYSTEMS AND PRACTICES HONORS DUAL CREDIT** [76271/2 COURTSPLAW H/DC 13029600] Credit: 1 AND **CORRECTIONAL SERVICES HONORS DUAL CREDIT** [73041/2 CORRSRVS H/DC 13029700] Credits: 1
Level 3	**LAW ENFORCEMENT I HONORS DUAL CREDIT** [76311/2 LAWENF1 H/DC 13029300] Credits: 1 AND **NATIONAL SECURITY HONORS DUAL CREDIT** [73051/2 NATLSEC H/DC 13018800] Credits: 1
Level 4	**LAW ENFORCEMENT II HONORS DUAL CREDIT** [75241/2 LAWENF2 H/DC 13029400] Credits: 1 OR **PRACTICUM IN LAW ENFORCEMENT HONORS DUAL CREDIT** [79741/2 PRACLAWEN H/DC 13030100] Credits: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
Emergency Telecommunicator	Private Investigator/ Security Guard	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	$44,054	793	9%
Correctional Officers and Jailers	$40,186	4,683	9%
Immigration and Customs Inspectors	$78,104	1,236	9%

Exploration Activities:	Work Based Learning Activities:
Texas Public Service Association; criminal justice clubs	Attend court hearings and other legal procedures

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

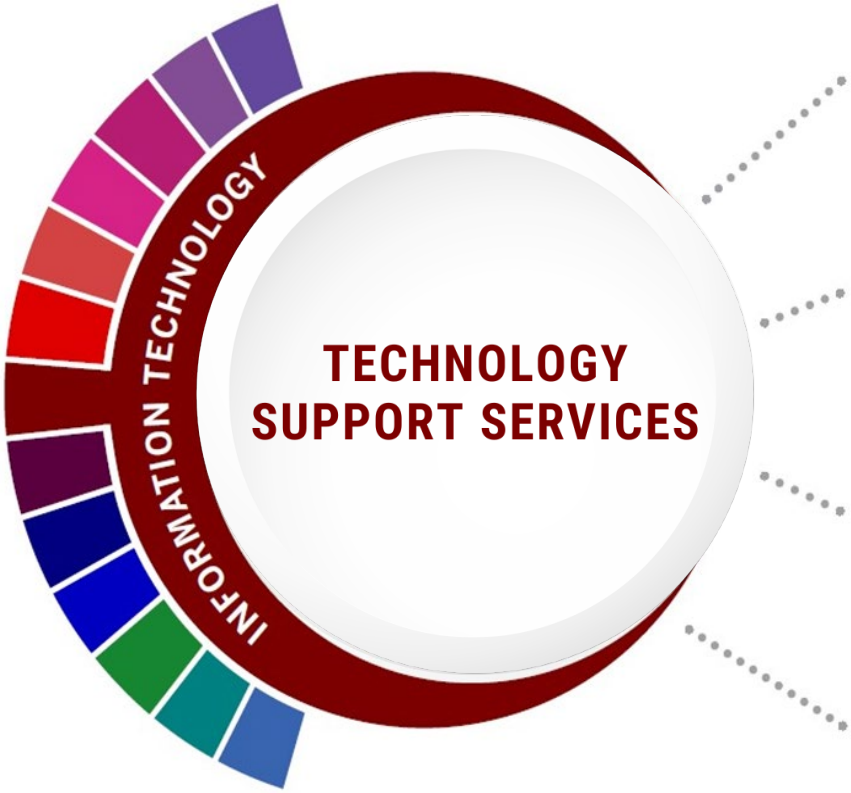
The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

SCHOOL OF INNOVATIVE TECHNOLOGY

JACK E. SINGLEY ACADEMY



Level 1

Principles of Information Technology
[75301/2 PRINIT 13027200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Computer Maintenance Lab
[77841/2 COMMTLAB 13027310]
Credit: 1

Networking
[79651/2 NETWRK 13027400]
Credit: 1

Level 3

Computer Technician Practicum I DC
[79881/2 COMPT1 H/DC 13027500]
Credit: 2

Computer Technician Practicum I
[75331/2 COMPT1 13027500]
Credit: 2

Level 4

Computer Technician Practicum II
[77881/2 COMPT2 13027510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Technology Associate Windows Operating System Fundamentals	IBM Certified Specialist - InfoSphere Optim for Distributed Systems Fundamentals	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
ERSI ArcGIS Desktop Entry	IBM Certified Database Associate - DB2 11 Fundamentals for z/OS	Computer and Information Systems Security/ Information Assurance	Computer and Information Systems Security /Information Assurance	Computer Systems Analysis/ Analyst
CompTIA A+	HP ASE - ProLiant Server Solutions Integrator V2	Information Technology	Computer Engineering, General	Computer Engineering, General
CompTIA IT Fundamentals +	Oracle Linux 6 Advanced System Administration	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Information Technology

Occupations	Median Wage	Annual Openings	% Growth
Database Administrator	$83,075	1,063	19%
Computer Hardware Engineer	$111,738	343	24%
Computer System Analyst and Support	$87,568	5,937	29%

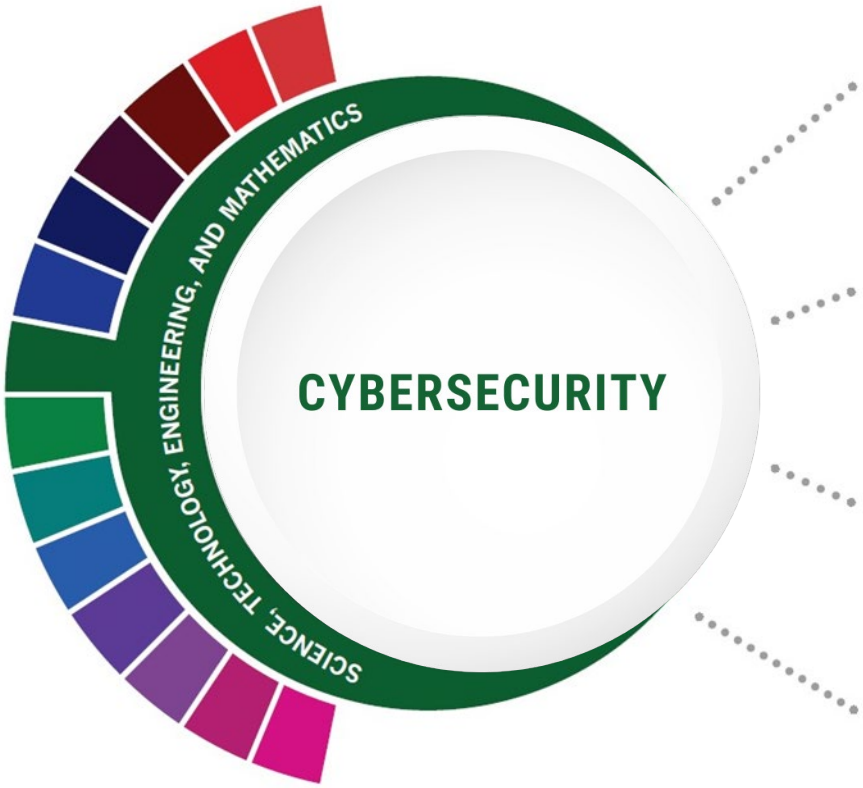
Exploration Activities:	Work Based Learning Activities:
Join TSA Job shadow a database administrator or computer hardware engineer	Obtain a Certification

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Information Technology Support and Services program of study explores the occupations and educational opportunities associated with administering, testing, and implementing computer databases and applying knowledge of database management systems. This program of study may also include analyzing user requirements and problems to automate or improve existing systems and review computer system capabilities. This program of study may also include exploration into the research, design, or testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Information Technology Support and Services program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met.



Level 1

Principles of Information Technology
[76981/2 PRINITCYBR 13027200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Networking
[79651/2 NETWRK 13027400]
Credit: 1

Foundations of Cybersecurity
[79581/2 TAFCYB 03580850]
Credit: 1

Level 3

Digital Forensics
[77361/2 TADGR 03580360]
Credit: 1

Cybersecurity Capstone
[79941/2 TACYBCAP 03580855]
Credit: 1

Level 4

Practicum in Cyber Security
[77741/2 PRACCYBRSEC 13028000]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	GIAC Reverse Engineering Malware	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
Oracle Certified Database Associate	Certified Advanced Windows Forensic Examiner	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
Cisco Certified Entry Networking Technician (CCENT)	SAP Certified Technology Professional System Security Architect	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
CompTIA A+, Network+, Security+, and IT Fundamentals	Cisco Certified Network Professional Security Certification	Computer Science	Computer Science	Computer Science

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	$91,915	814	29%
Network and Computer System Administrators	$82,597	2,814	19%
Computer System Analysts	$87,568	5,937	29%

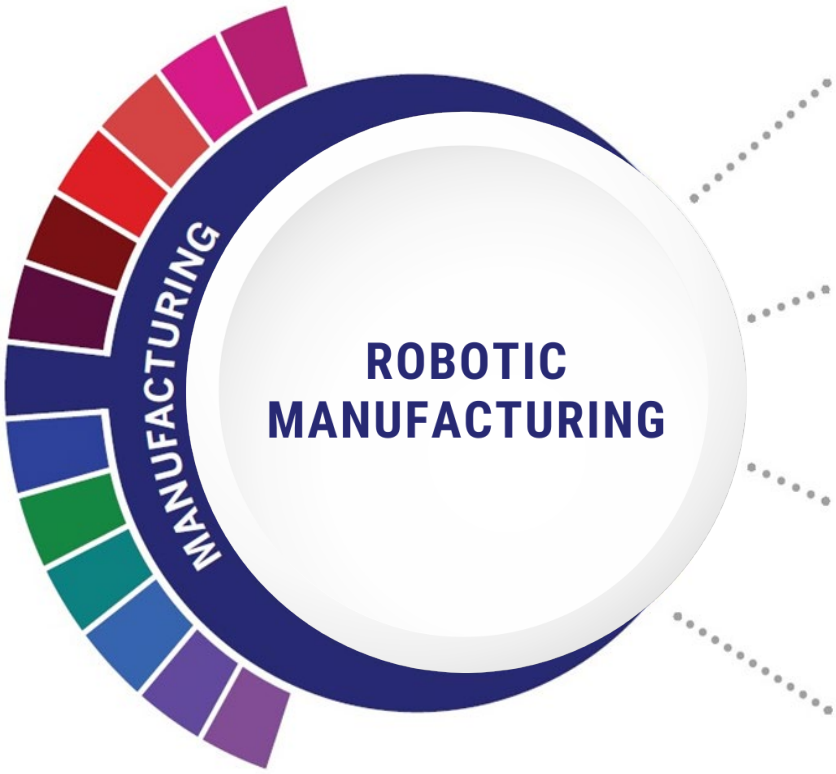
Exploration Activities:	Work Based Learning Activities:
Join TSA Job Shadow a computer system analyst or information security analyst.	Obtain an industry-based certification.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Robotic Manufacturing
[75481/2 PRINROBMAN 13032200]
Credit: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credit: 1

Level 2

Manufacturing Engineering Technology I
[77951/2 MANENGT1 13032900]
Credit: 1

Robotics I
[75671/2 ROBOTIC1 13037000]
Credit: 1

Level 3

Manufacturing Engineering Technology II
[77961/2 MANENGT2 13032950]
Credit: 1

Robotics II
[77971/2 ROBOTIC2 13037050]
Credit: 1

Level 4

Practicum in Robotic Manufacturing
[79501/2 PRACROBMAN 13033000]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
MSSC Certified Production Technician	Certified Welder or Welder Inspector	Welding Technology/ Welder	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ISCET Associate-Level Certified Electronics Technician	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
Mastercam Professional Level Certification	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
NIMS Industrial Technology Maintenance - Basic Mechanical System	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Mechanical Engineering Technicians	$57,117	453	9%
CNC Machine Operators	$39,250	1,319	12%
Aerospace Engineering and Operations Technicians	$60,757	114	9%
Electrical and Electronics Engineering Technicians	$60,382	1,439	9%
Industrial Engineering Technicians	$61,672	326	9%

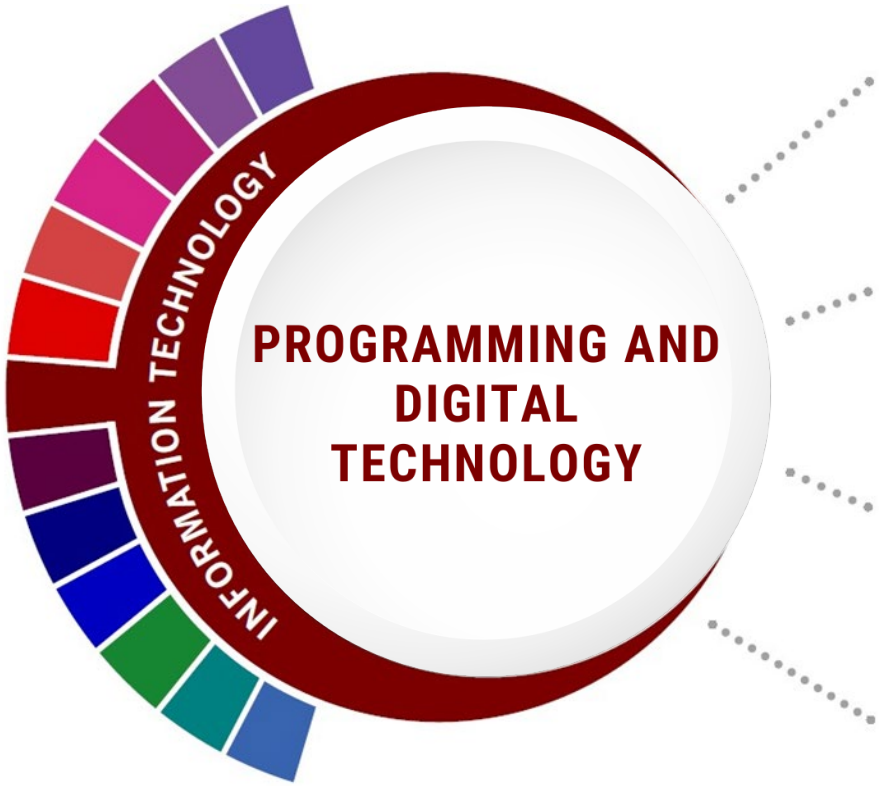
Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Manufacturing Technology program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to set up and operate a variety of machine tools to produce precision parts and instruments. Students will also learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry and STEM Endorsement if math and science requirements are met. Revised - July 2020



Level 1

Principles of Information Technology
[76981 PRINITCYBR 13027200]
Credits: 1

Fundamentals of Computer Science
[74211/2 TAFCS 03580140]
Credits: 1

Level 2

Computer Science I
[75101/2 TACS1 03580200]
Credits: 1

AP Computer Science Principles
[75181/2 APCSPRIN A3580300]
Credits: 1

Level 3

Computer Science II
[75111/2 TACS2 03580300]
Credits: 1

Game Programming and Design
[72191/2 TAGMPD 03580380]
Credits: 1

Level 4

AP Computer Science A MATH
[75171/2 APTACASAM A3580110]
Credits: 1

Independent Study in Emerging Technologies
[73021/2 TAINDET1 03581500]

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/ Programmer, General	Web/ Multimedia Management and Webmaster	Computational Science
WD Certified Web Design Certification	Certified Webmaster Professional	Computer Science	Computer Science	Computer Science
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/ Multimedia and Information Resources Design	Web Page, Digital/ Multimedia and Information Resources Design	Information Science/ Studies
	IBM Certified Solution Developer – Open Social	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications

Occupations	Median Wage	Annual Openings	% Growth
Web Developers	$67,912	1,079	39%
Web Administrators, Computer Occupations	$85,197	1,616	20%
Software Developers	$104,499	6,311	30%

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding or computer programming club Create a web page	Get an Oracle or CISCO Certification

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

SCHOOL OF HEALTH SCIENCE

JACK E. SINGLEY ACADEMY

Level 1	**Principles of Health Science** |74561/2 PRINHLSC 13020200\] Credit: 1 AND **Medical Terminology Dual Credit** |78281/2 MEDTERM H/DC 13020300\] Credit: 1
Level 2	**Health Science Theory Honors Dual Credit** |78291/2 HLSCLIN H/DC 13020410\] Credit: 1 AND **Anatomy and Physiology** |35221/2 ANATPHYS 13020600\] Credit: 1
Level 3	**Pathophysiology Honors Dual Credit** |35371/2 PATHO/DC 13020800\] Credit: 1 AND **Pharmacology Honors Dual Credit** |78571/2 PHARMC/DC 13020950\] Credit: 1
Level 4	**Practicum in Health Science II Honors Dual Credit** |78351/2 PRACHLS2 13020510\] Credit: 2 OR **Scientific Research and Design II Dual Credit** |36241/2 SCIRD2 13037210\] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Medical Assistant	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
Certified Patient Care Technician				Nurse Anesthetist

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

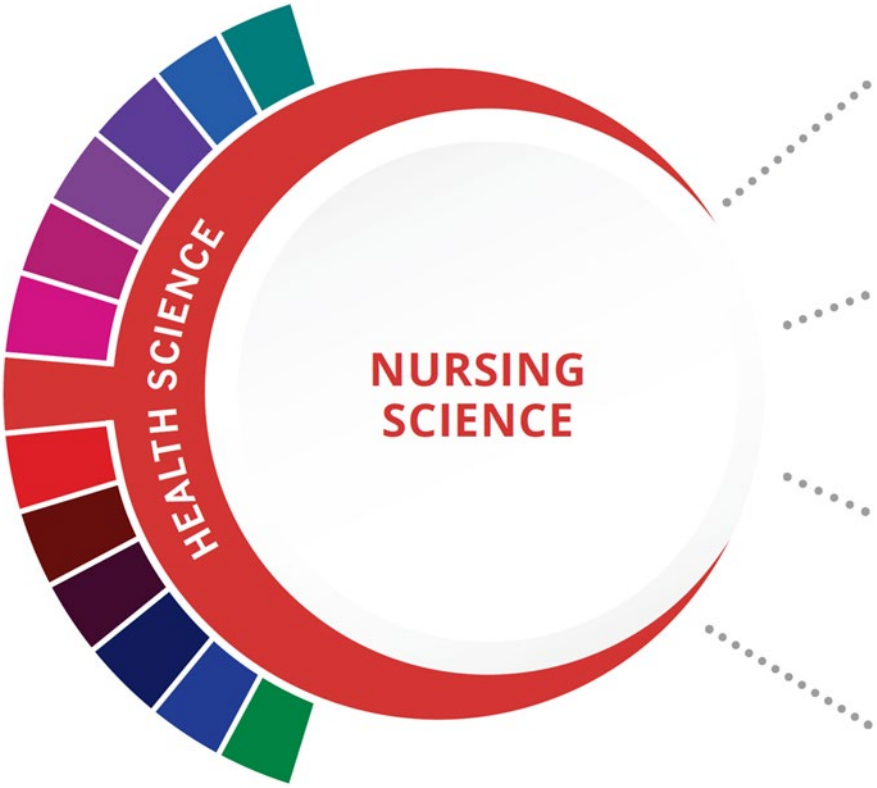
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]

Credit: 1

AND

Medical Terminology
[74571/2 MEDTERM 13020300]

Credit: 1

Level 2

Health Science Theory
[74581/2 HLTHSCI 13020400]

Credit: 1

AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]

Credit: 1

Level 3

Pathophysiology
[36141/2 PATHO 13020800]

Credit: 1

AND

Pharmacology
[78371/2/2 PHARMC 13020950]

Credit: 1

Level 4

Practicum in Health Science-Nursing
[74611/2 PRACHLS1 13020500]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Medical Assistant	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
Certified Patient Care Technician				Nurse Anesthetist

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]
Credit: 1

AND

Medical Terminology
[74571/2 MEDTERM 13020300]
Credit: 1

Level 2

Health Science Theory
[74581/2 HLSCLIN 13020400]
Credit: 1

AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]
Credit: 1

Level 3

Practicum in Health Science
(Physical Therapy)
[74611/2 PRACHLS1 13020500]
Credit: 2

Level 4

Practicum in Health Science II
(Physical Therapy)
[74711/2 PRACHLS2 13020510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certification in Orthopedic Manual Therapy	Certified Respiratory Therapist	Occupational Therapy Assistant	Respiratory Therapists	Occupational Therapists
Limited Licensed Radiology Technologist	Certified Physical Therapy Assistant	Radiation Therapists		Speech Language Pathologist
		Respiratory Therapists		Physical Therapists
		Physical Therapy Assistant		

Occupations	Median Wage	Annual Openings	% Growth
Speech Language Pathologists	$73,070	1,068	25%
Respiratory Therapists	$57,429	830	20%
Occupational Therapists	$92,227	834	34%
Physical Therapy Assistants	$70,200	1,268	44%
Radiation Therapists	$70,658	101	23%

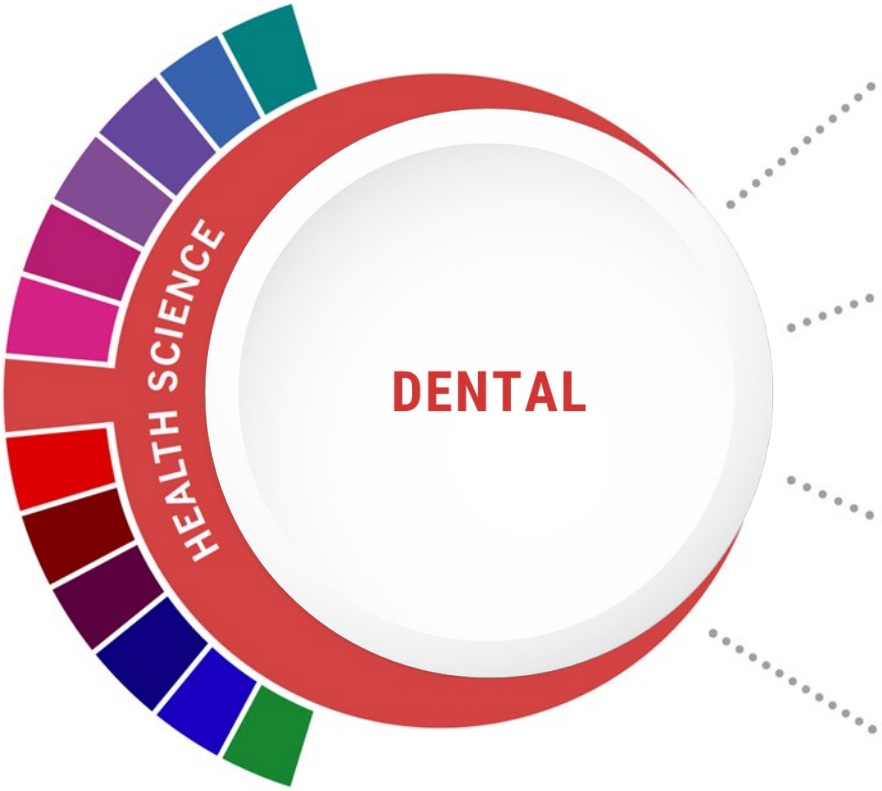
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Lab internship, Job shadow, Clinical rotations

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Medical Therapy program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skills necessary to be successful in the healthcare field in occupations such as, Respiratory, Occupational, Physical, or Speech Therapy. CTE learners may also practice patient care and communication.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Medical Therapy program of study will fulfill requirements of a Public Service or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]
Credit: 1 AND

Medical Terminology
[74571/2 MEDTERM 13020300]
Credit: 1

Level 2

Health Science Theory
[74581/2 HLSCLIN 13020400]
Credit: 1 AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]
Credit: 1

Level 3

Practicum in Health Science I (Dental)
[74631/2 PRACHLS1 13020500]
Credit: 2

Level 4

Practicum in Health Science II (Dental)
[74511/2 PRACHLS2 13020510]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Registered Dental Assistant	Dental Assistant	Dental Hygienist	Dental Hygienist	Dentist
Certified Patient Care Technician	Surgical Technologist	Medical/ Clinical Assistant		Physician Assistant
Certified Nurse Aide/Assistant	Medical Assistant			Family and General Practitioners
Pharmacy Technician	Pharmacy Aides			Pharmacist

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%
Dental Assistants	$34,840	4,422	31%

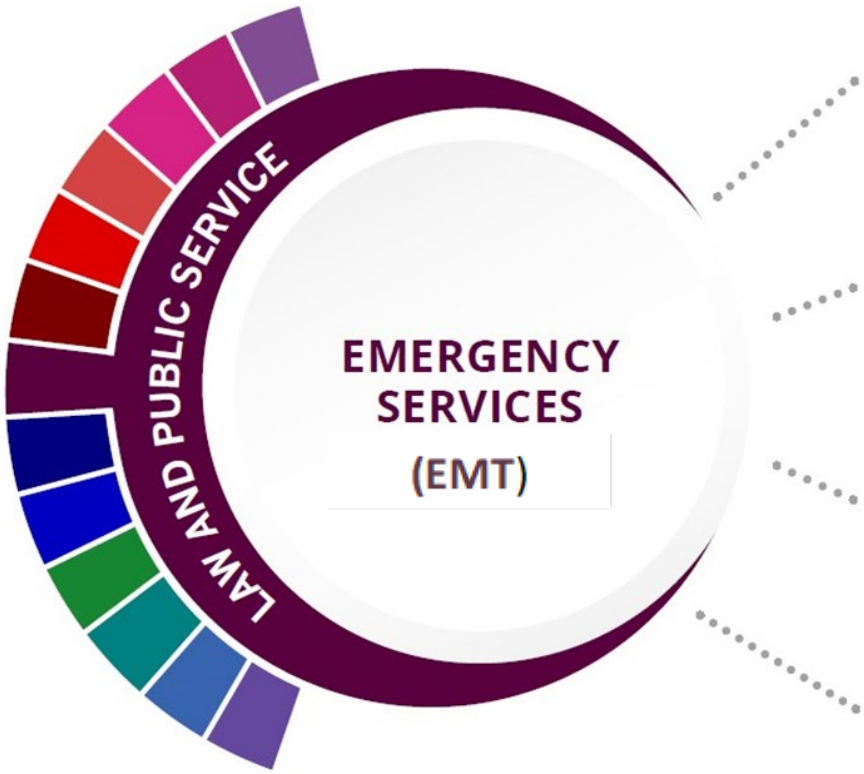
Exploration Activities:	Work Based Learning Activities:
SkillsUSA Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living, or nursing home.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Health Science
[74561/2 PRINHLSC 13020200]
Credit: 1

AND

Medical Terminology
[74571/2 MEDTERM 13020300]
Credit: 1

Level 2

Health Science Theory
[74581/2 HLTHSCI 13020400]
Credit: 1

AND

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]
Credit: 1

Level 3

Practicum in Health Science
[78411/2 PRACHLS1 13020500]
Credit: 2

Level 4

Emergency Medical Technician
[79891/2 EMTB N1303015]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Emergency Medical Technician - Basic	Emergency Medical Technician - Basic	Emergency Medical Technology/ Technician (EMT Paramedic)	Emergency Medical Technology/ Technician (EMT Paramedic)	
Emergency Telecommunicator	Fire Protection Personnel/ Firefighter	Fire Prevention and Safety Technology/ Technician	Natural Resources Law Enforcement and Protective Services	
Basic Structure Fire Protection Certification	Fire Protection System Contractor	Fire Science/ Firefighting		

Occupations	Median Wage	Annual Openings	% Growth
Firefighters	$50,149	2,309	13%
Fire Inspectors and Investigators	$54,787	161	14%
Emergency Medical Technicians	$34,091	1,880	31%

Exploration Activities:	Work Based Learning Activities:
Attend local emergency awareness events, Texas Public Service Association	Volunteer at a hospital or a fire station

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

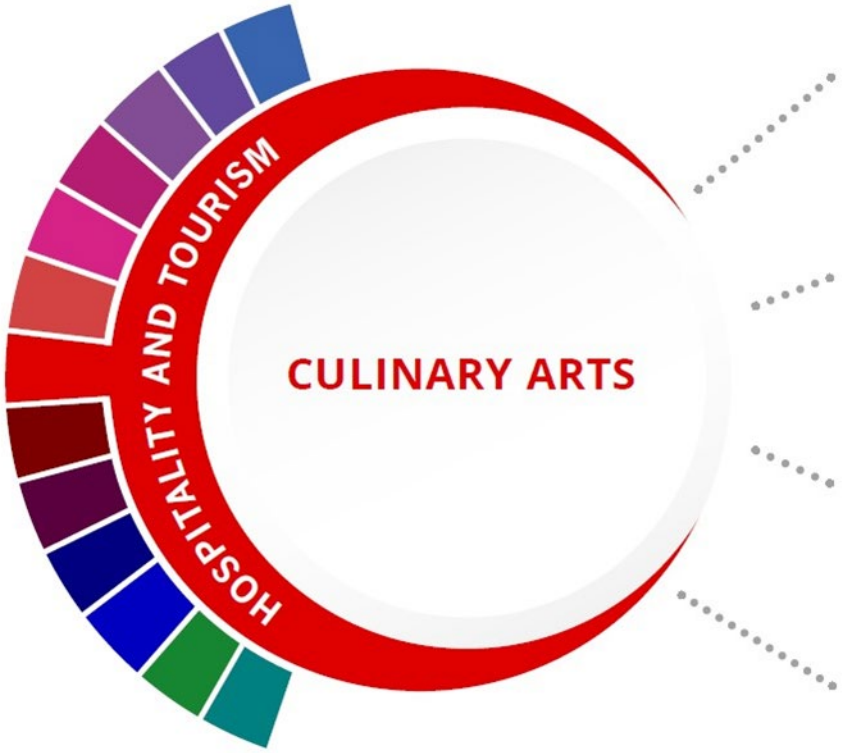
The Emergency Services program of study focuses on training CTE learners to respond to emergency situations, such as medical emergencies and fire-based emergencies. Students will learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Emergency Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

SCHOOL OF CULINARY ARTS AND HOSPITALITY SERVICES

JACK E. SINGLEY ACADEMY



Level 1

Principles of Hospitality and Tourism
[74671/2 PRINHOSP 13022200]

Credit: 1

OR

Introduction to Culinary Arts
[76681/2 INCULART 13022550]

Credit: 1

OR

Level 2

Culinary Arts
[74721/2 CULARTS 13022600]

Credit: 2

Level 3

PRACTICUM IN HOSPITALITY SERVICES
[74761/2 PRACHOS1 13022900]

Credits: 1 OR

PRACTICUM IN CULINARY ARTS
[74731/2 PRACCUL1 13022700]

Credits: 1

Level 4

PRACTICUM IN HOSPITALITY SERVICES 2
[785211/2 PRACHOS2 13022910] Second Time Taken

Credits: 1 OR

PRACTICUM IN CULINARY ARTS
[79561/2 PRACCUL2 13022710] Second Time Taken

Credits: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association	Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF STUDIO ARTS

JACK E. SINGLEY ACADEMY

SCHOOL OF STUDIO ARTS

LEVEL 1

Art 1
[66101/2 ART1 03500100]
Grades: 9 Credit 1

AND

Graphic Design
[79991/2] 3580900
Grades: 9 Credit 1

LEVEL 2

Art 2 - Drawing
[66201/2 ART2DRAW 03500500]
Grades: 10 Credit 1

AND

Art 2 - Painting
[66211/2 ART2PATG 03500600]
Grades: 10 Credit 1

LEVEL 3

Art 3 - Drawing
[66301/2 ART3DRAW 03501300]
Grades: 11 Credit 1

AND

AP 2D Design
[66361/2 AP2DAP A3500400]
Grades: 11 Credit 1

LEVEL 4

Art 4 - Drawing
[66401/2 ART4DRAW 03502300]
Grades: 12 Credit 1

AND

AP Studio Arts
[66461/2 APSTARTD A3500300]
Grades: 12 Credit 1

Additional Courses at Singley

These courses are available based on space availability and should be taken concurrently, or upon completion of a program of study

General Employability Skills
[78591/2 GEMPLS N1270153]
Grades: 10-12 Credits: 1 SINGLEY
This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co- workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time

Parenting Education for School Aged Parents I (Counselor Recommendation)
[74921/2 PAEDSAP1 N1302536]
Grades: 9-12 Credits: 1 SINGLEY
This laboratory course is designed to address the special needs and interests of male and female students who are parents, who are pregnant, or who are expecting to become parents soon.

Parenting Education for School Aged Parents II (Counselor Recommendation)
[74941/2 PAEDSAP2 N1302537]
Grades: 9-12 Credits: 1 SINGLEY

Business Information Management I
[74371/2 BUSIM I 13011400]
Grades: 9-12 Credits: 1 SINGLEY
GET MICROSOFT OFFICE CERTIFIED! Students will learn Microsoft Office (Word, Excel, Access and Power Point). Students will work towards acquiring the Microsoft Office Specialist Certification in each of the major programs. Students will also learn desktop publishing and will improve keyboarding skills.

Professional Communications
[16394 PROFCOMM 13009900]
Grades: 9 Credits: 1/2 SINGLEY
MAY I HAVE YOUR ATTENTION? I WOULD LIKE TO SPEAK! You now need to begin preparing for a career in the global economy that will require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Through this course, you will be prepared for the world once you have developed and expanded your ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Are you ready?

Dimensions in Diplomacy
[79551/79552 DIDPL N1301820]
Grades: 11-12 Credit 1 SINGLEY
Dimensions of Diplomacy is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of Stat e must demonstrate during the selection process for internships, scholarships, fellowships, and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication, and negotiation skills applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

SCHOOL OF WORKFORCE READINESS

BARBARA CARDWELL CAREER PREPARATORY CENTER

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]
Credit: 1

Level 2

Entrepreneurship
[75971/2 ENTREP 13011101]
Credit: 1

Level 3

Business Management
[74441/2 BUSMGT 13012100]
Credit: 1

Level 4

Practicum in Entrepreneurship
[73091/2 PRACENT 13011111]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

PRINCIPLES OF EDUCATION AND TRAINING
[74461/2 PRINEDTR 13014200]

Credits: 1

Level 2

CHILD DEVELOPMENT ASSOCIATE FOUNDATIONS
[78731/2 CDAFND 13024710]]

Credit: 1

Level 3

CHILD GUIDANCE
[74811/2 CHILDGUI 13024800]

Credits: 2

Level 4

PRACTICUM IN EARLY LEARNING
[78741/2 PRACEL1 13014520]

Credits: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Child Development Associate	Child Development Associate	Early Childhood Education and Teaching	Early Childhood Education and Teaching	Early Childhood Education and Teaching
	Texas Educator Certification Program	Multicultural Early Childhood Development	Multicultural Early Childhood Development	Multicultural Early Childhood Development
	County Librarian	Kindergarten/ Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision
	Professional Counselor	Psychology/ Sociology	Psychology/ Sociology	Educational Leadership and Administration

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Kindergarten Teachers, except Special Education	$53,310	1,848	17%
Preschool Teachers	$27,851	4,330	17%
Special Education Teachers, Preschool	$55,670	148	27%
Elementary School Teachers	$54,140	13,121	16%
Education Administrators, Elementary and Secondary School	$79,830	2,407	16%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators; Family, Career, and Community Leaders of America	Teach a community education class; volunteer as a teaching assistant.

The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.

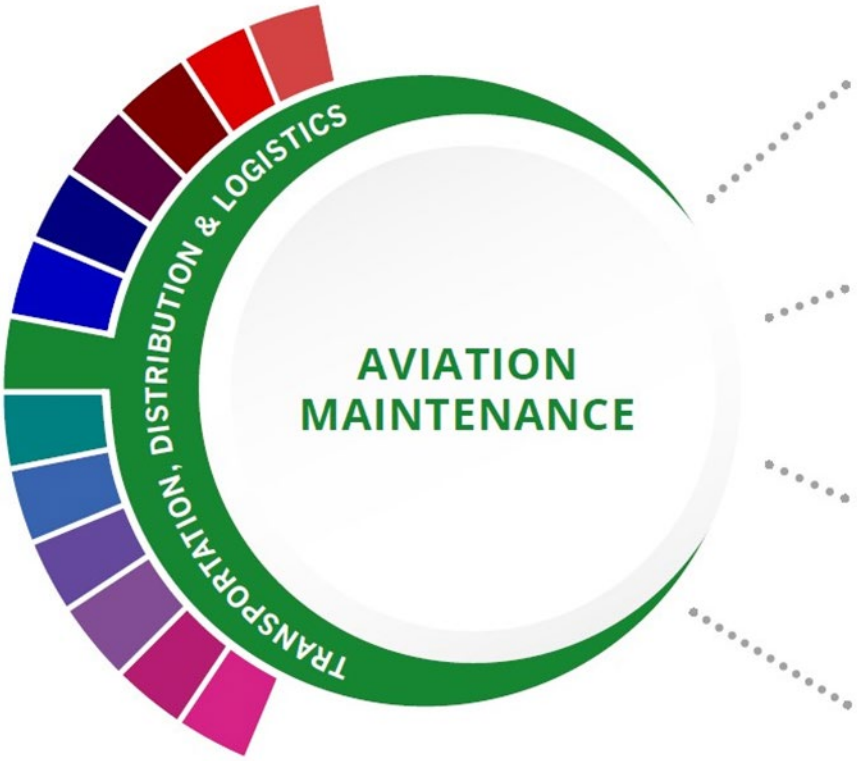
The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Early Learning program of study will fulfill requirements of the Public Service endorsement.

SCHOOL OF AVIATION SCIENCE

IRVING HIGH SCHOOL

✪ Identifies a course as ADVANCED.



Level 1

Introduction to Aerospace and Aviation
[78961/2 INTAEAVI N1304672]

Credit: 1

Level 2

Introduction to Aircraft Technology
[76771/2 INAIRTEC 13039350]

Credit: 1

Level 3

Air Tech I
[77751/2 AIRTECHI 13039400]

Credit: 2

Level 4

Air Tech II
[76781/2 AIRTECHII 13040450]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Aerospace Manufacturing Certification	Avionics Electronics Technician	Avionics Maintenance Technology/ Technician	Airframe Mechanics and Aircraft Maintenance Technology/ Technician	
	Aircraft Electronics Technician	Aircraft Powerplant Technology/ Technician		
	Aerospace/ Aircraft Assembly Maintenance Certification	Airframe Mechanics and Aircraft Maintenance Technology/ Technician		

Occupations	Median Wage	Annual Openings	% Growth
Aircraft Mechanics and Technicians	$58,698	1,469	9%
Avionics Technicians	$59,114	170	9%

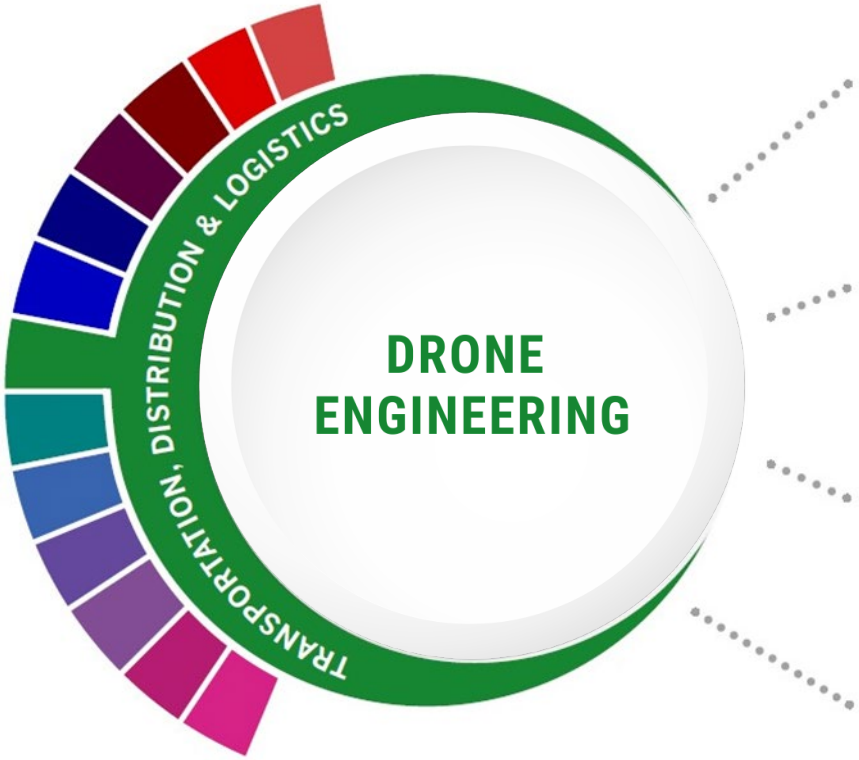
Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA Explore virtual aviation websites	Seek part-time work at an airport, aviation services agency, or airline

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Aviation Maintenance program of study introduces students to the occupations and education opportunities related to inspecting aircraft, maintenance procedures, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Aviation Maintenance program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Introduction to Aerospace and Aviation** [78961/2 INTAEAVI N1304672] Credit: 1
Level 2	**Unmanned Aerial Vehicles** [73101/2 PRINUAV N1304670] Credit: 1
Level 3	**Drone Engineering I** [73131/2 DRONEENG1 13037000] Credit: 1
Level 4	**Drone Engineering II** [73141/2 DRONEENG2 13037050] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	Associate DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Mechanical Engineers	$91,107	1,535	11%

Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA Explore virtual aviation websites	Seek part-time work at an airport, aviation services agency, or airline Engineering internship

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

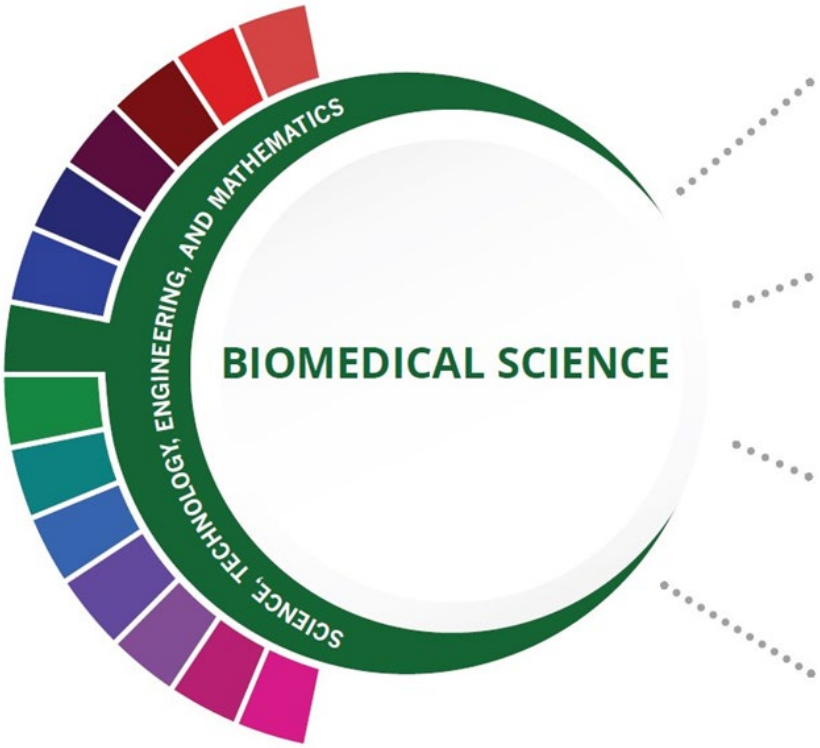
The Aviation Maintenance program of study introduces students to the occupations and education opportunities related to inspecting aircraft, maintenance procedures, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Aviation Maintenance program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF BIOMEDICAL SCIENCES

IRVING HIGH SCHOOL



Level 1

Principles of Biosciences
[79751/2 PRBIOSCI 13036300]

Credit: 1

Level 2

Biotechnology I
[76901/2 BIOTECH 1 13036400]

Credit: 1

Level 3

Biotechnology II
[76911/2 BIOTECH2 13036450]

Credit: 1

Level 4

Practicum in STEM
[75661/2 PRCSTEM1 13037400]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Medical Laboratory Assistant	Medical and Clinical Laboratory Technologists	Histologic Technician	Biomedical Engineers	Genetic Counseling
Medical Laboratory Technician		Clinical Laboratory Science/ Medical Technology/ Technologist	Biomedical Engineers	Medical Scientists
			Clinical Laboratory Science/ Medical Technology/ Technologist	Epidemiology

Occupations	Median Wage	Annual Openings	% Growth
Medical and Laboratory Technicians	$37,981	1,159	28%
Biological Technicians	$42,931	452	17%
Forensic Science Technicians	$48,152	171	35%
Medical and Clinical Laboratory Technologists	$58,760	1,166	25%

Exploration Activities:	Work Based Learning Activities:
Health Occupations Students of America (HOSA)	Lab internship or shadow a healthcare or medical professional

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Biomedical Science program of study focuses on the study of biology and medicine in order to introduce CTE learners to the knowledge and skills necessary to be successful in the healthcare field, such as researching and diagnosing diseases, pre-existing conditions, or other determinants of health. Students may also practice patient care and communication.

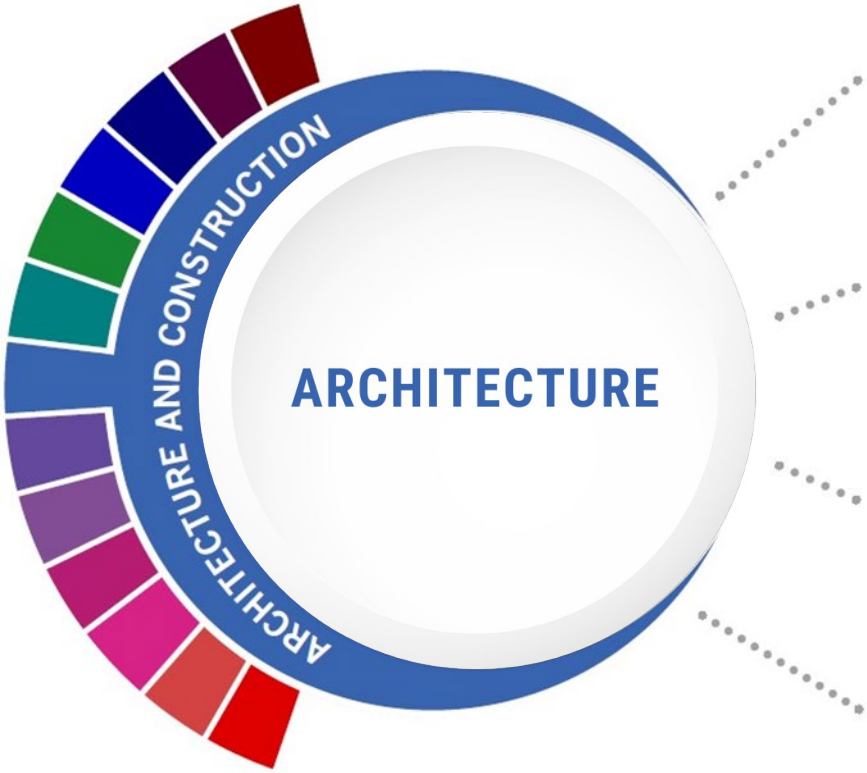
The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Biomedical Science program of study will fulfill requirements of the Public Service or STEM endorsement if the math and science requirements are met.
Revised - July 2020

SCHOOL OF ARCHITECTURE, CONSTRUCTION & CIVIL ENGINEERING

MACARTHUR HIGH SCHOOL

✪ Identifies a course as ADVANCED.



Level 1

Principles of Construction
[76851/2 PRINCON 13004220]

Credit: 1

Principles of Architecture
[76921/2 PRINARCH 13004210]

Level 2

Credit: 1

Architectural Design 1
[74151/2 ARCHDSN1 13004600]

Level 3

Credit: 1

Architectural Design II
[74161/2 ARCHDSN2 13004700]

Level 4

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User in AutoCAD	Certified Photogrammetric Technologist	Architecture	Architecture	Architecture
Autodesk Certified Professional or User in AutoCAD Civil 3D	Certified Development, Design & Construction Professional	Interior Design	Interior Design	Interior Architecture
Autodesk Certified Professional or User in Autodesk Revit Architecture	National Council Certified Interior Designer	Civil Engineering, General	Civil Engineering, General	Civil Engineering, General
Autodesk Certified Professional or User in Autodesk Revit MEP Electrical	LEED AP Building Design & Construction	Geographic Information Science and Cartography	Geographic Information Science and Cartography	Geographic Information Science and Cartography

Occupations	Median Wage	Annual Openings	% Growth
Architects	$77,043	808	16%
Geographic Information Analysts and Surveyors	$58,926	162	27%
Architectural/ Civil Drafters	$50,170	1,068	9%
Construction Managers	$87,402	2,401	14%

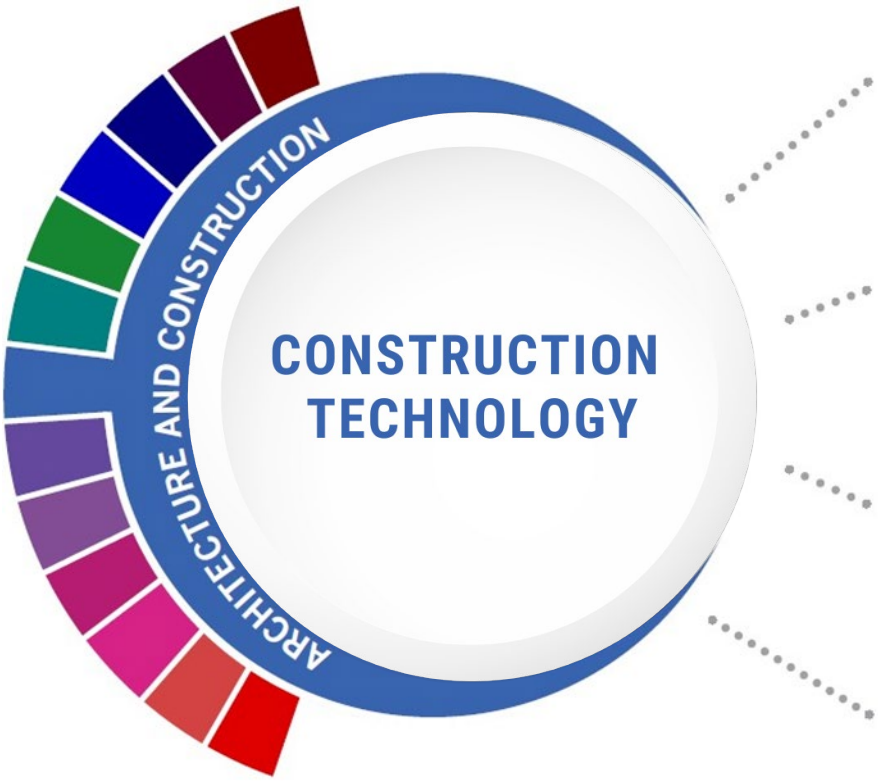
Exploration Activities:	Work Based Learning Activities:
Shadow an architect, interior designer, or civil engineer. SkillsUSA/TSA	Intern at an architecture firm.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Construction
[76851/2 PRINCON 13004220]

Credit: 1

Level 2

Construction Technology 1
[75371/2 CONTECHH1 D/C 13005100]

Credit: 2

Level 3

Construction Technology II
[76931/2 CONTECH2 13005200]

Credit: 2

Level 4

Practicum in Construction Technology
[76951/2 PRACCT1 13005250]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER Construction Technology	Code Enforcement Officer, Texas Department of Health Code Enforcement	Construction Engineering Technology/ Technician	Construction Engineering Technology/ Technician	Materials Engineering
NCCER Core Curriculum	Certified Cost Estimator/ Analyst	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
OSHA 30 Hour Construction	Certified Professional Estimator	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
NCCER Construction Site Safety Technician	Structural Masonry Special Inspector	Business/ Commerce, General	Business/ Commerce, General	Manufacturing Engineering

Occupations	Median Wage	Annual Openings	% Growth
Construction and Building Inspectors	$53,914	983	17%
Cost Estimators	$63,939	2,239	21%
Construction Managers	$87,402	2,401	14%

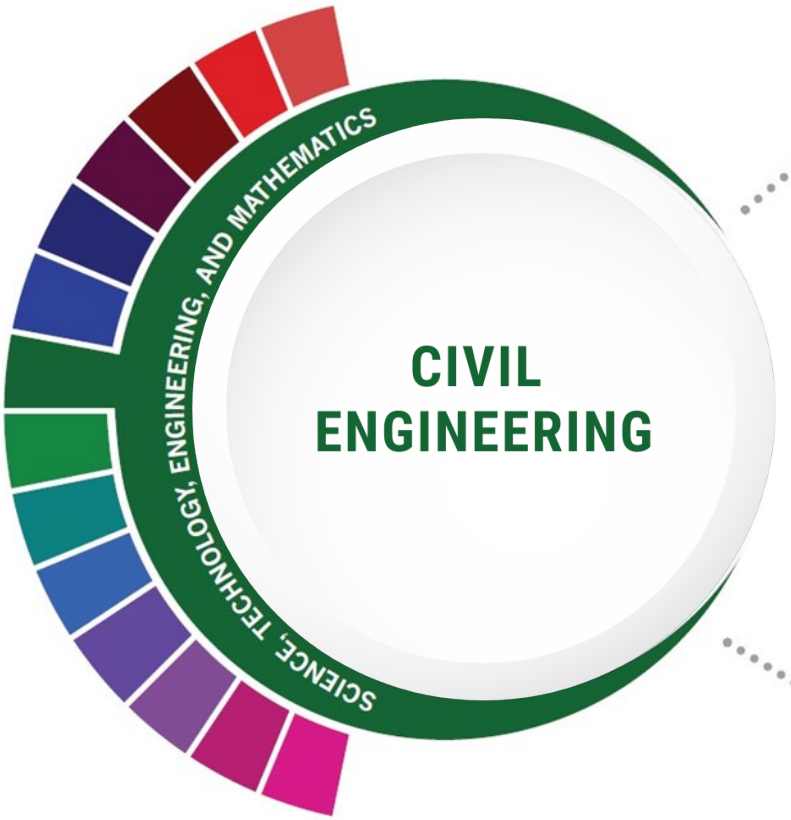
Exploration Activities:	Work Based Learning Activities:
Shadow a building inspector or cost estimator SkillsUSA	Intern with a construction company shadowing project managers or inspectors

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Building Codes and Inspection program of study explores the occupations and educational opportunities associated with cost estimates for construction projects or services to aid management in bidding on or determining the price of products or services. This program of study may also include exploration into inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Construction Management and Inspection program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1

Principles of Civil Engineering
[77611/2 PRAPPENG 13036200]

Credits: 1

Level 2

Civil Engineering I
[79711/2 ACDCELEC 13036800]

Credits: 1

Level 3

Civil Engineering II
[73121/2 ENGDPRS 13037300]

Credit: 1

Level 4

Practicum in STEM
[75661/2 PRCSTEM1 13037400]

Credit: 2

OR

Engineering Mathematics
[26121/2 ENGMATH 13036700]

Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)- Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

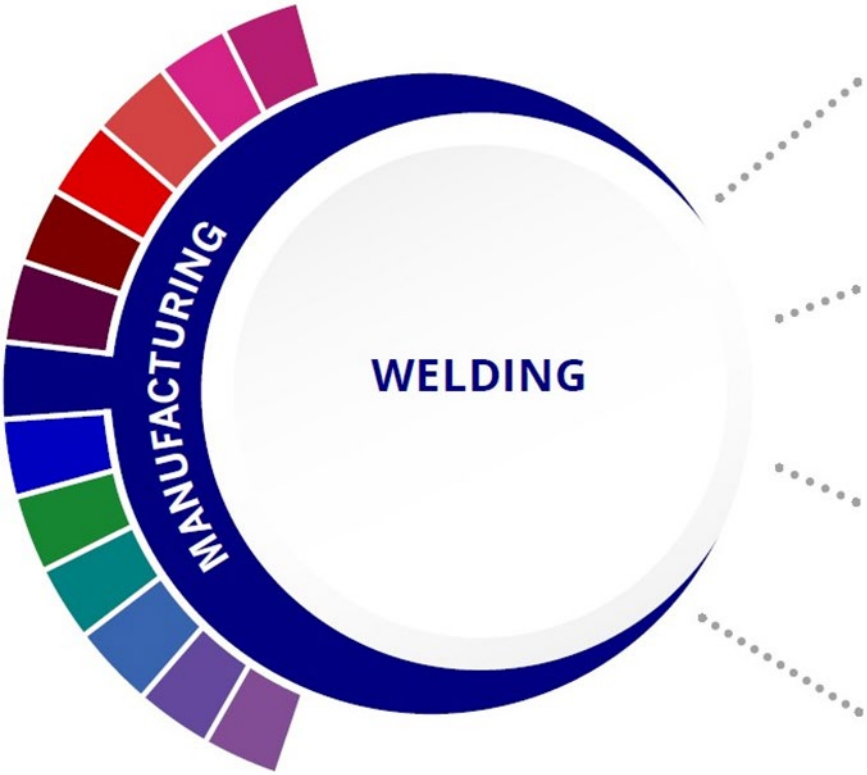
Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1

Principles of Construction
[76851/2 PRICON 13004220]

Credit: 1

Level 2

Introduction to Welding
[79491/2 INTROWELD 13032250]

Credit: 1

Level 3

Welding I
[78651/2 WELD1 13032300]

Credit: 2

Level 4

Practicum in Welding
[79761/2 PRACMAN1 13033000]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Certified Welder or Welder Inspector	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ASW SENSE Level 1	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
API 1104 Welding Certificate	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
NCCER Welding, Level 1	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020

SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

MACARTHUR HIGH SCHOOL

Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Business Information Management II** [74381/2 BUSIM2SOBE 13011500] Credit: 1
Level 3	**Business Management** [78481/2 BUSMGTSOBE 13012100 Credit: 1 **OR** **Business Management-Honors Dual Credit** [78541/2 BUSMGTSOBEH/DC 13012100 Credit: 1
Level 4	**Practicum in Business Management** [78491/2 PRACBM 13012200] Credit: 2 **OR** **Business Law** [74391/2 BUSLAW 13011700] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Retail Management
[778991/2 REMGMT N1303420]

Credit: 1

Level 3

Practicum in Marketing I
[75571/2 PRACMKT1 13034800]

Credit: 2

Level 4

Practicum in Marketing II
[76641/2 PRACMKT2 13034810]

Credit: 2

OR

Advanced Marketing
[75561/2 ADVMKTG 13034700]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Fundamentals of Real Estate** [78981/2 FUNDRE N1301120] Credit: 2
Level 3	**Practicum in Real Estate I** [79791/2 PRACMKT1REM 13034800] Credit: 2
Level 4	**Practicum in Real Estate II** [79801/2 PRACMKT2REM 13034810] Credit: 2 **OR** **Advanced Marketing** [75561/2 ADVMKTG 13034700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

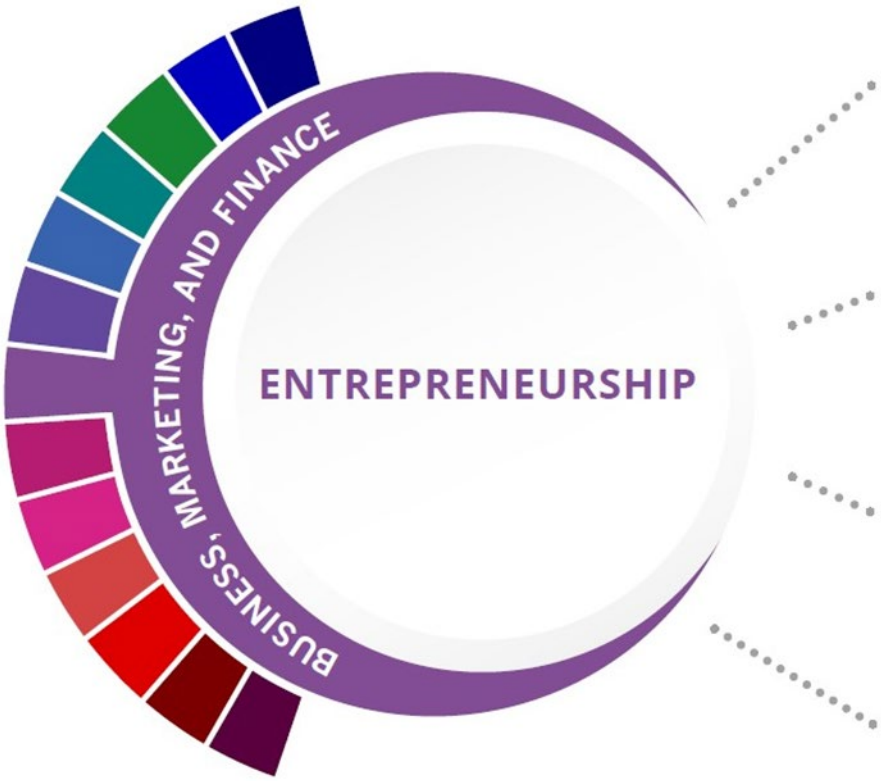
Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Principles of Business, Marketing, and Finance** [74361/2 PRINBMF 13011200] Credit: 1
Level 2	**Mobile Applications Development** [78951/2 TAMBAD 03580390] Credit: 1
Level 3	**Business Incubator I** [77261/2 PRACMKT1 INC 13034800] Credit: 2
Level 4	**Business Incubator II** [78851/2 PRACMKT2 INC 13034810] Credit: 2 **OR** **Advanced Marketing** [75561/2 ADVMKTG 13034700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Expert - Excel	Certified Facility Manager	Business Administration and Management	Business Administration and Management	Business Administration and Management
Microsoft Office Expert - Word	Certified Management Accountant	Business/ Commerce	Business/ Commerce	Business/ Commerce
Entrepreneurship and Small Business	Certified Project Consultant	Public Administration	Public Administration	Public Administration
	Accredited Management Consultant	Business Management	Management Science	Management Science

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Management Analysts	$87,651	4,706	32%
Managers, All Others	$113,110	1,794	26%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA) Future Leaders of America (FBLA) DECA: An Association of marketing Students	Internship with local management consulting firm

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

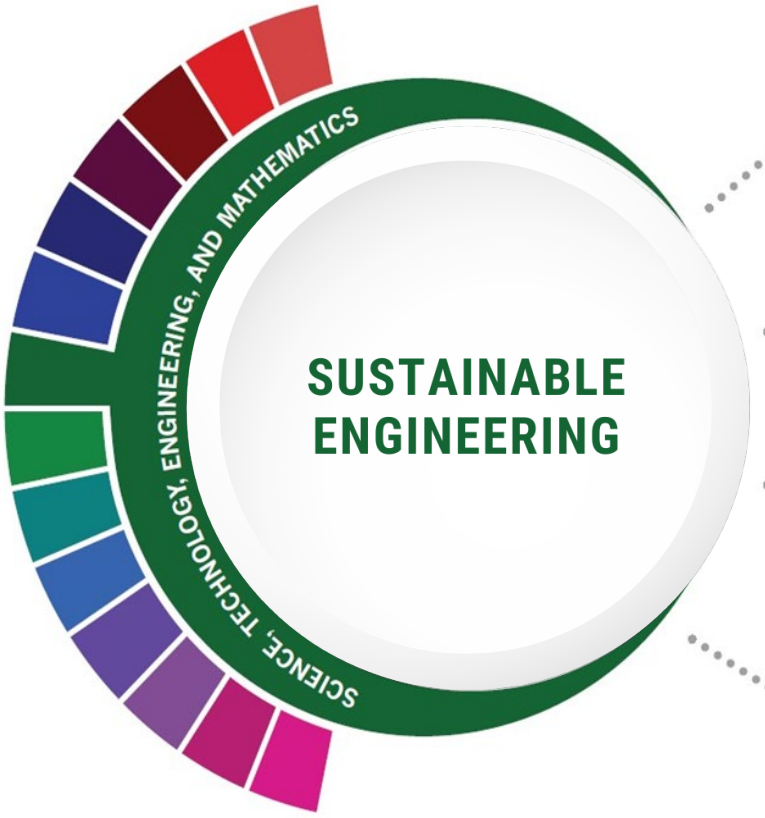
The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

SCHOOL OF SUSTAINABLE ENGINEERING

NIMITZ HIGH SCHOOL



Level 1

Principles of Applied Engineering
[77941/2 PRAPPENG 13036200]

Credits: 1

Level 2

Introduction to Computer-Aided Design and Drafting
[72171/2 INTRCADD 13037350]

Credit: 1

Level 3

Scientific Research & Design
[35261/2 SCIRD 13037200]

Credits: 1

Engineering Design and Presentation I
[73121/2 ENGDSPR 13036500]

Credits: 1

Level 4

Practicum in S.T.E.M
[75661/2 PRACSTEM1 13037400]

Credits: 2

OR

Or

Engineering Math
[261611/2 ENGMATH 13036700]

Credits: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

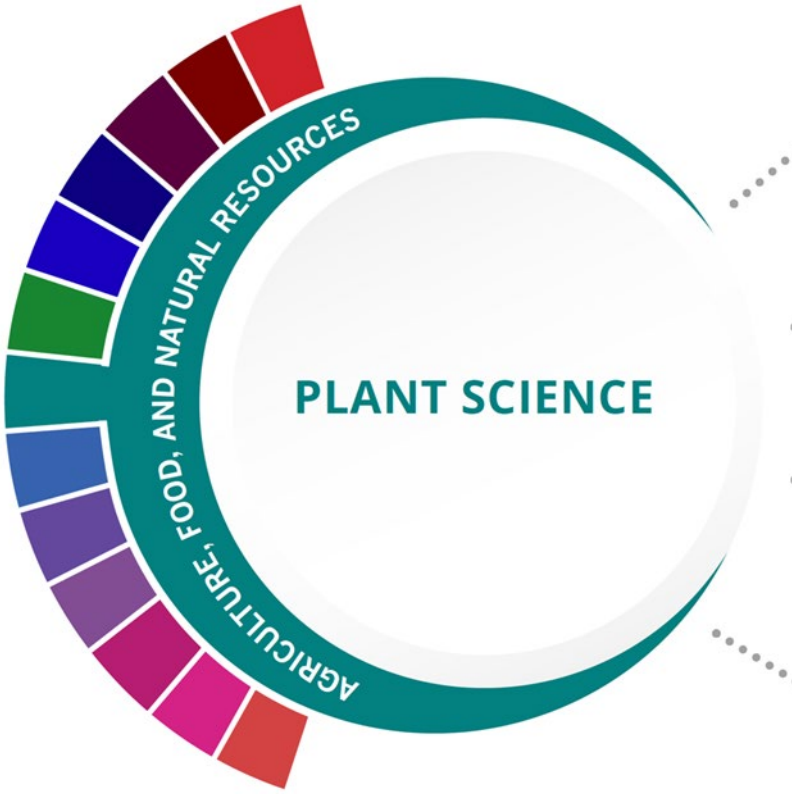
The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

SCHOOL OF AGRICULTURAL SCIENCE

NIMITZ HIGH SCHOOL



Level 1

Principles of Agriculture
[74001/2 PRINAFNR 13000200]

Credit: 1

Level 2

Floral Design
[74071/2 FLORAL 13001800]

Credit: 1

Level 3

Greenhouse Operations
[77491/2 GREOP 13002050]

Credit: 1

Or

Advanced Floral Design
[77411/2 ADVFLDES N1300270]

Credit: 1

Level 4

Practicum in Agriculture
[73271/2 PRACAGFNR2 13002510]

Credit: 2

Or

Practicum in Floral
[78861/2 PRACFLORAL1 1302500]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Landscape Irrigation Technician License	Pesticide Applicator	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General
Commercial/ Noncommercial Pesticide Applicator	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	Agronomy and Crop Science
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General	Agricultural Business and Management, General	Agricultural Business and Management, General
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management	Turf and Turfgrass Management	Farm/Farm and Ranch Management

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	$54,662	116	21%
Tree Trimmers and Pruners	$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	$36,733	196	22%
Landscaping Supervisors	$44,408	807	19%
Biological Technicians	$42,931	452	17%

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist. start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Level 1

Principles of Agriculture
[74001/2 PRINAFNR 13000200]
Credit: 1

AND

Small Animal Management
[74014 SMANIMGT 13000400]
Credits: .5

Level 2

Veterinary Applications – Large Animal
[77511/2 VETAPPLARGE 13000300]
Credits: 1

AND

Equine Science
[74024 EQUINSCI 13000500]
Credits: .5

Level 3

Veterinary Medical Applications
[74031/2 VETMEDAP 13000610]
Credits: 2

Level 4

Advanced Animal Science
[36111/2 ADVANSCI 13000700]
Credits: 1

OR

Practicum in Veterinary Science
[77531/2 AGVET 13002500]
Credits: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,135	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Agri-Science Fair 4H Volunteer at a local farm or veterinary office FFA Supervised Agriculture Experience (SAE)

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

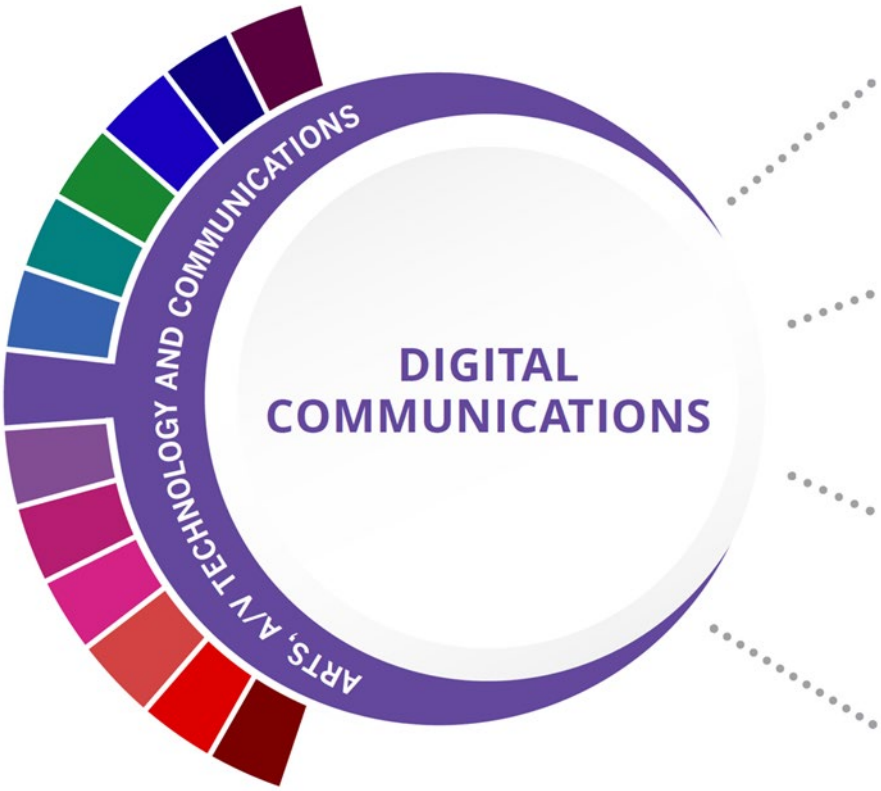
The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

ADDITIONAL CAREER PATHWAYS

Irving HS, MacArthur HS, Nimitz HS

✪ Identifies a course as ADVANCED.



Level 1	**Principles of Arts, Audio/Video Technology and Communications** [74221/2 PRINAAVTC 13008200] Credit: 1
Level 2	**Audio/Video Production I** [74251/2 AVPROD1 13008500] Credit: 1
Level 3	**Audio/Video Production II** [76531/2 AVPLAB2 13008610] Credit: 2
Level 4	**Practicum in Audio/Video Production / Extended** [76571/2 EXPRAVP1 13008705] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/ Technician	Recording Arts Technology/ Technician	Communications Technology/ Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/ Technician	Radio and Television	Radio and Television
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/ Journalism	Agricultural Communication/ Journalism

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

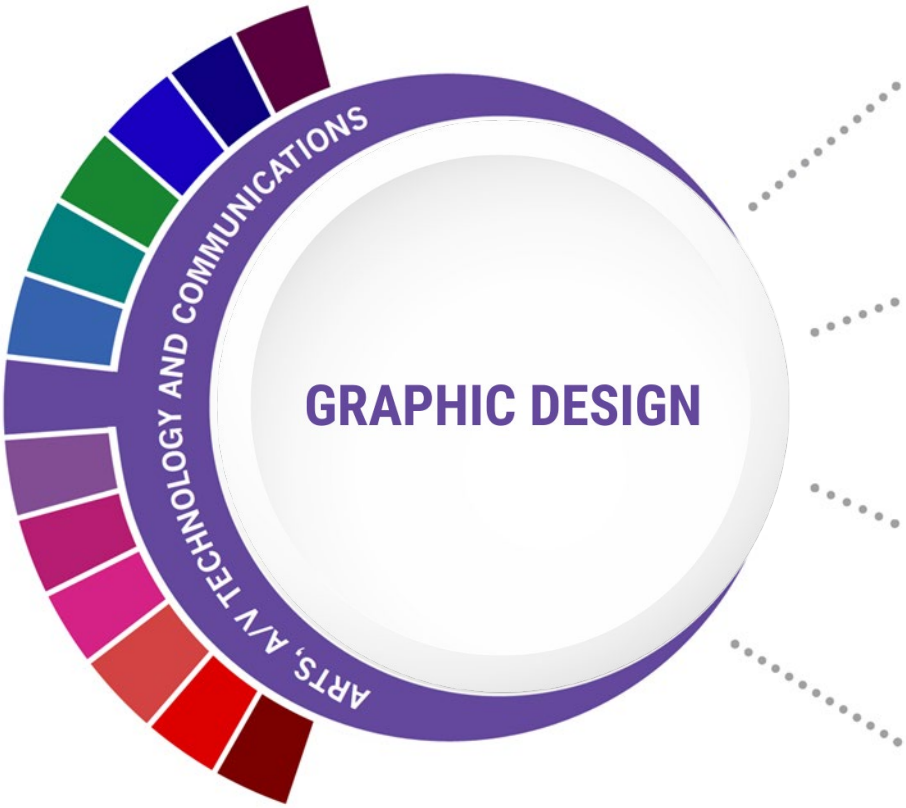
Exploration Activities:	Work Based Learning Activities:
Shadow a production team Participate in SkillsUSA or TSA	Intern at a local television station or video production company Work with a local company on a project

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Statewide Program of Study: Digital Communications; Arts, A/V Technology and Communications career cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.



Level 1	**Principles of Arts, Audio/Video Technology and Communications** [74221/2 PRINAAVTC 13008200]	Credit: 1
Level 2	**Graphic Design and Illustration I** [74291/2 GRAPHDI1 13008800]	Credit: 1
Level 3	**Graphic Design and Illustration II Lab** [76581/2 GRDLAB2 D/C 13008910] Dual credit [76601/2 GRDLAB2 13008910] Non-dual	Credit: 2
Level 4	**Practicum in Graphic Design and Illustration** [74281 PRACGRD1 13009000]	Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/ Multimedia

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Global Business
[74404 GLOBBUS 13011800]

Credit: .5

AND

Human Resources Management
[74424 HRMGT 13011900]

Credit: .5

Level 3

Business Management
[74441/2 BUSMGT 13012100]

Credit: 1

Business Law
[74391/2 BUSLAW 13011700]

Credit: 1

Level 4

Practicum in Business Management
[74451/2 PRACBM 13012200]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1

Principles of Business, Marketing, and Finance
[74361/2 PRINBMF 13011200]

Credit: 1

Level 2

Social Media Marketing
[76634 SMEDMKTG 13034650]

Credit: .5

AND

Virtual Business
[74434 VIRTBUS 13012000]

Credit: .5

Level 3

Advanced Marketing
[75561/2 ADVMKTG 13034700]

Credit: 2

Level 4

Practicum in Marketing
[75571/2 PRACMKT1 13034800]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Level 1	**Principles of Education and Training** [74461/2 PRINEDTR 13014200] Credit: 1
Level 2	**Human Growth and Development** [79361/2 HUGRDEV 13014300] Dual Credit [74471/2 HUGRDEV 13014300] Non-dual Credit Credit: 1
Level 3	**Instructional Practice** [79381/2 INPRAC 13014400] Dual Credit [74481/2 INPRAC 13014400] Non-dual Credit Credit: 2
Level 4	**Practicum in Education and Training** [79391/2 PRACEDT1 13014500] Dual Credit [74491/2 PRACEDT1 13014500] Non-dual Credit Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)	Education, General (or specific subject area)	Educational Leadership and Administration, General
	Counselor, Professional	Special Education	Special Education	Special Education
	Athletic Trainer	Health and Physical Education/ Fitness	Health and Physical Education/ Fitness	Social and Philosophical Foundations of Education

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators, or Family, Career and Community Leaders of America	Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Level 1

Principles of Hospitality and Tourism
[74671/2 PRINHOSP 13022200]

Credit: 1

Level 2

Foundations of Restaurant Management
[79811/2 RESTMGMT N1302268]

Credit: 1

Level 3

Hospitality Services
[75691/2 HOSPSRVS 13022800]

Credit: 2

Level 4

✪ Practicum in Hospitality Services
[74761/2 PRACHOS1 13022900]

Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Hospitality & Tourism Management Professional	Certified Hospitality Supervisor	Hotel/Motel Administration/ Management	Hospitality Administration/ Management, Genera	Hospitality Administration/ Management, Genera
Certified Associate in Project Management	Certified Hotel Administrator	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
Entrepreneurship and Small Business	Certification in Hotel Industry Analytics	Tourism and Travel Services Management	Hotel and Restaurant Management	Hospitality Administration
	Certified Guest Service Professional	Business Administration and Management	Marketing/ Management, General	Marketing/ Management, General

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Lodging Managers	$48,381	396	19%
Administrative Services Managers	$96,138	2,277	21%
Meeting, Convention, and Event Planners	$47,446	1,083	21%

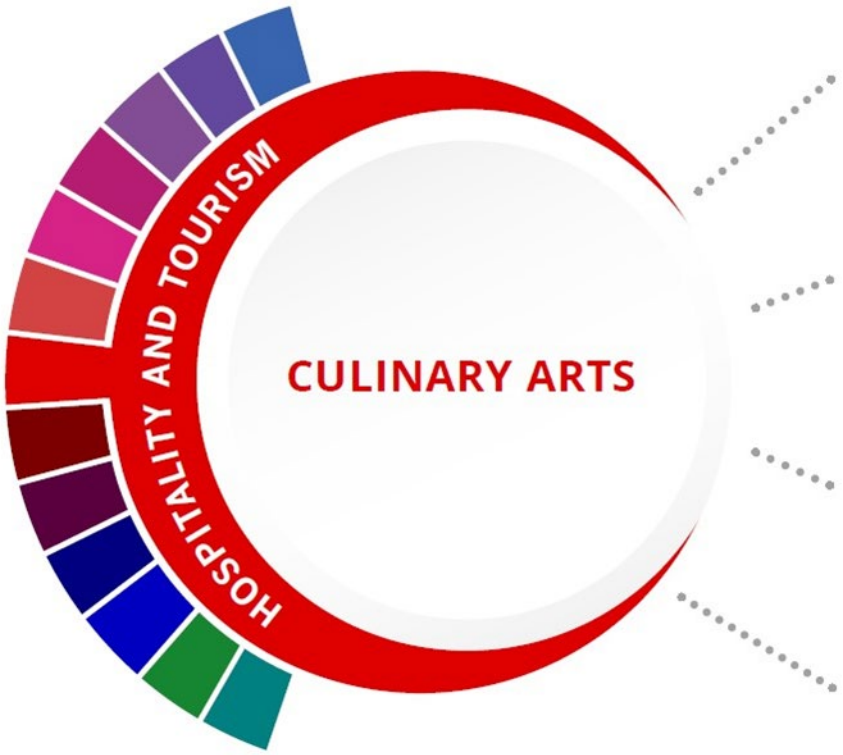
Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), American Hotel and Lodging Association	Intern at a resort or lodging property; work at a hotel, summer camp or theme park

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Lodging and Resort Management program of study introduces CTE learners to occupations and educational opportunities related to the logistical and operational management of lodging and resorts. This program of study also explores opportunities related to human resources, financial analysis, and marketing.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Lodging and Resort Management program of study will fulfill requirements of the Business and Industry Endorsement.



Level 1	**Principles of Hospitality and Tourism** [74671/2 PRINHOSP 13022200] Credit: 1
Level 2	**Foundations of Restaurant Management** [79811/2 RESTMGMT N1302268] Credit: 1
Level 3	**Culinary Arts** [74721/2 CULARTS 13022600] Credit: 2
Level 4	**Practicum in Culinary Arts** 74731/2 PRACCUL1 13022700] Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

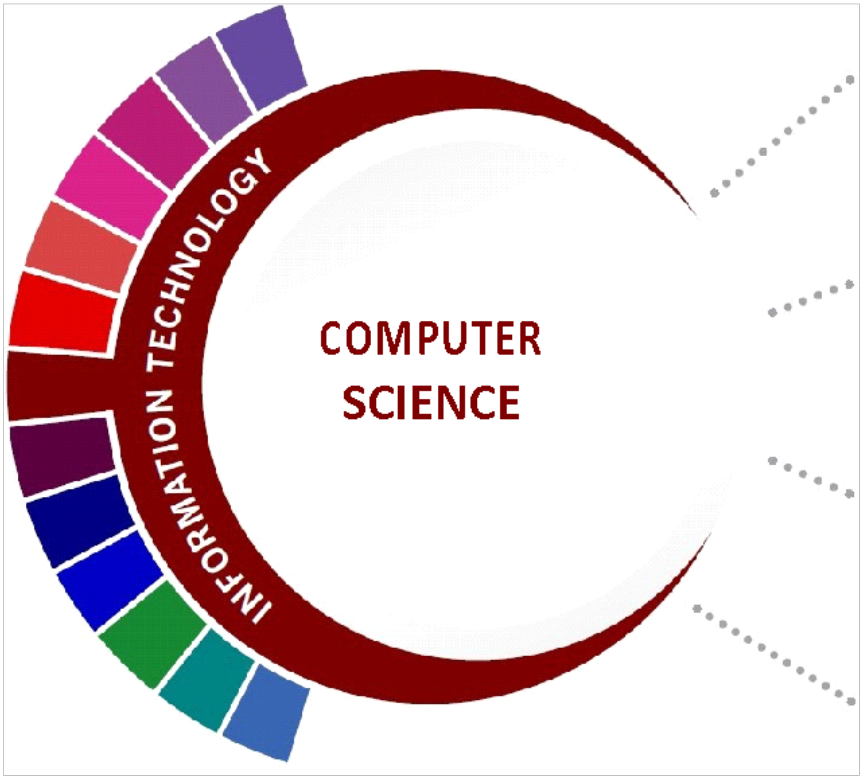
Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association	Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**Fundamentals of Computer Science** [79591/2 TAFCS 03580140] Credit: 1
Level 2	**Computer Science I** [75101/2 TACS1 03580200] Credit: 1
Level 3	**Computer Science II** [75111/2 TACS2 03580300] Credit: 1
Level 4	**Independent Study in Evolving/ Emerging Technologies** [73021/2 TAINDET1 03581500] Credit: 1
AP Course Options	**AP Computer Science Principles** [75181/2 APCSPRIN A3580300] Credit: 1 **AP Computer Science A, MATH** [75191/2 APTACSAM A3580110] Credit: 1

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/ Programmer, General	Web/ Multimedia Management and Webmaster	Computational Science
WD Certified Web Design Certification	Certified Webmaster Professional	Computer Science	Computer Science	Computer Science
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/ Multimedia and Information Resources Design	Web Page, Digital/ Multimedia and Information Resources Design	Information Science/ Studies
	IBM Certified Solution Developer – Open Social	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Web Developers	$67,912	1,079	39%
Web Administrators, Computer Occupations	$85,197	1,616	20%
Software Developers	$104,499	6,311	30%

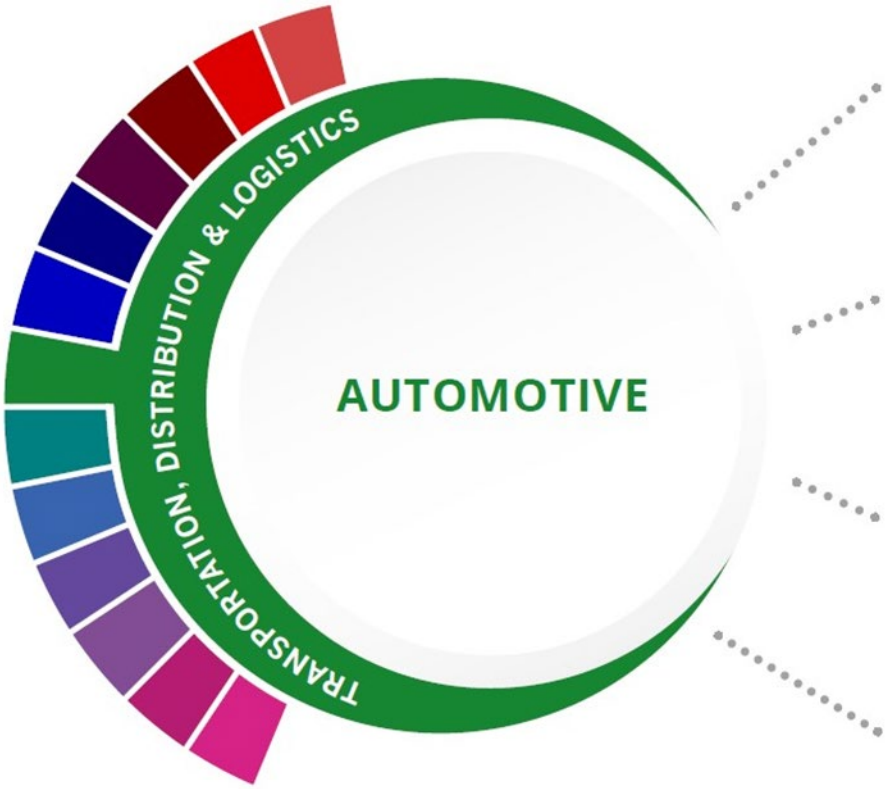
WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding or computer programming club Create a web page	Get an Oracle or CISCO Certification

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	**General Employability Skills** [78591/2 GEMPLS N1270153] Credit: 1
Level 2	**Automotive Technology I** [75731/2 AUTOTEC1 13039600] Credit: 2
Level 3	**Automotive Technology II** [75741/2 AUTOTEC2 13039700] Credit: 2
Level 4	**Practicum in Transportation Systems Extended** [76731/2 EXPRTRS1 13040455] Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	
	Collision Repair and Refinish			

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

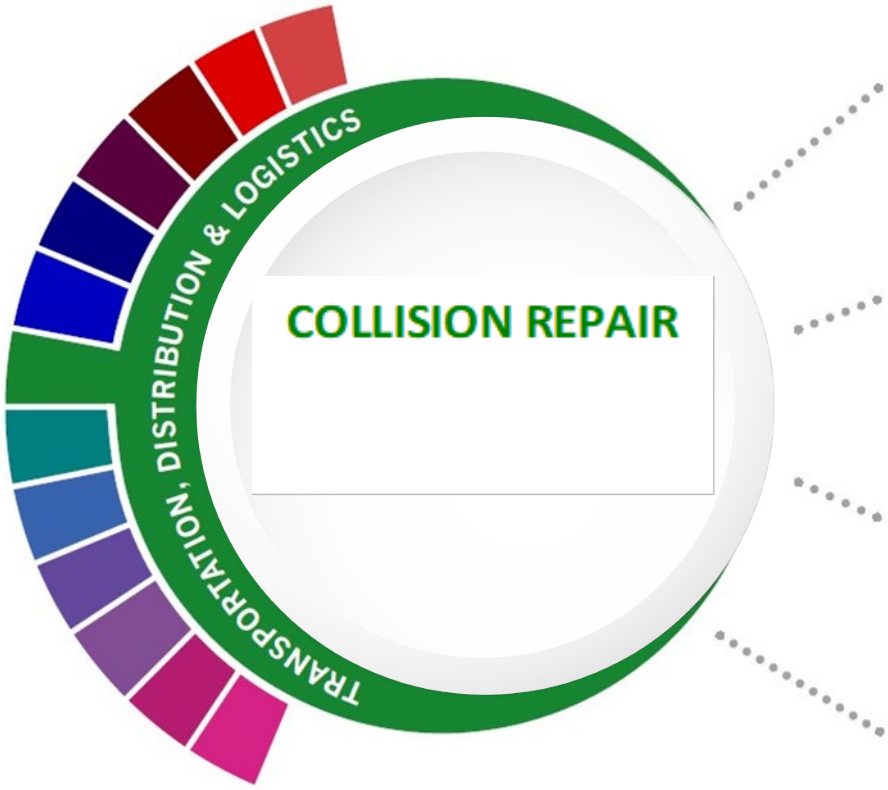
Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair or body shop.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1

General Employability Skills
[78591/2 GEMPLS N1270153]

Credit: 1

Level 2

Collision Repair
[75751/2 COLLISR 13039800]

Credit: 2

Level 3

Paint and Refinishing
[75761/2 PAINTREF 13039900]

Credit: 2

Level 4

Practicum in Transportation Systems Extended
[76731/2 EXPRTRS1 13040455]

Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	
	Collision Repair and Refinish			

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

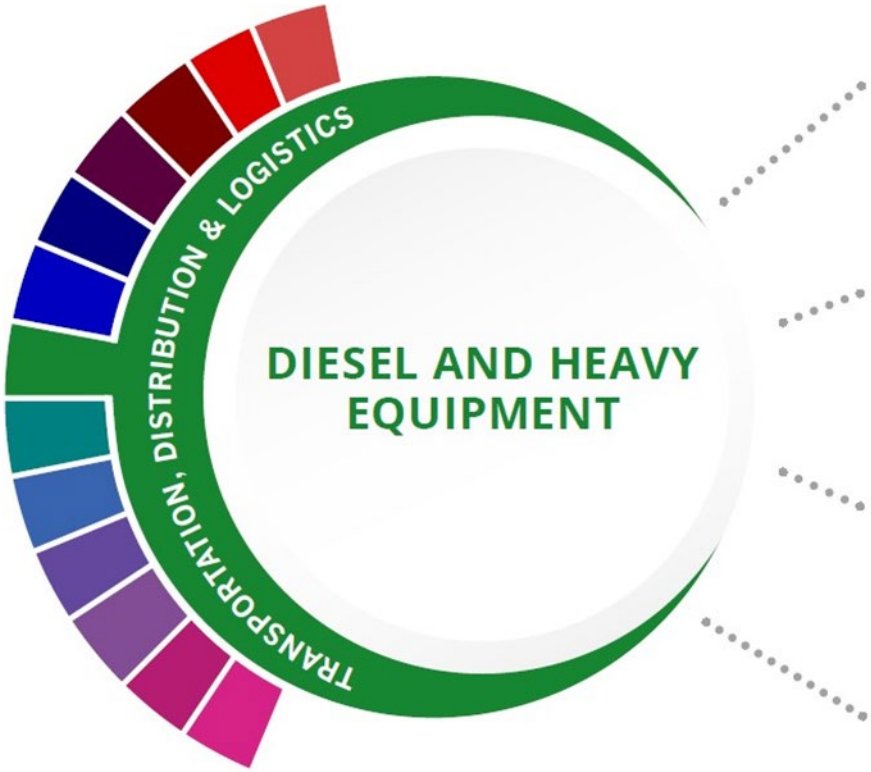
Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair or body shop.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



Level 1	**General Employability Skills** [78591/2 GEMPLS N1270153] Credit: 1
Level 2	**Diesel Equipment Technology I** [76741/2 DIEQTEC1 13040150] Credit: 2
Level 3	**Diesel Equipment Technology II** [76751/2 DIEQTEC2 13040160] Credit: 2
Level 4	**Practicum in Transportation Systems / Extended** [76731/2 EXPRTRS1 13040455] Credit: 3

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
ASE Medium/ Heavy Truck Technician, Brakes (T4)	Engine Machinist Technician	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Diesel Engines (T2)	Light Vehicle Diesel Engines	Diesel Mechanics Technology/ Technician		
ASE Medium/Heavy Truck Technician, Drive Train (T3) - Professional	Transit Bus Technician	Heavy Equipment Maintenance Technology/ Technician		
ASE Medium/ Heavy Truck Technician, Electrical/ Electronic Systems (T6)	Fluid Power Mechanic			

Occupations	Median Wage	Annual Openings	% Growth
Bus and Truck Mechanics and Diesel Engine Specialists	$44,574	3,150	21%
Mobile Heavy Equipment Mechanics, Except Engines	$47,299	1,627	16%

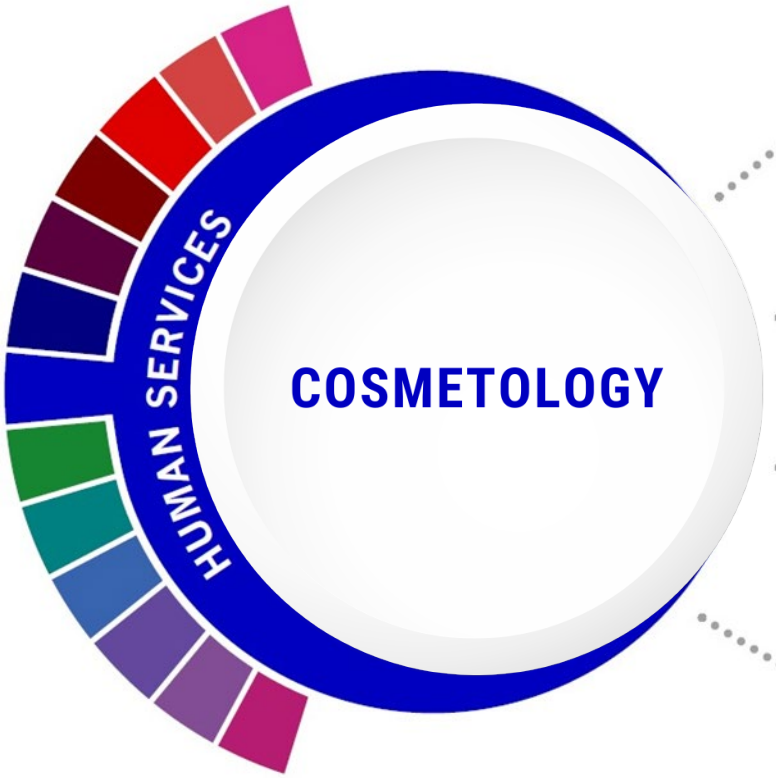
Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA	Volunteer or work part-time for a repair shop that works on engines

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Diesel and Heavy Equipment program of study teaches students to diagnose, repair, modify, or redo mechanical and hydraulic equipment on crane, bulldozer, grader, conveyor, construction equipment, bus, and truck diesel engines.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Diesel and Heavy Equipment program of study will fulfill requirements of the Business and Industry Endorsement.
Revised - July 2020



Level 1

General Employability Skills
[78591/2 GEMPLS N1270153]
Credit: 1

Level 2

Cosmetology I / LAB
[74861/2 COSMET1 13025200]
Credit: 2

Level 3

Cosmetology II/ LAB
[74871/2 COSMET2 13025300]
Credit: 2

Level 4

Practicum in Cosmetology
[72161/2 PRACCOS 13011111]
Credit: 2

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Community Health Worker	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies
Certified Associate in Project Management	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General	Human Services/Sciences, General	Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences	Family and Consumer Sciences	Human Services/ Sciences
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies

Occupations	Median Wage	Annual Openings	% Growth
Child, Family, and School Social Workers	$41,350	2,221	17%
Social and Community Services Managers	$65,146	608	33%
Marriage and Family Therapists	$42,266	217	35%
Social and Human Service Assistants	$32,448	2,822	25%
Mental Health and Substance Abuse and Behavioral Disorder Counselors	$42,120	576	39%

Exploration Activities:	Work Based Learning Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America	Volunteer at a community center; intern for a community non-profit organization

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

JROTC

Leadership Development

Leadership Education/Military Science 1

[85131/2 ROTC 1 PES00004]

Grades: 9-12 Credits: 1/2 – 1 PE I, M, N

CAMPING/OUTDOOR ADVENTURES/TEAM BUILDING. This course includes Introduction to JROTC, Fitness, First Aid, Drill, and Marksmanship.
*This course may be used as alternative to P.E.

Leadership Education/Military Science 2

[85141/2 ROTC 2 03160200]
Prerequisite: Leadership Education/Military Science 1 AND approval of Senior JROTC Instructor

Grades: 10-12 Credits: 1/2 – 1 I, M, N

LEADERSHIP – MANAGEMENT. This course includes intermediate level of instruction and application of LE I am learning objectives. Instruction includes leadership styles and practical exercises, as well as the basic principles of management. In addition, providing self-assessments that help students determine their personal skill sets.

Leadership Education/Military Science 3

[85151/2 ROTC 3 03160300]
Prerequisite: Leadership Education/Military Science 2 AND approval of Senior JROTC Instructor

Grades: 11-12 Credits: 1/2 – 1 I, M, N

PR: Leadership Education/Military Science 2 AND approval of Senior JROTC Instructor
COMMUNICATE – PROBLEM SOLVE – PLAN. This course provides advanced-level instruction in the subjects taught in first and second year. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization and begin College/Career exploration and planning. Successful completion of the LET/MS 3 curriculum may qualify the student for advanced placement in a college ROTC program or accelerated promotion within military service.

Leadership Education/Military Science 4

[85161/2 ROTC 4 03160400]
Prerequisite: Leadership Education/Military Science 3 AND approval of Senior JROTC Instructor

Grades: 12 Credits: 1/2 – 1 I, M, N

LEAD – FOLLOW – EXERCISE. This advanced level of JROTC caps two to three years of progression in every phase of JROTC. Students selected for this course have demonstrated proficiency in Leadership Education/Military Science (LET/MS) 3 and are presented with the challenge to study self-paced course content and to complete independent exercises, case studies and vignettes in the programmed text or prescribed program study. In addition, the students are taught techniques of command and staff procedures through text and practical exercises.

Additional Courses

Irving – MacArthur - Nimitz

Professional Communications
[16394 PROFCOMM 13009900]

Grades: 9 Credits: 1/2 I, M, N, S

MAY I HAVE YOUR ATTENTION? I WOULD LIKE TO SPEAK! You now need to begin preparing for a career in the global economy that will require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Through this course, you will be prepared for the world once you have developed and expanded your ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Are you ready?

Advertising
[75524 ADVERTIS 13034200]

Grades 9-12 Credits: 1/2 M

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Entrepreneurship
[75971/2 ENTREP 13011101]

Grades: 10-12 Credits: 1 I, N, BC

DO YOU WANT TO START YOUR OWN BUSINESS? Entrepreneurship teaches the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

Banking and Financial Services
[76794 BANKFIN 13016300]

Grades: 9-12 Credits: 1/2 I, N, S

In this course, students will investigate money management from an industry perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will discuss strategies for selecting investments and understand factors that must be considered when investing.

Interpersonal Studies
[79514 INTERSTU 13024400]

Grades: 9-12 Credits: 1/2 I, M, N

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health.

Dimensions in Diplomacy
[79551/2 N1301820 DIDPL]

Grades: 11-12 Credits: 1 I, M, N

Dimensions of Diplomacy is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of State must demonstrate during the selection process for internships, scholarships, fellowships, and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication, and negotiation skills applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

Commercial Photography
[78601/2 13009100 CPHOTO1]

Grades: 9-12 Credits: 1 I, M, N

The field of commercial photography, where they will learn both the art and science behind capturing stunning images for various industries. They will develop essential skills such as understanding lighting, composition, and camera operation, all while focusing on creating high-quality photographs that meet the needs of clients in advertising, fashion, and product promotion. Through hands-on projects and real-world assignments, students will gain valuable insights into the commercial photography industry, including how to communicate effectively with clients, manage a photography business, and showcase their work in a professional portfolio. This course will not only enhance their technical abilities but also foster creativity and critical thinking, preparing them for successful careers in the Arts, Audio/Video Technology, and Communications Career Cluster.

Parenting Education for School Age Parents I (Counselor Recommendation)
[74921/2 PAEDSAP1 N1302536]

Grades: 9-12 Credits: 1 I, M, N

Parenting Education for School Age Parents II (Counselor Recommendation)
[74941/2 PAEDSAP2 N1302537]

Grades: 9-12 Credits: 1 I, M, N

CTE Math and Science Courses

Engineering Mathematics
[26121/2 ENGMATH 13036700]

Grades: 11-12 Credits: 1 I, M, N, S

PR: Algebra II

This is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming.

Anatomy and Physiology
[35221/2 ANATPHYS 13020600]

Grades: 11-12 Credits: 1 I, M, N, S, BC

This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Forensic Science
[36151/2 FORENSCI 13029500]

Grades: 11-12 Credits: 1 I, M, N, S, BC

This is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Principles of Technology
[36181/2 PRINTECH 13037100]

Grades: 10-12 Credits: 1 S

PR: Algebra 1; 1 science
In this course, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

Frequently Asked Questions

What is Honors?

Honors courses are available to students in middle and high school. These courses foster a high level of engagement and are open to any student who is willing and prepared to take on challenging course work. The course goes beyond the state standards and is designed to be appropriately rigorous to prepare students to be successful in Advanced Placement (AP) Courses. Within high school, honors courses are available in English Language Arts, Mathematics, Science, Social Studies and Languages Other Than English (LOTE).

What is AP?

Advanced Placement (AP) courses allow students to participate in college-level courses and possibly earn college credit while still in high school. This is accomplished by taking an end of course AP exam designed by The College Board.
The score earned on the AP exam determines college credit. Each university sets the standard for the qualifying score for credit. Consult your intended university for more information on awarding credit. AP courses are offered in English Language Arts, Mathematics, Social Studies, Science, Languages Other Than English, Art and Music. Students enrolled in Advanced Placement (AP) course are required to take the AP Exam for the course in May. Failure to do so will result in the loss of AP weighted points for the course in which the exam is not taken. The test fees for AP tests are paid by the school district.

What is GT?

Gifted and talented (GT) services are specifically designed for the strengths and learning needs of the gifted learner, grades K-12. Specially trained teachers provide learning opportunities with course content that is either above-grade level or goes beyond the state standards, allowing student to excel and compete at the national level. The students demonstrate skills in self-directed learning, thinking, research and communication and develop innovative products and performances that reflect creativity, individuality and professional-level quality. Students must qualify for these accelerated courses through a referral and assessment process. Gifted courses available at high school are:

English: English 2 GT, GTISM I-IV, AP Capstone Seminar and Research
Mathematics: Geometry GT, Algebra II GT Science: Chemistry GT, AP Physics 1

What is Dual Credit?

Dual Credit is a pre-college program through which qualified high school students can enroll in specifically approved classes taught by qualified high school teachers on the high school campus during normal high school hours. Students receive “dual credit”, i.e. both high school and college credit for their work.

What is Concurrent Enrollment?

High school juniors and seniors can earn college credit at the same time they are completing requirements for high school graduation. Concurrent enrollment courses are taught on the college campus by college professors and high school students can participate in classes right along with full time college students. Some concurrent enrollment courses may be taken for both college credit as well as high school credit, while other courses may be taken strictly for college credit.

Concurrent Enrollment
Students wishing to take courses at North Lake College for college credit need to see their counselor.

What is PRN and FND courses?

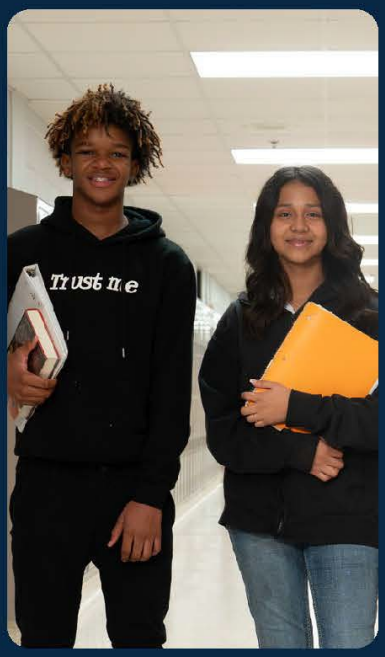
Principles (PRN)-Courses designed with modifications to the grade level curriculum. Enrollment in Principles level courses is based on the recommendations from the Individualized Education Program.

Fundamentals (FND)-Courses focus on the prerequisite skills to the grade level curriculum. Enrollment in fundamentals level courses is based on the recommendations from the Individualized Education Program.

If you have any questions or concerns, please contact your school counselor.

2025-2026 IRVING ISD

MIDDLE SCHOOL COURSEBOOK



IRVING
Independent School District

Table of Contents

Middle School Course Information…….. 2

English Language Arts and Reading…… 3

Mathematics…… 6

Science…… 8

Social Studies……..…….. 10

Health/Physical Education…….... 12

Spanish…… 13

Visual Arts……... 14

Band…… 15

Orchestra……. 16

Choir……. 17

Theater Arts…… 18

Dance…… 18

Athletics…….. 19

Electives……. 19

Career and Technical Education…… 20

Recommended High School Course Sequence- English……... 21

Recommended High School Course Sequence- Math…….. 22

Recommended High School Course Sequence- Science…….. 23

Recommended High School Course Sequence- Social Studies…….. 24

Gifted and Talented Education……... 25

Recommended High School Course Sequence - ESOL/ESL…… 26

Frequently Asked Questions – College Credit and Types of Courses…… 27

Middle School Course Information

How to Use This Guide

This course description guide is provided for the convenience of parents and students in understanding courses offered in middle school. Each course is listed by content area. A description of the course is provided along with the grade level, prerequisite (PR) if any, along with a description of the course.

The state of Texas has described the required curriculum for middle school grade students as follows:

- English Language Arts and Reading,
- Mathematics,
- Science,
- Social Studies,
- Fine Arts-at least one course out of the four disciplines (Art, Dance, Music, Theater),
- Health and Physical Education,
- Technology Applications,
- and to the extent possible, Languages other than English (LOTE)

Department of Career and Technical Education (CTE)
Public Notification of Nondiscrimination in CTE Programs

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services. Irving Independent School District offers the following Career and Technical Education programs: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Education & Training; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics. Admission to these programs is based on interest, age appropriateness and class space availability.

It is the policy of Irving I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Irving I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Irving ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at 2621 West Airport Freeway, 972-600-5000, and/or the section 504 Coordinator at 2621 West Airport Freeway, 972-600-5000.

English Language Arts and Reading

English Language Arts Reading 6

Grade: 6

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students are expected to read and write daily while experiencing a range of genres.

English Language Arts Reading 6 Honors

Grade: 6

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English Language Arts Reading 6 ESL

Grade: 6

English as a Second Language (ESL) is an English proficiency language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts/Humanities 6 Honors GT - Accelerated

Grade: 6 PR: Qualified for GT Services in ELAR

Students in 6th grade GT English Language Arts and Humanities will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English Language Arts Reading 7

Grade: 7

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students should read and write on a daily basis experiencing a range of genres.

English Language Arts Reading 7 Honors

Grade: 7

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English Language Arts Reading 7 ESL

Grade: 7

English as a Second Language (ESL) is an English language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' proficiency levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts/Humanities 7 Honors GT - Accelerated

Grade: 7 PR: Qualified for GT Services in ELAR

Students in 7th grade GT English Language Arts and Humanities will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process.

English Language Arts Reading 8

Grade: 8

Students in English Language Arts and Reading courses engage in a comprehensive learning environment that includes extensive daily reading and writing, along with academic conversations with their peers. Students read and understand a wide variety of literary and informational texts. Students compose a variety of evidence-based written responses with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to engage in research to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students are also expected to listen and speak as well as respond to the ideas of others while contributing their own ideas in conversations and in groups. Students are expected to read and write on a daily basis experiencing a range of genres.

English Language Arts Reading 8 ESL

Grade: 8

English as a Second Language (ESL) is an English language study program for non-native speakers in their first or second year in a U.S. school. The goal of an ESL program is to improve students' proficiency levels of English. ESL classes teach different language skills, depending on students' English abilities and needs. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. This course teaches students conversational English, grammar, reading, listening comprehension, writing and vocabulary.

English Language Arts Reading 8 Honors

Grade: 8

Students are expected to read and write beyond the scope of the general education ELAR course in depth and rigor. This course offers material to challenge and encourage the students' independent, critical, and creative thinking skills. Students are encouraged to continue in Honors throughout high school in preparation for AP Language and AP Literature courses.

English 1/Humanities 8 Honors GT

Grade: 8 Credit: 1 HS Credit PR: Qualified for GT Services in ELAR

Students in 8th grade GT English Language Arts and Humanities (English 1) will interact with a wide variety of texts spanning multiple genres. Students will engage with accelerated resources and materials through the lens of depth and complexity. Students compose a variety of written texts as well as engage in meaningful research. Students enrolled in GT sections will engage in the development of innovative and advanced products aligned with the state goal of gifted education through the year-long, R4D research process. **Successful completion of this course earns one high school credit for English I.**

Multisensory Reading Instruction

Grade(s): 6-8

Students in Multisensory Reading Instruction will learn to become independent readers through a curriculum that encompasses the structure of the written English language and an instructional approach that incorporates a variety of senses to sustain enduring understanding. The curriculum areas of study include language awareness, alphabet and dictionary skills, phonological awareness, reading, comprehension, spelling, cursive handwriting, and composition.

Mathematics

Math 6
Grade: 6

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will use concepts of proportionality to explore, develop, and communicate mathematical relationships. An area of emphasis will be the development of algebraic thinking through representation of relationships including equations and inequalities. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer students the opportunity to apply problem solving and develop economic thinking.

Math 6 Honors - Accelerated
Grade: 6

Math 6 Honors Accelerated includes the Math 6 TEKS and half of Math 7 TEKS. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Math 7 Honors Accelerated in 7th grade.

Math 6 Honors GT - Accelerated
Grade: 6 PR: Qualified for GT Services in Mathematics

Math 6 Honors GT Accelerated includes the Math 6 TEKS and select Math 7 TEKS. Students will engage in learning of the content with increased depth of complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course. Instruction and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. This course will help prepare students to take Math 7 Honors GT Accelerated in 7th grade.

Math 7
Grade: 7

The primary focal areas of seventh grade mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will apply operations with rational numbers to problem situations and continue to develop their understanding of proportionality. Emphasis will be placed on developing algebraic reasoning through the study of expressions, equations, and mathematical relationships. Students will communicate these relationships using verbal, graphic, numeric, and symbolic representations of equations and inequalities. Students will continue their study of statistics to include probability, making predictions and determining solutions to problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and develop economic thinking.

Math 7 Honors - Accelerated

Grade: 7 PR: Successful completion of Math 6 Honors

Math 7 Honors Accelerated includes half of Math 7 TEKS and all of Math 8 TEKS. The pacing and organization of this course allows students to use investigations to develop their mathematical thinking skills. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. Students are provided opportunities for extension and application of content and processes. This course will help prepare students to take Algebra I Honors in 8th grade.

Math 7 Honors GT - Accelerated

Grade: 7 PR: Successful completion of Math 6 Honors GT

Math 7 Honors GT Accelerated includes half of Math 7 TEKS and all of Math 8 TEKS. Students will engage in learning of the content with increased depth of complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course. Instruction and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote mathematical connections. This course will help prepare students to take Algebra 1 Honors GT in 8th grade.

Math 8

Grade: 8

The primary focal areas in eighth grade mathematics are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students will extend the concepts of proportionality to analyze geometric relationships and determine proportional and non-proportional situations. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships to describe increasingly complex situations. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations, generalize procedures, and solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. A personal financial literacy component will offer the opportunity for students to apply problem solving and lay the foundation to become knowledgeable consumers and investors.

Algebra I Honors

Grade: 8 Credit: 1 PR: 8th Grade Math or Equivalent

In Algebra 1, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will make connections between various mathematical topics in both mathematical and real-world situations. Technology will be used to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Honors Algebra I will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

Algebra I Honors GT

Grade: 8 Credit: 1 PR: 8th Grade Math or Equivalent, Qualified for GT Services in Mathematics

In Algebra 1, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will make connections between various mathematical topics in both mathematical and real-world situations. Technology will be used to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Honors Algebra I will include a more in-depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

Science

Science 6

Grade: 6

Grade 6 science is interdisciplinary in nature with content focus on matter and energy, force and motion, earth and space, and organisms and the environment. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 6 Honors

Grade: 6

Grade 6 science is interdisciplinary in nature with content focus on matter and energy, force and motion, earth and space, and organisms and the environment. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 6 Honors GT - Accelerated

Grade: 6 PR: Qualified for GT Services in Science

Grade 6 GT blends physical, life, and earth and space science. This course teaches a combination of 6th and 7th Science grade TEKS. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 7

Grade: 7

Grade 7 science is interdisciplinary in nature and builds on content from Grade 6. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 7 Honors

Grade: 7

Grade 7 science is interdisciplinary in nature and builds on content from Grade 6. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 7 Honors GT - Accelerated

Grade: 7 PR: Qualified for GT Services in Science

Grade 7 GT blends physical, life, and earth and space science. This course teaches a combination of 7th and 8th grade Science TEKS. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Science 8
Grade: 8

Grade 8 science is interdisciplinary in nature and builds on content from Grades 6 and 7. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science 8 Honors
Grade: 8

Grade 8 science is interdisciplinary in nature and builds on content from Grades 6 and 7. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. To follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Biology 8 Honors GT
Grades: 8 Credit: 1 HS Credit PR: Qualified for GT Services in Science

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics, including biomolecules and structures and functions of cells and viruses; mechanisms of genetics; biological evolution; matter cycling and energy flow in organisms; living systems; and ecosystems and the environment. This course explores the same concepts in the general education course and uses Honors strategies with depth and complexity to ensure career and college readiness. Students are encouraged to continue in Honors GT courses throughout high school until enrollment is available in one or more AP science courses (AP Biology, AP Chemistry, AP Physics, AP Environmental Science).

Social Studies

Social Studies 6
Grade: 6

This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present.

Social Studies 6 Dual (Travis MS)

Grade: 6

This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present. This course is taught **in Spanish** and is only offered at Travis Middle School.

Social Studies 7

Grade: 7

This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.

Social Studies 7 Dual (Travis MS)

Grade: 7

This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. This course is taught **in Spanish** and is only offered at Travis Middle School.

Social Studies 7 Honors

Grade: 7

Honors Social Studies 7 includes the basic understanding of the Social Studies 7 curriculum with added rigor, depth, use of historical thinking skills, global connections, and expectations of sophistication in student learning. The intent of this course is to lead to future participation in one or more of the following Advanced Placement Social Studies courses: Human Geography, World History, U.S. History, Government, Economics, Psychology, or European History.

Social Studies 8

Grade: 8

This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, geographic, and economic happenings which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights.

Social Studies 8 Dual (Travis & Houston MS)

Grade: 8

This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, geographic, and economic happenings which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. This course is taught **in Spanish** and is only offered at Travis & Houston Middle School.

Social Studies 8 Honors

Grade: 8

Honors Social Studies 8 includes the basic understanding of Social Studies, Grade 8 curriculum with added rigor, depth, use of historical thinking skills, global connections, and expectations of sophistication in student learning. The intent of this course is to lead to future participation in one or more of the following Advanced Placement Social Studies courses: Human Geography, World History, U.S. History, Government, Economics, Psychology, or European History.

Health/Physical Education

Health/Physical Education 6-8

Grades: 6, 7, 8

The middle school health/physical education program's primary purpose is to equip students with the knowledge, attitudes, and skills needed to lead a healthy, physically active, and productive lifestyle. Students will have the opportunity to develop confidence and competence in a variety of team, individual, and dual physical activities, as well as how to maintain personal fitness and understand why it is important. Other health topics related to primary prevention strategies are also built into this course, and emphasis is placed on the importance of taking responsibility for one's own health. Topics covered include alcohol, tobacco and other drugs, nutrition, human sexuality education, stress, mental/emotional/social health, risky behavior, body systems, and hygiene. Active participation and positive social interaction is always encouraged and expected.

Pre-Athletics

Grade 6

This course is designed for boys and girls who anticipate participating in extracurricular sports activities in the 7th grade year. The purpose of this course is to introduce students to the fundamentals of team sports that include skills, rules, game strategy, and overall physical fitness. Skills and techniques for the sports of volleyball, football, and basketball will be emphasized. This course will follow all requirements established for Physical Education by the state of Texas.

Karate (De Zavala, Johnson, Lamar & Travis MS)

Grades 6,7,8

Kickstart Kids is a physical education program that teaches character through karate to empower youth with core values, such as discipline and respect, to achieve their greatest potential. Black belt instructors trained by the Chuck Norris organization deliver daily in-school lessons that create a positive impact on students, their families, schools, and communities. Along with traditional karate skills such as blocks, strikes and kicks for self-defense, Kickstart Kids teaches students to be respectful, self-disciplined, driven, confident, and hardworking. It builds resilience for the individual, loyalty for the team, and compassion for their fellow students. This course is offered at De Zavala MS, Johnson MS, Lamar MS and Travis MS.

Outdoor Physical Education (Johnson & Bowie MS)

Grade 7,8

Outdoor Adventure Education provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues. This course is offered at Johnson MS and Bowie MS.

Spanish

District Criteria: Students will be assigned to a language class based on their readiness, as determined by a district placement instrument. Those who complete the district placement process will also be accredited for the levels they are placed in. For instance, if a student is placed in Spanish 3, they will receive credit for both Spanish 1 and 2.

Spanish 1

Grade: 7 Credits:1 PR: None

Level I introduces the beginning foreign language student to the basic reading, speaking, and writing skills and concepts necessary for communication in daily situations. Pronunciation skills will be developed through the accurate reproduction of native sounds.

Spanish 2

Grade: 7, 8 Credit: 1 PR: Spanish I

Level II reviews the basic structures learned in Level I and continues with additional structures, expressions, and vocabulary. Listening and speaking skills will be further developed. Conversation in different social situations will be stressed through creative oral activities.

Spanish 3 Honors

Grade: 7, 8 Credit: 1 PR: Spanish I & II or District Criteria (Placement Assessment)

On Level III, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher level and critical thinking skills, which address a variety of learning styles.

AP Spanish Language Level IV Dual Language

Grades: Only 8th graders Credit: 1 HS Credit PR: Dual Language Program (Travis/Houston MS)

AP Spanish Language emphasizes the use of Spanish for active communication and encompasses listening and speaking skills, reading comprehension, grammar, and composition. Course objectives help students to learn at a higher level to comprehend formal and informal spoken Spanish as well as accurate reading of newspaper and magazine articles and synthesis of several sources. Students will be required to take the AP exam. Only for 8th graders in Dual Language program at Travis MS and Houston MS.

Spanish Dual Level 2

Grades: 6 Credit: 1 PR: In Two-Way Dual Language Program (Travis MS)

During the third year of study, students are provided opportunities to comprehend native speakers in controlled situations, sustain conversation on familiar subjects, do intensive and extensive reading, and write original compositions. Activities are geared toward the development of higher level and critical thinking skills which address a variety of learning styles in preparation for AP Spanish.

Spanish Dual Level 3 Honors

Grade: 7 Credit: 1 PR: Spanish 3A Dual Language (Travis & Houston MS)

This course is specifically designed for dual language students. This course will apply the skills of comprehension in both listening and reading activities. Students will also utilize their knowledge of the language in conversation and writing activities on selected topics. Because the cultures of the countries in which the language is spoken contribute to its history and development, their study will also be a major focal point. This course prepares students for success in AP Spanish Language.

Visual Arts

Beginning Art

Grades: 6, 7, 8

Beginning Art is a yearlong course where students will explore the elements and principles of art as they create original works of art. Students will learn the design basics as they draw, paint, sculpt and create works of art through manipulation of a wide variety of materials such as pencil, paper, watercolor, chalk, crayons, pastels, paint, clay, and yarn.

Intermediate Art

Grades: 7, 8 PR: Beginning Art

Intermediate Art is a yearlong course where students will develop design skills through the creation of original works of art. Students will use a variety of media such as pencil, paper, watercolor, chalk, crayons, pastels, paint, clay, and fibers.

Advanced Art (2D/3D)

Grade: 8 PR: Instructor Approval, Beginning and Intermediate Art Recommended

Advanced Art 2D / 3D is a yearlong course where students will continue developing their design skills as they create original works of art. Students will build on the knowledge of the elements and principles of design. They will use a variety of materials such as pencil, paper, cardboard, watercolor, acrylic paint, tempera paint, crayons, chalk and oil pastels, clay and fibers.

Band

Beginner Band
Grades: 6, 7

Beginner Band is a yearlong course designed to teach students the fundamentals of playing a band instrument including Trumpet, Horn, Low Brass, Flute/Double Reed, Clarinet, Saxophone (woodwind, brass, or percussion) in like-instrument classes. This includes understanding and comprehending basic playing techniques, music reading, theory skills, concert etiquette, and general listening skills. Prior musical knowledge is not required to be enrolled in beginner band. Membership and instrument selection are determined by the director and student in the previous spring. Students will have required musical performances and additional rehearsals outside the school day throughout the year. An instrument use/band fee may be required.

Sub Non-Varsity Band
Grades: 7, 8 PR: Instructor Approval

The Sub Non-Varsity Band is a yearlong course designed to be a continuation of learning fundamentals of a band instrument (woodwind, brass or percussion) in a concert band setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate and audition for placement into the advanced bands. An instrument use/band fee may be required.

Non-Varsity Band
Grades: 7, 8 PR: Instructor Approval

The Non-Varsity Band is a yearlong course designed to be a continuation of learning fundamentals of a band instrument (woodwind, brass or percussion) in a full concert band setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level band. An instrument use/band fee may be required.

Varsity Band
Grades: 7, 8 PR: Instructor Approval

Varsity Band is a yearlong course designed for the most advanced instrumental (woodwind, brass, & percussion) students in the program. Membership is by audition only. Students demonstrate a high level of proficiency on their instruments along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. An instrument use/band fee may be required.

Orchestra

Beginner Orchestra

Grades: 6, 7

Beginner Orchestra is a yearlong course designed to teach students the fundamentals of playing a string instrument (violin, viola, cello, and bass) in like-instrument classes. This includes understanding and comprehending basic playing techniques, music reading and theory, concert etiquette, and general listening skills. Prior musical knowledge is not required to be enrolled in beginner orchestra. Membership and instrument selection are determined by the director and student in the previous spring. Students will have required musical performances and additional rehearsals outside the school day throughout the year. An instrument use/orchestra fee may be required.

Sub Non-Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Sub Non-Varsity Orchestra is a yearlong course designed to be a continuation of learning fundamentals of a string instrument (violin, viola, cello, and bass) in an orchestra setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the advanced orchestras. An instrument use/orchestra fee may be required.

Non-Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Non-Varsity Orchestra is a yearlong course designed to be a continuation of learning fundamentals of a string instrument (violin, viola, cello and bass) in an orchestra setting. Students will increase their understanding and comprehension of playing techniques, music reading and theory, concert etiquette, and listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level orchestra. An instrument use/orchestra fee may be required.

Varsity Orchestra

Grades: 7, 8 PR: Instructor Approval

Varsity Orchestra is a yearlong course designed to be for the most advanced instrumental string students in the program. Membership is by audition only. Students demonstrate a higher level of proficiency on their instruments along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals and concerts) and additional rehearsals outside the school day throughout the year. An instrument use/orchestra fee may be required.

Mariachi

Grades: 7, 8 PR: Instructor Approval

The Mariachi Ensemble is a musical organization designed to study the various mariachi styles (jalisciense, rancion, ranchera, corrido, huapango, bolero, polka, joropo, pasodoble and vals mexicano) in an ensemble setting. All musical skills, including tablature and improvisation that relate to mariachi will be taught. Musical performances in concerts, contests and additional rehearsals are a required part of the student's responsibility in the organization. Violinists must hold concurrent membership in the orchestra program, wind players must hold concurrent membership in the band program, and vocalists must hold concurrent membership in the choral program to be eligible to participate. An instrument use/mariachi fee may be required.

Choir

Beginner Choir (Treble/Tenor-Bass)

Grades: 6 PR: Instructor Approval

Beginning Choir is a yearlong course designed to teach students the fundamentals of singing. This includes understanding and comprehending basic vocal health and production, reading skills, music theory, concert etiquette, and general listening skills. Prior musical knowledge is not mandatory to be enrolled in choir. Students will have required musical performances and additional rehearsals outside the school day throughout the year. A choir fee may apply.

Sub Non-Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

The Sub Non-Varsity Choir is a yearlong course designed to be a continuation of learning the fundamentals of vocal production. Students will increase their understanding and comprehension of basic vocal health and production, reading skills, music theory, concert etiquette and general listening skills. Students may have required musical performances (contest and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the advanced choirs. A choir fee may apply.

Non-Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

Non-Varsity Choir is a yearlong course designed to be a continuation of learning the fundamentals of vocal production. Students will increase their understanding and comprehension of basic vocal health and production, reading skills, music theory, concert etiquette and general listening skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. Students are encouraged to demonstrate improvement and audition for placement into the varsity level choir. A choir fee may apply.

Varsity Choir (Treble/Tenor-Bass)

Grades: 7, 8 PR: Instructor Approval

Varsity Choir is a yearlong course designed for the most advanced vocalist in the program. Membership is by audition only. Students will demonstrate a high level of vocal proficiency along with increased listening, reading, and theory skills. Students will have required musical performances (UIL Contest, festivals, and concerts) and additional rehearsals outside the school day throughout the year. A choir fee may apply.

Theater Arts

Beginning Theater Arts 6

Grade: 6, 7, 8

This is a yearlong course designed to be an introduction to the basics of theater arts including the types of stages, stage areas, and audience etiquette. The student will explore creative movement, vocal and physical warm-ups, and sensory recall within one or more of the basic acting styles.

Intermediate Theater Arts 7

Grades: 7, 8 PR: Instructor Approval

This yearlong course allows the actor to develop and practice stage movement techniques consistently to express thoughts, feelings, and actions verbally and non-verbally; perform roles such as actor, director, designer, or technician and collaborate with others to tell a story through live theater performance.

Advanced Theater Arts

Grade: 7, 8 PR: Instructor Approval

This is a yearlong course designed to allow the student to interpret characters using the voice and body expressively and create dramatizations and critique live performances through improvisation and scripted scenes. Students will experiment with technical elements of theater and research theatrical heritage in the United States and other cultures.

Dance

Beginning Dance 6 (Austin, Bowie & Houston MS)

Grade: 6, 7

Beginning Dance is a yearlong course designed to be an introduction to the basics of dance including fundamental positions, exercises and routines. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class may include required performances. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Intermediate Dance 7 (Austin, Bowie & Houston MS)

Grades: 6, 7, 8 PR: Instructor Approval

Intermediate Dance is a yearlong course designed to explore intermediate aspects of fundamental dance. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class includes required performances with a potential for uniform purchases. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Advanced Dance Arts (Austin, Bowie & Houston MS)

Grade: 7, 8 PR: Instructor Approval

Advanced Dance is a yearlong course designed to explore advanced aspects of fundamental dance. The student will explore creative movement, choreography, and muscle memory within one or more of the basic dance genres. This class includes required performances with a potential for uniform purchases. This course is only offered at Austin, Bowie & Houston Middle School. A fee may apply.

Athletics

All athletics must be approved by the coach.

Basketball Boys – 2nd semester

Basketball Girls – 2nd semester

Football – 1st and 2nd semester

Soccer – after school

Track Boys – after school

Track Girls – after school

Volleyball – 1st and 2nd semester

Electives

Broadcasting

Grade 6, 7

Do you want to learn all the ins and outs of broadcasting? This course covers subjects that are of interest to a middle school audience. Students in this course accurately compose stories to inform and encourage their audience. Students will use creativity to create and broadcast events and issues newsworthy to the viewership.

Yearbook

Grade 7, 8

This course helps students understand the roles and responsibilities of coverage in a campus sponsored yearbook. Students use copy, infographics, photos, art, and multimedia components. Students assist in the publication of the yearbook through determining what events and issues are newsworthy and creating page design, captions, and yearbook contents. Students learn leadership, teamwork, listening, and critical thinking skills.

Career and Technical Education

VILS: Innovative Technologies

Grade 7

Innovative Technologies allow students to discover different career pathways while developing decision-making and problem-solving skills using emerging tech. Students will learn 3D modeling techniques and how to use 3D printers to create devices to improve health and wellness, as well as custom jewelry and more. Innovative Technologies also explores careers in artificial intelligence and coding, inspiring students to move beyond the basics of coding and begin to understand and create products that use Machine Learning and AI.

VILS: Smart Solutions

Grade 8 Credit: 1 HS Credit

Smart Solutions is a high school credit course for students to research real-world problems. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings. During the research process students will learn to use the Augmented Reality (AR) and Virtual Reality (VR) devices to create an AR and VR experience that helps cities become sustainable. As well as learn coding and electronic fundamentals to create wearable medical devices that reduce health problems, plus use coding and 3D Modeling solutions that will improve education and agriculture.

Irving ISD Recommended High School Course Sequence English: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th grade English	English I	English II	English III	English IV Research/Technical Writing (.5 credit) Creative Writing (.5 credit) Humanities I (.5 credit) College Preparatory Course ELA
8th grade English	English I	English II	English III Dual Credit	English IV Dual Credit
8th grade English Honors	English I Honors	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Research Capstone
English 1 GT/Humanities	English II Honors	AP English Language and Composition AP Seminar Capstone	AP English Literature and Composition AP Seminar Capstone or AP Research Capstone	English V Genre Study AP Research Capstone

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board**

Irving ISD Recommended High School Course Sequence Math: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 8	Algebra I	Geometry	Algebra II	Precalculus Statistics College Preparatory Course Mathematics
Math 8	Algebra I	Geometry	Algebraic Reasoning	Algebra II Statistics College Preparatory Course Mathematics
Algebra 1 Honors	Geometry Honors/GT	Algebra 2 Honors	AP Precalculus AP Statistics AP Computer Science A	AP Calculus AB or BC AP Statistics AP Computer Science A

Irving ISD Recommended High School Course Sequence for Science: Class of 2018 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Science	Biology	Chemistry	Physics	Environmental Systems Astronomy
8th Grade Science	IPC	Biology	Chemistry Physics Environmental Systems	Physics Chemistry Environmental Systems Astronomy
8th Grade Science Honors	Biology Honors	Chemistry Honors	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science
Biology GT	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science	AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Biology AP Chemistry AP Environmental Science

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board**

Irving ISD Recommended High School Course Sequence Social Studies: Class of 2028 & Beyond

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
8th Grade Social Studies	World Geography or World History		US History	US Government and Economics
8th Grade Social Studies	World Geography or World History		US History Dual Credit	US Government Dual Credit and Economics
8th Grade Social Studies Honors	World Geography Honors, AP Human Geography, World History Honors, or AP World History		US History Dual Credit or AP US History	US Government Dual Credit/ AP US Government and AP Macroeconomics
8th Grade Social Studies Honors (GT students)	AP Human Geography or AP World History		AP US History	AP US Government and AP Macroeconomics

*Per local graduation policy, students are required to take 3 total Social Studies credits - World Geography **or** World History, US History, Government, and Economics.

Irving ISD Gifted and Talented Education 2018 & Beyond

Subject	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Language Arts	6 GT ELA/ Humanities	7 GT ELA/ Humanities	English I/ Humanities Honors GT	English II Honors GT AP	AP Language & Composition GT AP Capstone Seminar	AP Literature & Composition GT AP Capstone Seminar AP Capstone Research	English V Genre Study AP Capstone Research
Humanities					Humanities I	Independent Study Mentorship I	Independent Study Mentorship II
Mathematics	Math 6 Honors GT Accelerated	Math 7 Honors GT Accelerated	Algebra I Honors GT	Geometry Honors GT	Algebra II Honors GT	AP Precalculus AP Calculus AB AP Calculus BC GT AP Statistics AP Computer Science AP Computer Science Principles	
Science	Science 6 GT*	Science 7 GT*	Biology GT**	Chemistry GT	AP Physics 1 AP Physics 2 AP Biology AP Chemistry AP Environmental Science	AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Environmental Science	
Social Studies	6th Grade World Cultures	7th Grade Honors Texas History	8th Grade Honors US History	AP Human Geography/ Honors World Geography	AP World History	AP US History	AP US Government AP Comp Government AP Macro AP Micro

***All pre-requisites for AP science courses are based on the recommendations from TEA and College Board.**

Irving ISD Recommended ESL High School Course Sequence

9th Grade		
Newcomer Students	**Beginning Students**	**Intermediate Students**
● ESOL I A ● Independent English ● ELDA ● Reading I ESL ● Algebra I ESL ● IPC ESL ● W GEO ESL ● Electives	● ESOL IA/1B ● Algebra I ESL ● IPC ESL ● Read I ESL ● Ind English ESL (ESOL IA students only or students that were Newcomers in 8th grade) ● W Geo ESL ● Electives	● English I ESL ● Read I ESL ● Algebra I ESL ● IPC ESL ● W Geo ESL ● Electives

Frequently Asked Questions

What is Honors?

Honors courses are available to students in middle and high school. These courses foster a high level of engagement and are open to any student who is willing and prepared to take on challenging course work. The course goes beyond the state standards and is designed to be appropriately rigorous to prepare students to be successful in Advanced Placement (AP) courses. Within high school, Honors courses are available in English Language Arts and Reading, Mathematics, Science, Social Studies, and Languages other than English (LOTE).

What is AP?

Advanced Placement (AP) courses allow students to participate in college-level courses and possibly earn college credit while still in high school. This is accomplished by taking an end of course AP exam designed by The College Board. The score earned on the AP exam determines college credit. Each university sets the standard for the qualifying score for credit. Texas public universities must award college credit for scores of 3 or higher. Consult your intended university for more information on awarding credit. AP courses are offered in English Language Arts and Reading, Mathematics, Social Studies, Science, Languages other than English, Art, and Music. Students enrolled in Advanced Placement (AP) courses are required to take the AP Exam for the course in May. Failure to do so will result in the loss of AP weighted points for the course in which the exam is not taken. The test fees for AP tests are paid by the school district.

What is GT?

Gifted and talented (GT) services are specifically designed for the strengths and learning needs of the gifted learner, grades K-12. Specially trained teachers provide learning opportunities with course content that is either above-grade level or goes beyond the state standards, allowing students to excel and compete at the national level. The students demonstrate skills in self-directed learning, thinking, research and communication and develop innovative products and performances that reflect creativity, individuality, and professional-level quality. Students must qualify for these accelerated courses through a referral and assessment process. Gifted courses available in middle school are:

English: Honors GT English/Humanities 6, Honors GT English/Humanities 7, Honors GT English 1/Humanities

Mathematics: Honors GT Math 6, Honors GT Math 7, Honors GT Algebra 1

Science: Honors GT Science 6, Honors GT Science 7, Honors GT Biology

What are PRN and FND courses?

Principles (PRN) - Courses designed with modifications to the grade level curriculum. Enrollment in Principles level courses is based on the recommendations from the Individualized Education Plan.

Fundamentals (FND) - Courses focus on the prerequisite skills to the grade level curriculum. Enrollment in fundamentals level courses is based on the recommendations from the Individualized Education Plan.

Please contact your school counselor if additional information is needed.

Table of Contents

Exhibit A—Irving Independent School District Acceptable Use Policy for Employees

Exhibit B—Irving Independent School District Acceptable Use Policy for Students

Exhibit C—Irving Independent School District Acceptable Use Policy for Guest Users

Exhibit D—Release Form for the Electronic Display of Original Work

Exhibit A—Irving Independent School District Acceptable Use Policy for Employees

These guidelines are provided here so that employees are aware of the responsibilities they accept when using District-owned electronic devices, operating system software, application software, stored text, data files, electronic mail, local databases, external storage devices, digitized information, communication technologies, and internet access. In general, this requires efficient, ethical, and legal utilization of all technology resources.

For the purpose of this agreement, terms such as “employee,” “you,” “your,” and “I” refer to the Irving Independent School District employee. Terms such as “we,” “us,” and “District” refer to Irving Independent School District.

1. You agree that the expectations are as follows:

    a. Your use of computers, other electronic devices, computer networks, and software is only allowed when granted permission by the employee’s supervisor.

    b. Copyright compliance is the law. All students and employees of the District are required to follow copyright guidelines. Guidelines are listed near the campus copy machine and on the District website.

    c. Although the District has an internet safety plan in place, you are expected to notify your supervisor or the cybersecurity team whenever you come across information or messages that are inappropriate, dangerous, threatening, or make you feel uncomfortable.

    d. If you identify or know about a security problem, you are expected to convey the details to your supervisor or the systems security administrator without discussing it with others.

    e. You are responsible for securing technology devices when not in use and for returning them in good working condition.

    f. You are held to the same professional standards in your public use of electronic media as you are for any other public conduct. If your use of electronic media violates state or federal law or District policy or interferes with your ability to effectively perform your job duties, you are subject to disciplinary action, up to and including termination of employment. [See DH]

2. You agree unacceptable conduct includes, but is not limited to, the following:

    a. Using the network for illegal activities, including downloading copyright, license, or contract material or downloading inappropriate materials, malware, software, hacking utilities, and/or peer-to-peer file-sharing software.

    b. Using the network for financial or commercial gain, advertising, proselytizing, or political lobbying.

c. Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments, such as but not limited to pornographic sites.

d. Vandalizing and/or tampering with equipment, programs, files, software, system performance, or other components of the network. Unauthorized use or possession of hacking software is strictly prohibited.

e. Causing congestion on the network or interfering with the work of others, e.g., forwarding chain letter emails, sending broadcast messages to lists or individuals, or unauthorized or noncurricular use of online video, music, or streaming content.

f. Wasting finite resources, e.g., downloading movies or music for noneducational purposes.

g. Gaining unauthorized access anywhere on the District's network or District devices.

h. Revealing personal information, including but not limited to the home address or phone number of oneself or another person.

i. Using authorized access to invade the privacy of other individuals or to access confidential information outside of business needs.

j. Using another user's account, password, or ID card or allowing another user access to your account, password, or ID card.

k. Coaching, helping, observing, or joining any unauthorized activity on the network.

l. Posting anonymous messages or unlawful information on any system.

m. Engaging in sexual harassment or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, demeaning, or slanderous.

n. Making an audio or video recording of any student, teacher, or administrator without prior permission from the subject.

o. Using technology resources to bully, harass, or tease other people.

p. Falsifying permission, authorization, of identification documents.

q. Unauthorized capturing, forwarding, or altering of files, data, stored data, or data in transmission, belonging to other users or District devices on the network.

r. Knowingly installing or introducing malware on the District network or a District device.

s. Using personal computing devices on the District's network, with the exception of approved mobile devices for District-approved programs.

t. Using active listening devices such as but not limited to Alexa, Siri, or Google Home on District premises.

u. Inappropriately communicating with a student or minor through electronic communication, including but not limited to a cell phone, text messaging, electronic mail, instant messaging, blogging, or other social network communication. [See DH(EXHIBIT)]

3. Acceptable use guidelines are as follows:

a. General Guidelines:

(1) Employees are responsible for their ethical and educational use of the online services in the District.

(2) All policies and restrictions of the District's online services must be followed.

(3) Access to the District's online services is a privilege and not a right. Each employee is required to sign and adhere to this acceptable use policy in order to be granted access to District computer online services.

(4) The use of any District online services in the District must be in support of education and research and in support of the educational goals and objectives of the District.

(5) When placing, removing, or restricting access to specific databases or other District online services, school officials will apply the same criteria of educational suitability used for other education resources.

(6) Transmission of any material that violates any federal or state law is prohibited. This includes, but is not limited to, student or other confidential information, copyrighted material, threatening or obscene material, and malware.

(7) Any attempt to alter data, the configuration of an electronic device, or the files of another user without the consent of the individual campus administrator or technology administrator will be considered an act of vandalism and subject to disciplinary action in accordance with Board policy.

b. Network Etiquette:

(1) Be polite.

(2) Use appropriate language.

(3) Do not reveal personal data (home address, phone number, phone numbers of other people).

(4) Remember that the other users of the District's online services and other networks are human beings whose culture, language, and humor have different points of reference from your own.

c. Email Etiquette:

(1) Users should be polite when forwarding email. The intent of forwarding email should be on a need-to-know basis.

(2) Email should be primarily used for educational or administrative purposes.

(3) Email transmissions, stored data, transmitted data, or any other use of the District's online services by employees or any other user will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.

(4) All email and all email contents are property of the District.

4. Consequences:

a. The employee is responsible for the appropriate use of all assigned system accounts and/or electronic devices.

b. Noncompliance with the guidelines published here or in Board policy CQ(LOCAL) may result in suspension or termination of technology privileges and disciplinary actions. Violations of applicable state and federal law, including the Texas Penal Code, Computer Crimes, Chapter 33 will result in criminal prosecution, as well as disciplinary actions by the District.

c. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications using District equipment and network access is governed by the Texas Open Records Act; therefore, when legally requested, proper authorities will be given access to their contents.

Irving ISD Acceptable Use Agreement

Employee Name *(print)* _____

School/Location _____

I have read the Irving Independent School District Acceptable Use Policy for Employees. I understand and agree to follow the rules contained in these guidelines. I further understand that electronic mail transmissions and other use of the digital resources, including the internet, are not private and may be monitored at any time by the District staff to ensure appropriate use, as defined by the Acceptable Use Policy. I understand that violations can result in disciplinary action such as denial of access privileges, change in employment status, appropriate legal action, and/or termination of employment.

Employee Signature _____

Date _____

Exhibit B—Irving Independent School District Acceptable Use Policy for Students

These guidelines are provided here so that students and parents are aware of the responsibilities students accept when they use District-owned electronic devices, operating system software, application software, stored text, data files, electronic mail, local databases, external storage devices, digitized information, communication technologies, and internet access. In general, this requires efficient, ethical, and legal utilization of all technology resources.

For the purpose of this agreement, terms such as “you,” “your,” “parent(s),” and “I” refer to the Irving Independent School District student and/or parent. Terms such as “we,” “us,” and “District” refer to Irving Independent School District.

1. You agree that the expectations are as follows:

    a. Your use of computers, other electronic devices, software, and computer networks, including the internet, is only allowed when supervised or granted permission by a staff member.

    b. Copyright compliance is the law. All students and employees of the District are required to follow copyright guidelines. Guidelines are listed near the campus copy machine and on the District website.

    c. Although the District has an internet safety plan in place, you are expected to notify a staff member whenever you come across information or messages that are inappropriate, dangerous, threatening, or make you feel uncomfortable.

    d. If you identify or know about a security problem, you are expected to convey the details to your teacher, counselor, or campus administrator without discussing it with other students.

2. You agree that unacceptable conduct includes, but is not limited to, the following:

    a. Using the network for illegal activities, including downloading copyright, license, and/or contract material or downloading inappropriate materials, malware, software, hacking utilities, and/or peer-to-peer file-sharing software.

    b. Using the network for financial or commercial gain, advertising, proselytizing, or political lobbying.

    c. Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments, such as but not limited to pornographic sites.

    d. Vandalizing and/or tampering with equipment, programs, files, software, system performance, or other components of the network. Unauthorized use or possession of hacking software is strictly prohibited.

    e. Causing congestion on the network or interfering with the work of others, e.g., chain letter emails, broadcast messages to lists or individuals, or unauthorized or noncurricular use of online video, music, or streaming content.

f. Wasting finite resources, e.g., downloading movies or music for noneducational purposes.

g. Gaining unauthorized access anywhere on the District's network.

h. Revealing personal information, including but not limited to the home address or phone number of oneself or another person.

i. Invading the privacy of other individuals.

j. Using another user's account, password, or ID card or allowing another user to access your account, password, or ID card.

k. Coaching, helping, observing, or joining any unauthorized activity on the network.

l. Posting anonymous messages or unlawful information on any system.

m. Engaging in sexual harassment or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, demeaning, stalking, or slanderous.

n. Making an audio or video recording of any student, teacher, or administrator without prior permission from the subject.

o. Using technology resources to bully, harass, or tease other people.

p. Falsifying permission, authorization, or identification documents.

q. Obtaining copies of or modifying files, data, or passwords belonging to other users on the network.

r. Knowingly installing or introducing malware on a District device or the District network.

s. Unauthorized capturing, forwarding, or altering of files, data, stored data, or data in transmission, belonging to other users or District devices on the network.

t. Using active listening devices such as but not limited to Alexa, Siri, or Google Home on District premises.

3. Acceptable use guidelines for the District's network online services are as follows:

a. General Guidelines:

(1) Students will have access to all available forms of electronic media and communication that is in support of education and research, and in support of the educational goals and objectives of the District.

(2) Students are responsible for their ethical and educational use of the online services in the District.

(3) All policies and restrictions of the District's online services must be followed.

(4) Access to the District's online services is a privilege and not a right. Each employee, student, and/or parent will be required to sign and adhere to this Acceptable Use Policy in order to be granted access to District online services.

(5) The use of any District online services in the District must be in support of education and research and in support of the educational goals and objectives of the District.

(6) When placing, removing, or restricting access to specific databases or other District online services, school officials will apply the same criteria of educational suitability used for other education resources.

(7) Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to, confidential information, copyrighted material, threatening or obscene material, and malware.

(8) Any attempt to alter data or the files of another user without the consent of the owner or any attempt to alter the configuration of any electronic device will be considered an act of vandalism and subject to disciplinary action in accordance with the District's Student Code of Conduct.

(9) Any parent wishing to restrict his or her children's access to any District online services will provide this restriction request in writing to the principal. Parents will assume responsibility for imposing restrictions on their own children.

b. Network Etiquette:

(1) Be polite.

(2) Use appropriate language.

(3) Do not reveal personally identifiable information or data (home address, phone number, phone numbers of other people) or contact unknown individuals.

(4) Remember that the other users of the District's online services and other networks are human beings whose culture, language, and humor have different points of reference from your own.

(5) Users should be polite when forwarding email. The intent of forwarding email should be on a need-to-know basis.

c. Email Etiquette:

(1) Email should be used primarily for educational or administrative purposes.

(2) Users should be polite when forwarding email or using reply-all. The intent of forwarding email or using reply-all should be on a need-to-know basis. Additional reply-all restrictions may be set by a campus principal or department supervisor.

(3) Email transmissions, stored data, transmitted data, or any other use of the District's computer online services by students, employees, or any other user shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.

(4) All email and all email contents are property of the District.

4. Consequences are as follows:

a. The student is responsible for the appropriate use of all assigned system accounts and/or electronic devices.

b. Noncompliance with the guidelines published here, in the Student Code of Conduct, and in Board policy CQ may result in suspension or termination of technology privileges and disciplinary actions. Use or possession of hacking software is strictly prohibited, and violators will be subject to consequences of the Student Code of Conduct. Violations of applicable state and federal law, including the Texas Penal Code, Computer Crimes, Chapter 33 will result in criminal prosecution, as well as disciplinary actions by the District.

c. Electronic mail, network usage, and all stored files are not considered confidential and may be monitored at any time by designated District staff to ensure appropriate use.

d. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by the Texas Open Records Act; therefore, proper authorities will be given access to their content.

Irving ISD Acceptable Use Agreement

Student Section

Student Name *(print)* _____ Grade _____

School _____

I have read the Irving Independent School District Acceptable Use Policy for Students. I agree to follow the rules contained in this policy. If I violate the rules, I may lose my privilege to access the District's online services and may face disciplinary action.

Student signature _____ Date _____

Parent section

I have read the Irving Independent School District Acceptable Use Policy for Students. I agree it is my responsibility to follow this Acceptable Use Policy. I agree that if my child violates the Irving Independent School District Acceptable Use Policy for Students, his or her access privilege to the District's online services may be revoked and may be subject to disciplinary action. The Irving Independent School District has my permission to give network and internet access to my child. I agree that my child will maintain this privilege as long as procedures described in the Irving Independent School District Acceptable Use Policy for Students are followed.

I agree that the internet is a world-wide group of hundreds of thousands of computer networks. I agree that the Irving Independent School District does not control the content of these internet networks. While the District will use content filtering technology to restrict objectionable material, I agree that it is not possible to successfully filter and restrict all objectionable material.

I grant permission for examples of my child's schoolwork to be published on the World Wide Web as an extension of classroom studies, provided that the home address, home phone number, student's last name, or a close-up photograph is not included.

If I do not want my child to have internet access and/or have their schoolwork published on the internet, I should submit this request in writing to their principal annually. While the District will attempt to restrict internet access, it is ultimately my responsibility to ensure my child does not violate this request. I understand that restricting access to the internet also restricts my child's learning opportunity since many of the student resources are digital.

Parent or Guardian signature _____

Parent name *(print)* _____

Date _____

Home address _____

Phone: _____

Exhibit C—Irving Independent School District Acceptable Use Policy for Guest Users

You are being given access to the District's digital resources. Through these resources, you will be able to communicate with other schools, colleges, organizations, and people around the world through the internet. You will have access to hundreds of databases, libraries, and computer services all over the world.

With this opportunity comes responsibility. It is important that you read the District's policy, administrative regulations, and agreement form and ask questions if you need help in understanding them. Inappropriate system use will result in the loss of access to the District's digital resources.

Please note that the internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

1. You agree that the expectations are as follows:

    a. You will be assigned an individual account, and you are responsible for not sharing the password for that account with others.

    b. You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.

    c. You will be held to the same professional standards in your public use of electronic media as you are for any other public conduct. If your use of the digital resources violates state or federal law or District policy or interferes with your ability to effectively perform your job duties (function in the District), you are subject to disciplinary action, up to and including termination of employment/contract/relationship with the District. Remember that people who receive email from you with a school address might think your message represents the school's point of view.

2. You agree unacceptable conduct includes, but is not limited to, the following:

    a. Using the system for any illegal purpose.

    b. Disabling or attempting to disable any internet filtering device.

    c. Encrypting communications to avoid security review.

    d. Using another user's account, password, or ID card or allowing another user access to your account, password, or ID card.

    e. Downloading or using copyrighted information without permission from the copyright holder.

f. Causing congestion on the network or interfering with the work of others, e.g., chain letter emails, or broadcast messages to lists or individuals, or unauthorized or noncurricular use of online video, music, or streaming content.

g. Knowingly installing or introducing malware on a District device or the District network.

h. Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

i. Making an audio or video recording of any student, teacher, or administrator without prior permission from the subject.

j. Using technology resources to bully, harass, or tease other people.

k. Wasting school resources through improper use of the digital resources.

l. Gaining unauthorized access to restricted information, resources, or networks.

m. Capturing, forwarding, or altering files, data, stored data, or data in transmission belonging to other District devices on the network.

n. Using active listening devices such as, but not limited to, Alexa, Siri, and Google Home.

o. Using the network for financial or commercial gain, advertising, proselytizing, or political lobbying.

3. Consequences for inappropriate use:

a. Suspension of access to the system;

b. Revocation of the digital resource privilege; or

c. Other legal action, in accordance with applicable laws.

Irving Independent School District Acceptable Use Agreement for Guest Users

I understand that my device use is not private and that the District will monitor my activity on any device. Electronic mail, network usage, and all stored files will not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use.

I have read this Acceptable Use Policy for Guest Users and agree to follow the rules in this policy. In consideration for the privilege of using the District's digital resources and in consideration for having access to the public networks, I hereby release the Irving Independent School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District's Use Policy for Guest Users.

Name *(print)* _____

Signature _____

Home address _____

Phone number _____

Date _____

Exhibit D—Release Form for the Electronic Display of Original Work

I, _____, give my permission for my work to be publicly displayed electronically and to be produced by the District. The work to be displayed is:

_____

_____

Student's or employee's signature _____

Date _____

Signature of student's parent _____

Date _____

Home phone number _____

School Library

A district possesses significant discretion to determine the content of its school libraries. A district must, however, exercise its discretion in a manner consistent with the First Amendment.

Removal of Library Materials

Students' First Amendment rights are implicated by the removal of books from the shelves of a school library. A district shall not remove materials from a library for the purpose of denying students access to ideas with which the district disagrees. A district may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

Bd. of Educ. v. Pico, 457 U.S. 853 (1982)

Instructional Materials

Instructional materials selected for use in the public schools shall be furnished without cost to students attending those schools. Except as provided by Education Code 31.104(d), a district may not charge a student for instructional material or technological equipment purchased by the district with the district's technology and instructional materials allotment [see CMD]. *Education Code 31.001*

Parental Access

A parent is entitled to:

1. Review all teaching materials, instructional materials, including while the child is participating in virtual or remote learning, and other teaching aids used in the classroom of the parent's child;
2. Review each test administered to the child after the test is administered; and
3. Observe virtual instruction while the parent's child is participating in virtual or remote learning to the same extent the parent would be entitled to observe in-person instruction of the child.

A district shall make teaching materials and tests readily available for parental review and may specify reasonable hours for such review.

Taking Home Materials

A student's parent is entitled to request that a district allow the student to take home any instructional materials used by the student. Subject to the availability of the instructional materials, a district or school shall honor the request. A student who takes home instructional materials must return the instructional materials to school at the beginning of the next school day if requested to do so by the student's teacher.

Students Without Reliable Access to Technology

A district must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. This requirement does not require a

district to purchase printed copies of instructional materials that the district would not otherwise purchase. A district may comply with this requirement by providing the student a printout of the relevant electronic instructional materials.

Learning Management System or Online Portal

A district that uses a learning management system or any online learning portal to assign, distribute, present, or make available instructional materials as defined by Education Code 31.002 [see EFA] to students shall provide login credentials to the system or portal to each student's parent.

Education Code 26.006

Harmful Materials

"Harmful material" means material whose dominant theme taken as a whole:

1. Appeals to the prurient interest of a minor, in sex, nudity, or excretion;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Is utterly without redeeming social value for minors.

Penal Code 43.24(a)

Obscene

"Obscene" means material or a performance:

1. The average person, applying contemporary community standards, would find that taken as a whole appeals to the prurient interest in sex;
2. Depicts or describes
    a. Patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or
    b. Patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs; and
3. Taken as a whole, lacks serious literary, artistic, political, and scientific value.

Penal Code 43.21(1)

Information Collection and Access

U.S. ED–Funded Surveys (PPRA)

Consent Required

Under the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (ED), to submit to a survey, analysis, or evaluation that reveals information concerning the topics listed at Protected Information, below, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent. *20 U.S.C. 1232h(b)*

Parental Inspection

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. ED shall be available for inspection by the parents or guardians of the children. *20 U.S.C. 1232h(a)*

Information Collection Funded by Other Sources

Policies

Except as provided by 20 U.S.C. 1232h(a) or (b) [see U.S. ED Funded Surveys, above], as a condition of receiving funds for a program funded in whole or in part by the U.S. ED, a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the following:

1. The parent's right to inspect a survey created by a third party before the survey is administered or distributed by a school to the student and any applicable procedures for granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received.
2. A district's arrangements to protect student privacy in the event a survey containing one or more of the items listed under Protected Information, below, is administered or distributed to a student.
3. The parent's right to inspect any instructional material used in the educational curriculum for the student and any applicable procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.
4. The administration of physical examinations or screenings that a district may administer to the student.
5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. This provision does not apply to use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as recruiters, book clubs, curriculum and instruc-

tional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

6. The parent's right to inspect any instrument used in collection of personal information in item 5 above, before the instrument is administered and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). [See CRD, FFAA, FL, and FNG]

Parental Notification

A district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in schools served by the district. At a minimum, a district shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and

2. Offer an opportunity for the parent to opt the student out of participation in an activity described below.

A district shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.

2. The administration of any survey containing one or more items described at Protected Information, below.

3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

20 U.S.C. 1232h(c)(1)–(4) [See FFAA]

Protected Information

Protected information addressed by 20 U.S.C. 1232h includes:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

20 U.S.C. 1232h(b), (c)(1)(B)

"Personal Information" Defined

The term "personal information" means individually identifiable information, including a student's:

1. First and last name;
2. Home or physical address, including street name and city or town;
3. Telephone number; or
4. Social security identification number.

20 U.S.C. 1232h(c)(6)(E)

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although the Superintendent shall ensure that professional staff select instructional resources in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, “instructional resources” includes both instructional materials and library materials.

Instructional materials may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District’s educational program.

Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.

Selection Criteria

Instructional Resources

Administrators, teachers, librarians, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Additional Instructional Materials

In addition to the criteria above, District professional staff may select additional instructional materials in accordance with administrative regulations.

Library Materials

In addition to the criteria above, librarians and other professional staff shall ensure that library materials:

1. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];
2. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community;
3. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives;
4. Demonstrate literary merit, quality, value, and significance;
5. Cover topics, authors, series, or genres that fill gaps in the school library collection;

6. Include accurate and authentic factual content from authoritative sources;
7. Have a high degree of potential user appeal and interest;
8. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners; and
9. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Gifts

Gifts of instructional resources shall be evaluated according to the provisions above and accepted or rejected in accordance with CDC(LOCAL).

Challenged Resources

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional resource used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Instructional resources, including textbooks and their ancillary/supplementary materials approved through both state proclamation and local adoption process shall not be subject to reconsideration during the term of the adoption.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection about the appropriateness of an instructional resource, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional resource. If appropriate, the administrator may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional resource.

Formal Reconsideration

A complainant shall make any formal objection to an instructional resource on the Request for Reconsideration of Instructional Resources form [see EF(EXHIBIT)] and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional resource has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection or maintenance process, as applicable.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For provisions regarding inventory and requisition of instructional materials, see CMD.

Definitions

"Instructional material" is defined as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material. *Education Code 31.002(1)*

"Open education resource instructional material" is teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. *Education Code 31.002(1-a)*

"Technological equipment" is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. *Education Code 31.002(4)*

SBOE Instructional Materials List

For each subject and grade level, the State Board of Education (SBOE) shall adopt a list of instructional materials.

The list includes each instructional material that meets applicable physical specifications and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level.

Education Code 31.023(a)

A district may requisition instructional materials on the SBOE's list for grades above the grade level in which the student is enrolled. *19 TAC 66.104(b)*

Open Education Resource Instructional Material

The SBOE shall place open education resource instructional material for a secondary-level course submitted for adoption by an eligible institution on the list if it satisfies the requirements described in Education Code 31.0241. *Education Code 31.0241(b)*

Commissioner Instructional Materials List

The commissioner of education, with input from the SBOE, shall adopt a list of:

1. Electronic instructional material; and
2. Material that conveys information to the student or otherwise contributes to the learning process, including tools, models, and investigative materials designed for use as part of the foundation curriculum for science in kindergarten through grade 5 and personal financial literacy in kindergarten through grade 8.

Education Code 31.0231(a)

Supplemental Instructional Materials List

The SBOE may adopt supplemental instructional materials that are not on the SBOE instructional materials list. Supplemental instructional material adopted by the SBOE:

1. Must contain material covering one or more primary focal points or primary topics of a subject in the required curriculum;
2. Is not designed to serve as the sole instructional material for a full course;
3. Meets applicable physical specifications adopted by the State Board of Education;
4. Is free from factual errors;
5. Is suitable for the subject and grade level; and
6. Is reviewed by academic experts in the subject and grade level.

Education Code 31.035(a)

Local Selection

A board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice. *19 TAC 66.104(a)*

Notice to SBOE

Each year, during a period established by the SBOE, a board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101. *Education Code 31.101(a)*

Foundation Curriculum

For subjects in the foundation curriculum, a board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the commissioner's instructional materials list. *Education Code 31.101(a)(1)*

Enrichment Curriculum

For a subject in the enrichment curriculum, a board shall notify the SBOE of instructional material it selects from the instructional materials list, including the commissioner's instructional materials list, or that it selected instructional materials that do not appear on the list. *Education Code 31.101(a)(2)*

Open Education Resource Instructional Materials

In selecting instructional material each year, a district may consider the use of open education resource instructional materials. *Education Code 31.101(b)*

A district may adopt state-developed open education resource instructional material at any time, regardless of the instructional material review and adoption cycle. *Education Code 31.073(c)*

Supplemental Materials

A board may requisition supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035 [see CMD]. If a board requisitions supplemental instructional materials, the district shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district, cover the essential knowledge and skills for the course. *Education Code 31.035(d), (f)*

Special Education

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. *19 TAC 66.104(c)*

Duration of Selection

Listed Materials

A district that selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the commissioner's instructional materials list may cancel the subscription and subscribe to new instructional material on the SBOE list or electronic instructional material on the commissioner's list before the end of the state contract period if:

1. The district has used the instructional material for at least one school year; and
2. TEA approves the change based on a written request to TEA by the district that specifies the reasons for changing the instructional material used by the district.

Education Code 31.101(e)

Other Materials

For instructional material that is not on the instructional materials list, a district must use the instructional material for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instruction material is used. *Education Code 31.101(d)*

Criminal Offense

A board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
3. Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

1. Staff development, in-service, or teacher training; or
2. Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152

Human Sexuality Materials

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by a board with the advice of the local school health advisory council (SHAC). *Education Code 28.004(e)*

For more information on the requirements for adopting human sexuality instructional materials, see EHAA.

Purpose

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

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

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

A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

A district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. In providing instruction required by the State Board of Education under Education Code 28.002(h-1), regarding the founding documents of the United States, a district shall use those documents as part of the instructional materials for the instruction.

Education Code 28.002(h), (h-6)

Required Curriculum

Foundation Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

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

Enrichment Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on:
    a. Physical health, including the importance of proper nutrition and exercise;
    b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
    c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
3. Physical education;
4. Fine arts;
5. Career and technical education;
6. Technology applications;
7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
8. Personal financial literacy.

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

Digital Citizenship

The State Board of Education by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

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

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Positive Character Traits

Districts are required to provide instruction in the essential knowledge and skills for positive character traits and personal skills at least once in the following grade bands: kindergarten–grade 2, grades 3–5, grades 6–8, and grades 9–12.

Districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

19 TAC 120.3(a), .5(a), .7(a), .9(a)

Local Credit

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

Local Instructional Plan

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

Major Curriculum Initiatives

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

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

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

Scope and Sequence

In adopting a recommended or designated scope and sequence for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. *Education Code 28.0027(a)*

Coordinated Health Programs

The Texas Education Agency (TEA) shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

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

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

Physical Education

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

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and

3. Be an enjoyable experience for students.

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

Student/Teacher Ratio

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

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

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

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

Classification for Physical Education

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

1. Unrestricted — not limited in activities.
2. Restricted — excludes the more vigorous activities. Restricted classification is of two types:
    a. Permanent — A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
    b. Temporary — Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial — specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

School Health Advisory Council

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

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
    a. Health education in kindergarten through grade 8; and
    b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
    a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
    b. Physical education and physical activity;
    c. Nutrition services;
    d. Parental involvement;
    e. Instruction on substance abuse prevention;
    f. School health services, including mental health services;
    g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
    h. A safe and healthy school environment; and
    i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;

b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];

c. A safe and healthy school environment; and

d. School employee wellness;

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

6. Strategies to increase parental awareness regarding:

a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and

b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.

7. Appropriate grade levels and curriculum for instruction regarding opioid addiction and abuse and methods for administering an opioid antagonist; and

8. Appropriate grade levels and curriculum for instruction regarding child abuse, family violence, dating violence, and sex trafficking, including likely warning signs that a child may be at risk for sex trafficking, provided that the local SHAC's recommendations under this provision do not conflict with the essential knowledge and skills developed by the State Board of Education.

Education Code 28.004(c), (n)

Policy Recommendations

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

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. *Education Code 28.004(o)*

Complaints

A parent may use the grievance procedure at FNG concerning a complaint of a violation of Education Code 28.004. *Education Code 28.004(i-1)*

Human Sexuality Instruction

Definitions

"Human sexuality instruction," "instruction in human sexuality," and "instruction relating to human sexuality" include instruction in reproductive health.

"Curriculum materials" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Education Code 28.004(p)

Board Selection

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

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

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's deci-

sion regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A statement informing the parent of the human sexuality instruction requirements under state law;
2. A detailed description of the content of the district's human sexuality instruction and a general schedule on which the instruction will be provided;
3. A statement of the parent's right to:
    a. At the parent's discretion, review or purchase a copy of curriculum materials as provided by Education Code 28.004(j) [see EFA];
    b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
    c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;
4. A statement that any curriculum materials in the public domain used for the district's human sexuality instruction must be posted on the district's internet website, if the district has an internet website, and the internet website address at which the curriculum materials are located; and
5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

Education Code 28.004(i)

Parent Consent Before Instruction

Before a student may be provided with human sexuality instruction, a district must obtain the written consent of the student's parent. A request for written consent may not be included with any other notification or request for written consent provided to the parent, other than the notice provided under Education Code 28.004(i), described above, and must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins. The requirements in this paragraph expire August 1, 2024. *Education Code 28.004(i-2)–(i-3)*

Condoms

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

Separate Classes

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

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's human sexuality instruction. The policy must require:

1. The board to adopt a resolution convening the local SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The local SHAC to:
    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and
    b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the local SHAC's recommendations under item 2, above, to take action on the adoption of the recommendations by a record vote at a public meeting.

Before adopting curriculum materials for the district's human sexuality instruction, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

Education Code 28.004(e)–(e-1), (e-3)

Abuse Prevention Instruction

Any course materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking shall be selected by the board with the advice of the local SHAC.

Adoption of Instructional Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. The policy must require:

1. The board to adopt a resolution convening the SHAC for the purpose of making recommendations regarding the curriculum materials;

2. The SHAC to:

    a. After the board's adoption of the resolution, hold at least two public meetings [see BDF] on the curriculum materials before adopting recommendations; and

    b. Provide the adopted recommendations to the board at a public meeting of the board; and

3. The board, after receipt of the SHAC's recommendations, to take action on the adoption of the recommendations by a record vote at a public meeting.

Board Selection

Before adopting curriculum materials for the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;

2. Suitable for the subject and grade level for which the curriculum materials are intended; and

3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

The board shall determine the specific content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including the essential knowledge and skills addressing these topics developed by the State Board of Education.

Education Code 28.004(q)–(q-1), (q-3)–(q-4)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board's decision regarding whether the district will provide instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking to district students. If instruction will be provided. The notice must include:

1. A statement informing the parent of the requirements under state law regarding instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

2. A detailed description of the content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

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

a. At the parent's discretion, review or purchase a copy of curriculum materials [see below at Availability of Instructional Materials];

b. Remove the student from any part of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and

c. Use the grievance procedure at FNG or the appeals process under Education Code 7.057 concerning a complaint of a violation of Education Code 28.004;

4. A statement that any curriculum materials in the public domain used for the district's instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking must be posted on the district's internet website address at which the curriculum materials are located; and

5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, including information regarding the local SHAC.

Parent Consent Before Instruction

Before a student may be provided with instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, a district must obtain the written consent of the student's parent. A request for written consent:

1. May not be included with any other notification or request for written consent provided to the parent, other than the notice described above; and

2. Must be provided to the parent not later than the 14th day before the date on which the instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking begins.

Education Code 28.004(q-5)–(q-6)

Availability of Materials for Human Sexuality Instruction and Abuse Prevention Instruction

Curriculum materials proposed to be adopted for the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking must be made available as provided below, except copyrighted materials must be provided as described by items (2)(a) or (2)(c), as applicable.

A district shall make all curriculum materials used in human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking available by:

1. For curriculum materials in the public domain:

    a. Providing a copy of the curriculum materials by mail or email to a parent of a student enrolled in the district on the parent's request; and

    b. Posting the curriculum materials on the district's internet website, if the district has an internet website; and

2. For copyrighted curriculum materials, allowing a parent of a student enrolled in the district to:

    a. Review the curriculum materials at the student's campus at any time during regular business hours;

    b. Purchase a copy of the curriculum materials from the publisher as provided by the district's purchase agreement for the curriculum materials; or

    c. Review the curriculum materials online through a secure electronic account in a manner that prevents the curriculum materials from being copied and that otherwise complies with copyright law.

For purchase agreements entered into, amended, or renewed on or after September 1, 2021, if a district purchases from a publisher copyrighted curriculum materials for use in the district's human sexuality instruction, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

If a district purchases from a publisher copyrighted curriculum materials for use in the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

Education Code 28.004(e-2), (j)–(j-2), (q-2)

Character Education

A district must adopt a character education program that includes the following positive character education traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906

Offenses to Property

Individuals shall not vandalize or otherwise damage or deface any property, including furniture and other equipment, belonging to or rented by the District or by District schools. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law. All individuals are subject to the provisions of state law.

Disciplinary action shall depend upon a careful assessment of all circumstances, including the nature and severity of the offense.

Employees shall report to the principal incidents of vandalism and, if known, the names of those responsible.

Principals, teachers, and employees shall be directly responsible for all assigned buildings, rooms, equipment, and materials.

Textbooks

Students shall be responsible for the care and return of state-owned textbooks, library books, and instructional resources and may be charged for them when such items are lost or damaged. [See FP and CMD]

Liability for Technology Devices

If the student-issued technology device is lost because of a negligent or deliberate action, the parents or guardians are responsible for the entire replacement costs. The maximum amount of liability shall be based on the District's current replacement costs or replacement plus reasonable attorney fees if the unpaid amount is processed for collection. If the student-issued technology device is not timely returned, is damaged, lost, or stolen, parents or guardians are responsible for the reasonable cost of repair or the replacement value on the date of the loss.

Definition

A "paging device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The term does not include an amateur radio under the control of an operator who holds an amateur radio station license issued by the Federal Communications Commission.

Paging Devices Policy

A board may adopt a policy prohibiting students from possessing paging devices while on school property or while attending school-sponsored or school-related activities on or off school property.

Penalties

The policy may establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the paging device.

Disposal

A district policy may provide for:

1. Disposal of a confiscated paging device in any reasonable manner, provided the student's parent and the paging company whose name and address appear on the device are given 30 days' notice of the intent to dispose of the device. Such notice may be made by telephone, telegraph, or in writing, and must include the serial number of the device.
2. Charging the owner of the device or the student's parent an administrative fee of not more than $15 before it releases the device.

Education Code 37.082

Calculator Application

A district shall permit a student enrolled in a course that requires the student to use a graphing calculator to use a calculator application on a computing device, including a personal, laptop, or tablet computer, that provides the same functionality, unless the district makes available to the student a graphing calculator at no cost to the student.

A district may adopt policies related to student use of a computing device for purposes of a calculator application. To the extent Education Code 25.904 conflicts with Education Code 37.082 [see Paging Devices Policy, above], Education Code 25.904 prevails.

Education Code 25.904

Armed Security Officer Required

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer; or
3. A commissioned peace officer employed as security personnel under Education Code 37.081.

Good Cause Exception

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

Alternative Standard

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or
2. A school district employee or a person with whom the district contracts who:
    a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; and
    b. Carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A).

Documentation

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

Education Code 37.0814

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

To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and

3. Commission peace officers.

Jurisdiction

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

Education Code 37.081(a), (a-1)

Duties

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

1. The district improvement plan under Education Code 11.252 [see BQ];

2. The student code of conduct adopted under Education Code 37.001 [see FO];

3. Any memorandum of understanding providing for a school resource officer; and

4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

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

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

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

Prohibited Duties

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

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

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

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

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

Refusal or Removal from District Property

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

Active Shooter Response Training

A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period.

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

A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training.

Education Code 37.0812

School-Based Law Enforcement Proficiency

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

Officer Providing Volunteer Security Services

A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may:

1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

Occupations Code 1702.333(d)

Immunity from Liability

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

"Security personnel" includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

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

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

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

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

Education Code 37.087

Notice of Exposure to Communicable Disease

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

Authorized Handguns

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

Role of Persons Carrying a Firearm

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

Education Code 37.089

School Resource Officers

To implement the District's comprehensive safety programs, the District has entered into a memorandum of understanding (MOU) with each local law enforcement agency that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of school resource 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.

Authority and Duties

A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.

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

Employees Authorized to Possess Firearms for Emergency Response

The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.

Purpose

Authorization

Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized employee shall have immunities as provided by law.

Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Participation in this safety and security program shall be strictly voluntary.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy.

In addition, authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.

Duties

An authorized employee shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.

In an emergency an authorized employee shall:

1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District; and
2. Carry out all other lawful duties as directed by the Superintendent.

Handgun Licensees	Only a District employee who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan. A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).
Training	The District shall provide to each District employee who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.
Implementation	The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.

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

Definition

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

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

Occupations Code 1701.601

License Required

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

Memorandum of Understanding Required

A memorandum of understanding for the provision of school resource officers must be in the form of an interlocal contract under Government Code Chapter 791 (Interlocal Cooperation Act).

Cost Allocation

The memorandum of understanding must use a proportionate cost allocation methodology to address any costs or fees incurred by the district or the local law enforcement agency, county, or municipality, as applicable. The cost allocation methodology may allow a local law enforcement agency, county, or municipality, as applicable, to recoup direct costs incurred as a result of the contract but may not allow the agency, county, or municipality to profit under the contract.

Funding

A district that enters into a memorandum of understanding for the provision of school resource officers may seek funding from federal, state, and private sources to support the cost of providing school resource officers.

Education Code 37.081(a-2), (a-3), (a-4)

Firearms Accident Prevention Program

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

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

Occupations Code 1701.603

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

"Commissioned security officer" is a security officer under Occupations Code Chapter 1702 authorized by the Department of Public Safety (DPS) to carry a firearm and operating in compliance with 37 Administrative Code Chapter 35, Subchapter F.

Security Services Contractor

For the purposes of providing security personnel, the board may contract with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by DPS.

Education Code 37.081; Occupations Code 1702.002; 37 TAC 35.81-.83

Employed by the District

A district may not employ a commissioned security officer unless it provides notice to DPS in the form prescribed by the Public Safety Commission of:

1. The district's intent to employ a commissioned security officer and register with DPS;
2. The name, title, and contact information of the person serving in the district as the contact for DPS; and
3. Any change in the information provided above.

Occupations Code 1702.181

The provisions of Occupations Code Chapter 1702 relating to security officer commissions apply to a person employed by a district whose duties include serving as a security guard, security watchman, or security patrolman on property owned or operated by the district if the board files a written request with DPS to issue a commission to the district's employees with those duties.

The commission expires at the time the officer's employment as a security officer by the district is terminated.

Occupations Code 1702.321

Description 1 (Slide 29)	
How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	
Person/Department	**ISSD procedures, systems, and policies**
Learning Services C&I - Jana Claxton and Mariela Magro-Malo and MTSS - Robin Bayer	**The district shall provide a well-rounded program to educate students in prekindergarten through grade 12 by delivering a comprehensive Texas Essential Knowledge and Skills (TEKS)-based curriculum using high-quality instructional materials approved by Texas Education Agency EH (Local). The Teaching and Learning department will collaborate to develop curricular support and professional training for teachers and instructional support staff.**

Description 2 (Slide 30)	
How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	
Person/Department	**ISSD procedures, systems, and policies**
N/A	**No disparities in Irving ISD**

Description 3 (Slide 31)
How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)

Person/Department	ISSD procedures, systems, and policies
School Leadership Principal Supervisors	**Irving ISD will carry out its responsibilities under Section 1111(d)(1) and (2) by utilizing the Texas Instructional Leadership Program (TIL). The goal of the Texas Instructional Leadership (TIL) Program is to increase student achievement while mastering action steps in the content selected (School-wide Culture and Routines and Lesson Alignment/Formative Assessment). Region 10 will provide professional development, coaching, and implementation support and will engage with district in several ways, including Face-to-face professional development, Practice Labs targeted to district's TIL needs, Coaching from a Region 10 TIL Cohort Lead, and Implementation support (i.e. campus visits, technical assistance, etc.).** **Campus administrators will receive training and monthly professional development in the areas of observation and feedback, data driven instruction, and utilizing student data to develop targeted school-wide intervention plans. All schools have built in dedicated intervention blocks to target students and student groups in need of additional support and extensions/enrichment.**

Description 4 (Slide 32)	
The poverty criteria that will be used to select school attendance areas under Section 1113	
Person/Department	**ISSD procedures, systems, and policies**
Mr. Natividad	**Irving ISD utilizes the Community Eligibility Provision (CEP) percentages to allocate Title 1 funds by campus.**

Description 5 (Slide 33)	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs	
Person/Department	**ISSD procedures, systems, and policies**

School Leadership Sofia Galvan At Risk Services Reny Lizardo Campus Op	**When a student is placed in JJAEP the juvenile board and the district provide the appropriate educational services in accordance with the local MOU. For each student JJAEP coordinated with the district to develop a written transition plan for the entrance into JJAEP and the eventual exit. Any students entering JJAEP served under special education services still maintain those services as required by law. The exit transition plan includes all information regarding courses in progress or completed, current grades for courses in progress, and the number of attendance days and absent days.**

Description 6 (Slide 34)	
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act	
Person/Department	**ISSD procedures, systems, and policies**
School Leadership Gale Wortham Sofia Galvan	**The parent or guardian of a homeless child, and any unaccompanied youth, are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the school of enrollment. Homeless families and homeless children receive referrals to health care, dental, mental health and substance abuse, housing, and other appropriate services.**

Description 7 (Slide 35)	
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116	
Person/Department	**ISSD procedures, systems, and policies**
Parent Engagement Liesl Payne	**Irving Independent School District believes that all parents/guardians are partners with teachers and other staff in the education of their children. Irving Independent. School District believes that parent involvement and empowerment are essential at all levels throughout the school district. Irving Independent School District believes that student academic achievement requires that parents/guardians have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and how to monitor their children's progress and work with educators to improve the achievement of their children.**

	Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by: ● **Respecting parents/guardians as partners in the education of their children** ● **Valuing diversity and the need for equity in each school** ● **Promoting parent involvement in district leadership and decision-making** ● **Fostering a welcoming and responsive environment for parents** ● **Ensuring accountability of the staff at all levels throughout the district in working with parents as partners** ● **Valuing the need for partnerships within public and private entities in the Irving community** ● **Ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures** ● **Establishing and promoting communication as a source of trust and understanding between the district and parents** **Principals, teachers, and all schools staff shall work in collaboration with parents and guardians by:** ● **Respecting parents as partners in the education of their children and honoring their role as first and life-long teachers** ● **Valuing diversity and equity in each child's learning** ● **Setting high expectations for excellent customer (student/parent) service** ● **Expecting high student achievement for all students** ● **Promoting parent involvement in site-based leadership and decision-making** ● **Valuing partnerships within the public and private entities within the Irving community** ● **Ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures** ● **Establishing and promoting communication as a source of trust and understanding between the school and parents** **Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:** ● **Taking the initiative to seek the best educational opportunities for their children** ● **Understanding and respecting the mission and values of the school** ● **Respecting teachers and supporting school staff as partners in the education of their children** ● **Demonstrating respect for the school, including the faculty and staff** ● **Developing jointly with the teacher, a school-parent compact for their child that outlines**

	how the parents, the school and the student will share the responsibility for improved academic achievement ● **Identifying and addressing barriers to parent involvement** ● **Understanding school procedures and opportunities to contribute or receive support** ● **Participating in the development of the school parent involvement plan and the review and evaluation of the plan** ● **Utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children** ● **Participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences** ● **Valuing diversity and the need for equity in each child's learning** ● **Participating in site-based leadership and decision making** ● **Volunteering in their children's schools** ● **Supporting and engaging in developing partnerships within the Irving community** **The Parent Advisory Council, made up of parent representatives from each campus and the District Improvement Committee, made up of parents, community members, teachers, principals and central administrators shall review and evaluate this Title I Parent Involvement Policy annually and revise the policy as needed.**

Description 8 (Slide 36)	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs	
Person/Department	**ISSD procedures, systems, and policies**
School Leadership **Jennifer Mckee** **Parent Engagement** **Claudia Marquez**	*Early Childhood Campuses do not receive Title 1 funding.* **PreK 3 parents are invited to an informational meeting at their respective elementary schools in the spring to receive information about the PreK 4 classes and programs on their campuses. Parent information sessions are held 3-4 times in the spring, both in person and virtually, to share information about the PreK 3 and PreK 4 programs at the early childhood campuses and the elementary schools.**

	Events are held at the early childhood campuses in the spring to help the students with the transition to elementary school, including a curriculum with weekly lessons to help prepare for the change. The home instructors in the district HIPPY program prepare parents for the upcoming transition to early childhood or kindergarten through their lessons with the parents and by sharing dates for the district information meetings. "Meet the Teacher" and Parent Orientation nights are held in the fall to help students and their parents get to know school staff and learn about the procedures, expectations, and curriculum for the year.

Description 9 (Slide 37)	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Person/Department	**ISSD procedures, systems, and policies**
N/A	**All Irving ISD campuses are schoolwide, therefore we do not have targeted assistance programs.**

Description 10 (Slide 38)	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
Person/Department	**ISSD procedures, systems, and policies**
School Leadership **Imelda Little** **Julie Soberanis** **Zach Moore** **MT**	**Elementary parents are invited to an information meeting at their respective middle school in the Spring to receive information on course descriptions, selections, and schedules at the Middle School. Each elementary school campus holds an annual Career Day event to highlight careers and trades that will promote student's interest in the district's Programs of Study.**

	Parents of students in Middle School receive information as it pertains to Programs of Study, Graduation Requirements, Endorsements, Dual Credit Classes, Advanced Placement Courses, and Career and Technical Education programs that will springboard post secondary preparation at a high school parent night. **At the Middle School, parents are provided information as to district graduation requirements and electives options. Graduation plan requirements are also shared to create awareness of course sequence. Parents and students are also given information on our Early College campuses and the application process. Interviews are held with interested students to explain the differences between earning an Associates or continuing at a comprehensive campus to pursue Advanced Placement courses. Middle School students have the opportunity to enroll in Advanced Placement courses as early as 8th grade and earn high school credit. Eighth grade students are also given a career assessment to provide guidance on selecting a high school CTE program of study as well as a wide range of career exploratory programs that are offered at the middle school level.** **High School to Post Secondary** **Counselors provide classroom guidance every year to high school students reviewing CCMR options and opportunities. Every High School holds a Fall Senior Parent Night to inform parents of FAFSA, TASFA, the College application process and Dallas County Promise. College Campus visits are done through AVID, as well as scholarship applications and completion deadlines.** **A district wide College and Career Night is scheduled every year to give parents and students an opportunity to meet with college representatives and receive information on admission application requirements.** **Through the Irving ISD partnership with Dallas College, High School students have the opportunity to enroll in Dual Credit classes with the potential of completing their core classes or earning an Associate's degree.** **Irving ISD's Career and Technical Education department offers a wide range of career programs of study focused on preparing students for entry into postsecondary careers. Each career pathway includes a practicum course that allows students to participate in on-site student operated enterprises, off campus internships, or a hands-on capstone project. Students in four-year comprehensive CTE programs also earn industry recognized certifications allowing students to enter the workforce during or after high school. Irving ISD is located in the heart of the DFW Metroplex which uniquely makes available many business partnerships. These partnerships give students opportunities to learn about**

	post-secondary careers through industry guest speakers, tours of businesses and corporate headquarters, paid and unpaid internships, and job opportunities upon graduation. Business partners also serve on program advisory boards providing relevant industry input to all CTE cluster programs in an effort to better prepare students for post-secondary success.

Description 11 (Slide 38)	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Person/Department	**ISSD procedures, systems, and policies**
Learning Services **MTSS - Robin Bayer**	Every IISD campus will implement multi-tiered systems of support (behaviorally, academically, and socially-emotionally) to ensure students remain in class learning as much as possible. Campuses will implement: ● A Social-Emotional Learning Program ○ Capturing Kids' Hearts ○ Guided SEL lessons ○ SEL integrated into daily classroom instruction ● Tier 1 campus-wide behavior systems ○ PBIS (Positive Behavioral Interventions and Supports) ○ Clear, defined classroom routines and procedures ● Tier 2 and 3 behavior strategies ○ Examples: Check-in/check-out systems, student support groups, and/or restorative practices ● Student Culture Teams ○ A group of campus admin, counselors, deans, and teachers will meet monthly to analyze discipline data by campus, grade level, and subgroups to determine campus action plans in regards to behavior and SEL. District will implement: ● Deans of Students serving as behavioral and social-emotional experts supporting teachers in their implementation of a multi-tiered system of support ○ Four elementary deans

	○ Fourteen secondary deans (One per campus) ● Social-Emotional Learning Department serving as guides to campuses on the implementation of Capturing Kids' Hearts, daily SEL lessons, and district-wide SEL implementation ○ One director ○ Elementary Coordinator, Secondary Coordinator ● MTSS Behavior Leads serving as tier 3 student support and as gudies to staff on implementing tiered systems of behavioral support ○ One elementary ○ One secondary ● Monthly data analysis meetings to discuss campuses and staff in need of support ● Verbal de-escalation training ○ Campuses can opt-in to have their entire stuff trained on verbal de-escalation. ○ The MTSS Team will view district-wide referral data to determine staff in need of verbal de-escalation training and offer monthly trainings. **Resources:** **https://sites.google.com/irvingisd.net/seltoolbox/behavior/behavior-checklists** **https://sites.google.com/irvingisd.net/seltoolbox/behavior/data-forms** **https://sites.google.com/irvingisd.net/seltoolbox/behavior/tier-1-strategies** **https://sites.google.com/irvingisd.net/seltoolbox/behavior/tier-2-strategies** **https://sites.google.com/irvingisd.net/seltoolbox/behavior/tier-3-strategies**

Description 12 (Slide 40)	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Person/Department	**ISSD procedures, systems, and policies**
School Leadership **Zach Moore**	IISD provides many annual professional development opportunities for faculty, counselors and administrators to incorporate instructional strategies into all learning environments. Examples of Professional Development specific to CTE include:

	• ELL and SPED strategies • Safety training specific to their cluster • IBC's and how they play into accountability All high school campuses work with the CTE Department to educate all staff on career opportunities through CTE courses offered at specific campuses. Singley Academy provides team teaching between CTE and non-CTE teachers to develop strategies of including specific industry concepts and projects into core curriculum. The CTE Departments CCMR Coordinator works directly with district and campus counselors on providing updates from industry partners. The district's CTE programs work with numerous industry professionals to provide work-based learning opportunities through paid and unpaid internships, industry guest speakers, and business tours.

Description 13 (Slide 41)	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
Person/Department	**ISSD procedures, systems, and policies**
Teaching and Learning Gifted and Talented - Nasky and Flores	Gifted and Talented do not receive Title 1 allocations.
Library and Digital Resources - Judy Boone Patricia Alvarado-Barnes	Irving ISD purchased take-home book Packs for students in grades PK-7. The focus was to provide summer reading materials that encourage reading for pleasure outside of school and prevent summer reading loss. The goal of this summer reading initiative is to maintain academic progress attained during the school year, continue to add books to the students' home library, and support life-long learning and reading skills. Overall, 19,299 book packs (80,606 books) were purchased for students in PK-7 grade.

IRVING INDEPENDENT SCHOOL DISTRICT

EMPLOYEE HANDBOOK

2025 - 2026

If you have difficulty accessing the information in this document because of a disability, please email Accommodations@IrvingISD.net.

Table of Contents

Introduction **5**

District Information **6**

District Map 6
Goals 7
Board of Trustees 7
Board Meeting Schedule 8
School Calendar 9
Helpful Contacts 9
School Directory 10

Employment **11**

Equal Employment Opportunity 11
Job Vacancy Announcements 12
Employment after Retirement 12
Contract and Noncontract Employment 12
Job Abandonment 13
Certification and Licenses 13
Reading Academies 14
Recertification of Employment Authorization 14
Searches and Alcohol and Drug Testing 14
Health Safety Training 15
Reassignments and Transfers 16
Workload and Work Schedules 16
ADA Accommodations 17
Breaks for Expression of Breast Milk 17
Pregnant Workers Fairness Act 18
Notification to Parents Regarding Qualifications 18
Outside Employment and Tutoring 19
Performance Evaluation 19
Employee Involvement 20
Staff Development [Professional Learning] 20
Mental Health Training 20

Compensation and Benefits **22**

Salaries, Wages, and Stipends 22
Paychecks 22
Automatic Payroll Deposit 25
Payroll Deductions 25
Overtime Compensation 26
Travel Expense Reimbursement 26
Health, Dental, and Life Insurance 27
Supplemental Insurance Benefits 27

Cafeteria Plan Benefits (Section 125) 27
Workers' Compensation Insurance 28
Unemployment Compensation Insurance 28
Teacher Retirement 28
Other Benefit Programs 29
Reimbursement of Local Leave Upon Retirement 29

Leaves and Absences 30

Personal Leave 31
State Sick Leave 33
Local Leave 33
School Business Leave 34
Employee Wellness Days 34
Vacation 35
Non-Duty Days 36
Holidays 36
Catastrophic Leave Bank (Formerly Sick Leave Bank) 37
Family and Medical Leave Act (FMLA)—General Provisions 37
Local Procedures for Implementing Family and Medical Leave Provisions 40
Temporary Disability Leave 41
Temporary Medical Leave for Noncontract Employees 42
Workers' Compensation Benefits 43
Assault Leave 43
Bereavement Leave 43
Jury Duty 44
Compliance with a Subpoena 44
Truancy Court Appearances 44
Religious Observance 44
Military Leave 45

Employee Relations and Communications 45

Employee Recognition and Appreciation 45
District Communications 45

Complaints and Grievances 48

Standards of Conduct 49
Discrimination, Harassment, and Retaliation 54
Harassment of Students 54
Reporting Suspected Child Abuse 57
Sexual Abuse and Maltreatment of Children 58
Reports to Texas Education Agency 59
Crime 59
Scope and Sequence 60
Technology Resources 60
Staff Cell Phone Use During Instructional Time 60

Personal Use of Electronic Communications 61
Electronic Communications between Employees, Students, and Parents 62
Public Information on Private Devices 65
Criminal History Background Checks 65
Employee Arrests and Convictions 65
Alcohol and Drug-Abuse Prevention 66
Tobacco and Nicotine Products and E-Cigarette Use 67
Fraud and Financial Impropriety 67
Endorsements 69
Conflict of Interest 70
Gifts and Favors 70
Copyrighted Materials 70
Associations and Political Activities 71
Charitable Contributions 71
Safety and Security 71
Possession of Firearms and Weapons 72
Visitors in the Workplace 72
Asbestos Management Plan 73
Pest Control Treatment 73
Other Topics 73

General Procedures 75

Emergency School Closing 75
Emergencies 75
Purchasing Procedures 77
Name and Address Changes 77
Personnel Records 77
Facility Use 78

Termination of Employment 79

Resignations 79
Dismissal or Nonrenewal of Contract Employees 80
Dismissal of Noncontract Employees 80
Discharge of Convicted Employees 81
Exit Interviews and Procedures 81
Reports Concerning Court-Ordered Withholding 82

Student Issues 83

Equal Educational Opportunities 83
Student Records 83
Parent and Student Complaints 84
Administering Medication or Diabetic Care to Students 84
Dietary Supplements 85
Psychotropic Drugs 85
Student Conduct and Discipline 85

Student Attendance 86
Bullying 86
Hazing 91
Appendix A – Vehicle Safety and Use Guidelines and Procedures 92

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. While employment with Irving ISD is subject to all Irving ISD Board of Trustees Policies (www.irvingisd.net/BoardPolicy), not all District policies and procedures are included in this handbook. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to HumanResourcesDirectors@IrvingISD.net.

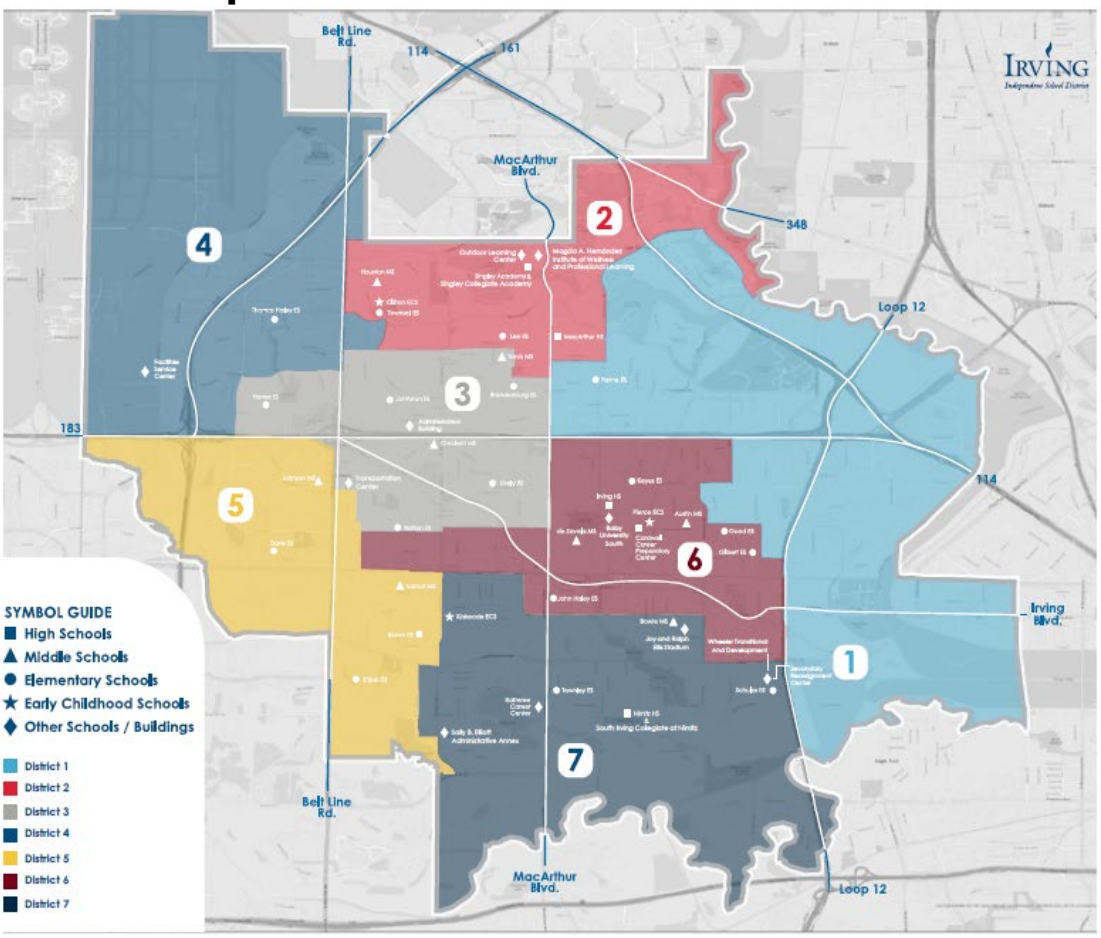
In addition, the information provided in this handbook will be supplemented via the District's Intranet found on the District's website www.irvingisd.net. This site contains a number of helpful resources that can be downloaded when needed. Individual campuses will provide information pertinent to that specific campus, i.e. fire drill schedules, bell schedules, and other operational procedures, including periodic updates or changes.

This handbook is neither a contract nor a substitute for the official District policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of, District policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, please refer to the Board Policy Manual, which can be accessed online at www.irvingisd.net/BoardPolicy.

Employees are required to complete all Annual e-Courses on the Staff page at www.irvingisd.net/compliance. Please check the referenced website for a complete updated list and deadlines for completion. An acknowledgment of your understanding of this handbook should be completed through the annual e-Courses module

District Information

District Map



■ High Schools

Cardwell Career Preparatory Center	101 E. Union Bower 75061
Irving	900 O'Connor 75061
MacArthur	3700 N. MacArthur 75062
Nimitz	100 W. Oakdale 75060
Singley Academy	4601 N. MacArthur 75038

▲ Middle Schools

Austin	825 E. Union Bower 75061
Bowie	600 E. Sixth 75060
Crockett	2431 Hancock 75061
de Zavala	707 W. Pioneer 75061
Houston	3033 W. Country Club 75038
Johnson	3601 W. Pioneer 75061
Lamar	219 Crandall 75060
Travis	1600 Finley 75062

● Elementary Schools

Barton	2931 Conflans 75061
Brandenburg	2800 Hillcrest 75062
Brown	2501 W. Tenth 75060
Davis	310 Davis 75061
Farine	615 Metker 75062
Gilbert	1501 E. Pioneer 75061
Good	1200 E. Union Bower 75061
J. Haley	1100 Schulze 75060
T. Haley	3601 Cheyenne 75062
Hanes	2730 Cheyenne 75062
Johnston	2801 Rutgers 75062
Keyes	1501 N. Britain 75061
Lee	1600 Carlisle 75062
Lively	1800 Plymouth 75061
Schulze	1200 S. Irving Heights 75060
Stipes	3100 Cross Timbers 75060
Townley	1030 Vilbig 75060
Townsell	3700 Pleasant Run 75038

★ Early Childhood Schools

Clifton	3950 Pleasant Run 75038
Kinkeade	2333 Cameron Place 75060
Pierce	901 Britain 75061

♦ Additional Facilities

Administration Building	2621 W. Airport Fwy., 75062
Baby University South (Opening Fall 2025)	800 N. O'Connor Rd., 75060
Elise Walker Outdoor Learning Center	4611 N. MacArthur 75038
Facilities Service Center	3620 Valley View Ln. 75062
Joy and Ralph Ellis Stadium	700 E. Sixth St. 75060
Magda A. Hernández Institute of Wellness and Professional Learning	4615 N. MacArthur 75038
Ratteree Career Development Center	2121 S. MacArthur 75060
Sally B. Elliott Administrative Annex	1900 S. Story 750601600 E. Shady Grove 75060
Student Reassignment Center	3211 W. Pioneer Dr. 75061
Transportation Center	

Goals

Policy AE

District Goal 1: In Irving ISD, In Irving ISD, each student will reach their highest potential and be college and career ready.

District Goal 2: Irving ISD, we will increase parent and community engagement in the city of Irving.

District Goal 3: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected to single member districts and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- **A.D. Jenkins**, President, District 5
- **Michael Kelley**, Vice President, District 2
- **Lisa Lobb**, Secretary, District 6
- **Nuzhat Hye**, District 4
- **Randy Randle**, District 7
- **Mary Richarte**, District 3
- **Dr. Rosemary Robbins**, District 1

The Board usually meets once a month at 7:00 p.m. in the Boardroom of the Administration Building, 2621W. Airport Freeway, Irving, Texas 75062; with a work session preceding the meeting at 5:00 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the District website and at the main entrance of the Administration Building at least three business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with one-hour notice.

All meetings are open to the public. In certain circumstances, Texas Law permits the Board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real- property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Advance notices of all meetings are posted at the Administration Building and distributed to the news media by the Communications Department. Board meeting information is also available at the IISD website: www.irvingisd.net/BoardCalendar.

Board Meeting Schedule

Access: http://irvingisd.net/BoardAgenda

2025	2026
Monday, July 25	Tuesday, January 20
Monday, August 18	Tuesday, February 17
Monday, September 22	Monday, March 9
Monday, October 20	Monday, April 20
Monday, November 17	Monday, May 18
Monday, December 15	Monday, June 15

*NOTE: The Board Meeting Schedule is subject to change by vote of the Board of Trustees. If a Board Meeting date is changed, the updated date will be posted on the District's website.

School Calendar

(All employee work calendars can be accessed on the IISD Human Resources website [www.irvingisd.net/hr]).

IRVING
Independent School District

2025 | 2026

TEACHER CALENDAR | CALENDARIO PARA MAESTROS

- Holiday / Día Festivo
- Required Professional Learning / Capacitación profesional obligatoria
- [ ] Begin/End Grading Period / Inicio/ Fin período de calificaciones
- Purposeful Planning and Development Day/Student Holiday / Planificación Con Propósito/Día festivo para estudiantes
- Campus Preparation Day/ Student Holiday / Día de Preparación de la Escuela/Día festivo para estudiantes
- District Offices Closed / Las oficinas del distrito estarán cerradas

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/*Comienzo de clases*	August 13
School Ends/*Fin de clases*	May 28
Required Professional Learning/*Capacitación profesional obligatoria*	August 5-6
Campus Professional Development/*Desarrollo Profesional en la Escuela*	August 7-11
Campus Preparation Day/*Día de Preparación de la Escuela*	August 12
Labor Day/*Día del Trabajo*	September 1
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	September 12
Fall Break/*Vacaciones de otoño*	October 10-13
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	October 24
Thanksgiving Break/*Vacaciones de Acción de Gracias*	November 24-28
End of Semester/*Fin del Semestre*	December 19
Christmas Break/*Vacaciones de Navidad*	Dec 22 - Jan 2
Campus Preparation Day/Student Holiday/*Día festivo para estudiantes*	January 5
Second Semester Starts/*Inicio del Segundo Semestre*	January 6
MLK Day/*Día de Martin Luther King*	January 19
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	February 13
Presidents Day/*Día de los Presidentes*	February 16
Spring Break/*Vacaciones de primavera*	March 16-20
Good Friday/*el Viernes Santo*	April 3
Purposeful Planning/Student Holiday/*Día festivo para estudiantes*	April 6
Memorial Day/*Día de los Caídos*	May 25
Campus Preparation Day/*Día de Preparación de la Escuela*	May 29
Independence Day Holiday/*Día de la Independencia*	July 3

AUGUST | AGOSTO 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	[13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER | SEPTIEMBRE 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	] 20
21	[22	23	24	25	26	27
28	29	30				

OCTOBER | OCTUBRE 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	]

NOVEMBER | NOVIEMBRE 2025

S	M	T	W	T	F	S
						1
2	[3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER | DICIEMBRE 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	] 20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY | ENERO 2026

S	M	T	W	T	F	S
				1	2	3
4	5	[6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY | FEBRERO 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	] 21
22	[23	24	25	26	27	28

MARCH | MARZO 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL | ABRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	] 11
12	[13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY | MAYO 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28]	29	30
31						

JUNE | JUNIO 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY | JULIO 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Board Approved 12.16.24

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Business/Finance	972-600-5420	HR – Benefits and Leaves	972-600-5241
Campus Operations	972-600-5023	Payroll	972-600-5423
Clinic & Health Services	972-600-5205	Schools – EC/Elementary	972-600-5032
Food Services	972-600-6915	Schools – Secondary	972-600-5040
HR – Compensation	972-600-5417	Special Education	972-600-4607
HR – Personnel	972-600-5225		

School Directory

Facilities Directory

IRVING Independent School District

HIGH SCHOOLS

Cardwell Career Preparatory Center
101 E. Union Bower 75061
972-600-6140

Irving
900 O'Connor 75061
972-600-6300

MacArthur
3700 N. MacArthur 75062
972-600-7200

Nimitz/South Irving Collegiate at Nimitz
100 W. Oakdale 75060
972-600-5700

Singley Academy/Singley Collegiate Academy
4601 N. MacArthur 75038
972-600-5300

MIDDLE SCHOOLS

Austin
825 E. Union Bower 75061
972-600-3100

Bowie
600 E. Sixth 75060
972-600-3000

Crockett
2431 Hancock 75061
972-600-4700

de Zavala
707 W. Pioneer 75061
972-600-6000

Houston
3033 W. Country Club 75038
972-600-7500

Johnson
3601 W. Pioneer 75061
972-600-0500

Lamar
219 Crandall 75060
972-600-4400

Travis
1600 Finley 75062
972-600-0100

ELEMENTARY SCHOOLS

Barton
2931 Conflans 75061
972-600-4100

Brandenburg
2800 Hillcrest 75062
972-600-7100

Brown
2501 W. Tenth 75060
972-600-4000

Davis
310 Davis 75061
972-600-4900

Farine
615 Metker 75062
972-600-7900

Gilbert
1501 E. Pioneer 75061
972-600-0400

Good
1200 E. Union Bower 75061
972-600-3300

J. Haley
1100 Schulze 75060
972-600-6600

T. Haley
3601 Cheyenne 75062
972-600-7000

Hanes
2730 Cheyenne 75062
972-600-3600

Johnston
2801 Rutgers 75062
972-600-7700

Keyes
1501 N. Britain 75061
972-600-3400

Lee
1600 Carlisle 75062
972-600-7800

Lively
1800 Plymouth 75061
972-600-6700

Schulze
1200 S. Irving Heights 75060
972-600-3500

Stipes
3100 Cross Timbers 75060
972-600-4500

Townley
1030 Vilbig 75060
972-600-6800

Townsell
3700 Pleasant Run 75038
972-600-5500

EARLY CHILDHOOD SCHOOLS

Clifton
3950 Pleasant Run 75038
972-600-4200

Kinkeade
2333 Cameron Place 75060
972-600-6500

Pierce
901 Britain 75061
972-600-3700

ADDITIONAL FACILITIES

Administration Building
2621 W. Airport Fwy. 75062
972-600-5000

Baby University
800 N. O'Connor Rd.
Irving TX 75060
Opening Fall 2025

Elise Walker Outdoor Learning Center
4611 N. MacArthur 75038
Office: 972-600-5970
Lab: 972-600-6572

Facilities Service Center
3620 Valley View Ln. 75062
972-600-5100

Joy and Ralph Ellis Stadium
700 E. Sixth St. 75060
972-600-5214

Magda A. Hernández Institute of Wellness and Professional Learning
4615 N. MacArthur 75038
972-600-6100

Ratteree Career Development Center
2121 S. MacArthur 75060
972-600-4800

Student Reassignment Center
1600 E. Shady Grove 75060
972-600-3900

Sally B. Elliott Administrative Annex
1900 S. Story Rd 75060
972-600-4300

Student Transportation & Logistics Center
3211 W. Pioneer Dr. 75061
972-600-5670

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Irving ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice.

Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the District does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition extends to employment. Inquiries about the application of Title IX may be referred to the District's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The District designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Samuel Hernandez, 2621 W Airport Fwy, Irving, TX 75062, sahernandez@irvingisd.net 972-600-5023. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During District business hours, reports may also be made in person.

The District designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Sofia Lopez, Director of At-Risk & Responsive Services, 2621 W Airport Fwy, Irving, TX 75062, soflopez@irvingisd.net, 972-600-5027.
Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

Under the District of Innovation plan, Irving ISD has flexibility in offering a probationary contract for up to three years to teachers who have been employed as a teacher in public education for at least five (5) of the eight (8) years preceding employment with the District.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as non-instructional administrators or those who do not supervise an employee on a Chapter 21 contract) may be employed on either an at-will basis or on a non-chapter 21 contract. At-will employment is not for any specified term and may be terminated at any time by either the employee or the District.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Job Abandonment

Policy DEC

Employees who are absent from work for three consecutive working days either without notice or without approval may be deemed to have voluntarily resigned from the District and may be separated from the District due to job abandonment (i.e. failure to fulfill duties or responsibilities, repeated and continued neglect of duties, etc.) in accordance with District policy.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation, in a timely manner, that they have passed the required certification exam and/or obtained or renewed their credentials to the Office of Human Resources – Attention: HR-StaffingCoordinators@IrvingISD.net. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the Office of Human Resources Staffing Coordinators when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact HR-StaffingCoordinators@IrvingISD.net if you have any questions regarding

certification or licensure requirements.

Reading Academies

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June 2019, requires all K-3 teachers, including special education teachers, and principals to attend the HB 3 Reading Academies. In accordance with Section 28.0062 of the Texas Education Code, Irving ISD is required to ensure that each employee serving in the above capacities "has attended a teacher literacy achievement academy" [HB3 Reading Academy].

In accordance with Section 3.1, Certification and Licensure Requirement, employees on a Chapter 21 Contract agree to provide Irving ISD with "the certification, service records, licenses, and other records and information required by state and federal law, the Texas Education Agency [TEA], the State Board of Educator Certification [SBEC], or the District" prior to the start date of the school year.

To ensure successful completion, District administration monitors module completion. Employees must adhere to the Reading Academy pacing guide and established deadlines for artifacts to remain in good standing with Irving ISD. Failure to provide verification of successful completion of the HB3 Reading Academies allows Irving ISD to void the employee's contract, as per Texas Education Code section 21.0031.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Office of Human Resources if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to

conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact HR-Risk@IrvingISD.net.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to their campus supervisor or campus principal. Before the first day of school.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder awareness, recognition,

and related first aid. *Employees subject to this requirement will provide their certificate of completion with their name and date of completion to the Director of Clinic and Health Services.*

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. *Employees desiring to transfer to another campus or location may fill out the internal application in TalentEd Recruit and Hire, the District online application system. Teacher transfer requests must be completed by the deadline as set by the Office of Human Resources. Transfer requests submitted after the deadline will be coordinated by the Office of Human Resources and must be agreed upon by all parties involved*.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from

their supervisor. See Overtime Compensation section of this handbook for additional information.

Working outside of the assigned duty schedule includes responding to text messages and/or telephone calls. Paraprofessionals and auxiliary employee positions are not allowed to work from home under any circumstances.

ADA Accommodations

Policies DAA, DBB, DIA

The district will provide reasonable accommodations to employees with a disability if the accommodation would allow the individual to perform the essential functions of their job, unless doing so would create an undue hardship. An employee or their supervisor may initiate a request for accommodation by contacting Accommodations@IrvingISD.net and identifying an adjustment or change at work that is needed because of a disability. An employee may also submit a written request to HR by completing the ADA Accommodation Request Forms, which are available online at www.irvingisd.net/risk.

Upon receiving the reasonable accommodation request, HR will conduct an informal, interactive discussion to identify an accommodation that will allow the employee to perform the essential functions of the job effectively. The district may request medical information concerning the employee's disability and to assist in determining what accommodation(s) may be available and appropriate. The employee will be responsible for obtaining the information from their health care provider. Medical information received will be confidential and kept separate from the employee's personnel file.

After the informal, interactive discussion and reviewing medical documentation, HR will determine whether the employee is a qualified individual with a disability and develop a reasonable accommodation plan for the employee. Accommodations will be determined on a case-by-case basis. HR will work closely with the employee and supervisor to ensure that reasonable accommodation is provided and effective.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The District supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple-user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. *Breaks of about 15 minutes every 3 hours may be necessary early on, but need will*

diminish as the child begins eating solid food. Nursing Mother/Employee must work with their supervisor to establish a reasonable break schedule for this purpose that should, whenever possible, run concurrently with any break and/or meal periods already designated for the Nursing Mother and/or worksite. For non-exempt employees, breaks longer than 15-20 minutes are unpaid, and therefore the employee must clock out. Prior to the need to express milk, the employee is to contact the Benefits Office to complete the Express Milk Schedule Request Form. The right to these breaks ends one year after the child's birth or when the employee has no need to express breast milk for the child, whichever occurs first.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns of non-compliance should contact Accommodations@IrvingISD.net.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should Accommodations@IrvingISD.net to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon

request. Employees who have questions about their certification status can contact HR-StaffingCoordinators@IrvingISD.net.

Outside Employment and Tutoring

Policy DBD

All employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Administrators. An employee who has significant administrative duties relating to the operation of a school district, including the operation for a campus, program, or other subdivision of the district is restricted from outside employment. Administrators may not receive financial benefits for performing personal services for any business entity that conducts or solicits business with the district.

Administrators are also prohibited from receiving financial benefits for performing personal services for any education business that provides services regarding the curriculum or administration of any school district or financial benefits for performing personal services for other school districts, open enrollment charter schools, and education service centers. An exception applies to an administrator who is not a superintendent, assistant superintendent, or member of a board of managers if the board approves as required by statute. Services must be performed on the administrator's personal time. Contact LegalServices@IrvingISD.net for more information.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request,

orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Irving ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Office of School Leadership.

Staff Development [Professional Learning]

Policy DMA

Professional learning activities are organized to meet the needs of employees and the District. Professional learning for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the Campus Improvement Plan, and approved by a campus-level advisory committee. Professional learning for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development. *Failure to meet requirements for professional learning may result in a loss of compensation, and/or be reflected on the employee's annual performance evaluation. The District offers extensive face-to-face, digital, and virtual professional learning programs throughout the year. These sessions can be found with the online registration system on the professional learning website. These sessions are offered at no charge to District employees*.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Mental Health Training

Policy DMA

All district employees who regularly interact with students are required to complete an evidenced-based mental health training program that is designed to provide instruction regarding the recognition and support of children and youth who experience mental health or substance use issues that may pose a threat to school safety. Employees must provide a certificate of completion to the district that includes the name of the training course, along with

supporting documentation confirming that the training meets the requirements of the commissioner rules for mental health training.

Campus staff required to complete the training includes, but is not limited to, teachers, coaches, librarians, instructional coaches, administrators, administrative support personnel, school resource officers, paraprofessionals, substitutes, custodians, cafeteria staff, bus drivers, crossing guards, and district special program liaisons, and supervisors of personnel who regularly interact with students.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation *and may be required to work over 40 hours per workweek, as required to complete the responsibilities and duties of their position.* Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation* section of this handbook)

Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule. Supplemental duty assignments paid via stipend may be ended at any time and employees do not have a property or contract right to such supplemental duty assignments or the associated stipend pay.

Employees should contact PayrollSupport@IrvingISD.net and HR-Compensation@IrvingISD.net for more information about the district's pay schedules, their own pay, or any other questions related to compensation.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement and should contact PayrollSupport@IrvingISD.net if they have any questions.

The schedule of pay dates for the 2025-2026 school year follows:

2025-2026
Monthly Payroll Calendar

S	M	T	W	R	F	S
July 2025					Days	20
		1	2	3	H	5
6	N	8	9	10	N	12
13	14	15	16	17	ES	19
20	21	22	23	$	ES	26
27	28	29	30	31		

S	M	T	W	R	F	S
August 2025					Days	21
					ES	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26 $		28	29	30
31						

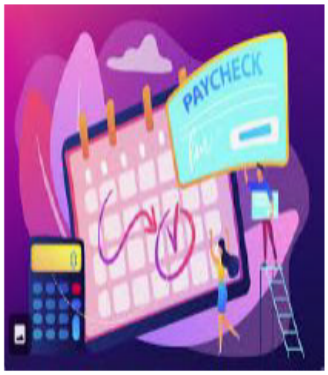
S	M	T	W	R	F	S
September 2025					Days	21
	H	2	3	4	5	6
7	8	9	10	11	WD	13
14	15	16	17	18	19	20
21	22	23	24	25	$	27
28	29	30				

S	M	T	W	R	F	S
October 2025					Days	23
			1	2	3	4
5	6	7	8	9	H	11
12	H	14	15	16	17	18
19	20	21	22	23	WD	25
26	$	28	29	30	31	

S	M	T	W	R	F	S
November 2025					Days	17
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	$	22
23	H	H	H	H	H	29
30						

S	M	T	W	R	F	S
December 2025					Days	15
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	$	18	19	20
21	H	H	H	H	H	27
28	H	H	H			

$ = PAYDAY



S	M	T	W	R	F	S
January 2026					Days	19
				H	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	$	22	23	24
25	26	27	28	29	30	31

S	M	T	W	R	F	S
February 2026					Days	20
1	2	3	4	5	6	7
8	9	10	11	12	WD	14
15	H	17	18	19	20	21
22	23	24	25	26	$	28

S	M	T	W	R	F	S
March 2026					Days	17
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	H	H	H	H	21
22	23	24	25	26	$	28
29	30	31				

S	M	T	W	R	F	S
April 2026					Days	21
			1	2	H	4
5	WD	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	$	28	29	30		

S	M	T	W	R	F	S
May 2026					Days	20
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	$	28	29	30
31						

S	M	T	W	R	F	S
June 2026					Days	22
	1	2	3	4	ES	6
7	8	9	10	11	ES	13
14	15	16	17	18	ES	20
21	22	23	24	$	ES	27
28	29	30				

H	Holiday
DP	Required District Prof Learning
ES	Energy Savings
	Campus Preparation Day/Student Holiday
WD	Purposeful Planning

**October 10 & 13, November 24 & 25, and February 16 are not Holidays for 230 work calendar employees*
June 30, July 1-3 are 8 hour workdays
July 7 and July 11 are Non-Workdays for 230/July 8-10 are 8 hour workdays
230 work calendar employees are awarded 6 Non-Duty days in 2025-26

236 total workdays

2025-2026 BW-Payroll Calendar

S	M	T	W	THR	F	S
July 2025					Days	22
		1	2	B1	H/4	5
6	7	8	9	10	X	12
13	14	15	16	17	B2	19
20	21	22	23	24	X	26
27	28	29	30	31		

S	M	T	W	THR	F	S
August 2025					Days	21
					B1	2
3	4	5	6	7	X	9
10	11	12	13	14	B2	16
17	18	19	20	21	X	23
24	25	26	27	28	B3	30
31						

S	M	T	W	THR	F	S
September 2025					Days	21
	H/1	2	3	4	X	6
7	8	9	10	11	B1	13
14	15	16	17	18	X	20
21	22	23	24	25	B2	27
28	29	30				

S	M	T	W	THR	F	S
October 2025					Days	23
			1	2	X	4
5	6	7	8	9	B1	11
12	13	14	15	16	X	18
19	20	21	22	23	B2	25
26	27	28	29	30	X	

S	M	T	W	THR	F	S
November 2025					Days	18
						1
2	3	4	5	6	B1	8
9	10	11	12	13	X	15
16	17	18	19	20	B2	22
23	24	25	26	H/27	H/X	29
30						

S	M	T	W	THR	F	S
December 2025					Days	21
	1	2	3	4	B1	6
7	8	9	10	11	X	13
14	15	16	17	18	B2	20
21	22	23	H/24	H/25	X	27
28	29	30	31			

Begin	End	Warrant	Check
6/14/2025	6/27/2025	2507B1	7/3/2025
6/28/2025	7/11/2025	2507B2	7/18/2025
7/12/2025	7/25/2025	2508B1	8/1/2025
7/26/2025	8/8/2025	2508B2	8/15/2025
8/9/2025	8/22/2025	2508B3	8/29/2025
8/23/2025	9/5/2025	2509B1	9/12/2025
9/6/2025	9/19/2025	2509B2	9/26/2025
9/20/2025	10/3/2025	2510B1	10/10/2025
10/4/2025	10/17/2025	2510B2	10/24/2025
10/18/2025	10/31/2025	2511B1	11/7/2025
11/1/2025	11/14/2025	2511B2	11/21/2025
11/15/2025	11/28/2025	2512B1	12/5/2025
11/29/2025	12/12/2025	2512B2	12/19/2025
12/13/2025	12/26/2025	2601B1	1/2/2026
12/27/2025	1/9/2026	2601B2	1/16/2026
1/10/2026	1/23/2026	2601B3	1/30/2026
1/24/2026	2/6/2026	2602B1	2/13/2026
2/7/2026	2/20/2026	2602B2	2/27/2026
2/21/2026	3/6/2026	2603B1	3/13/2026
3/7/2026	3/20/2026	2603B2	3/27/2026
3/21/2026	4/3/2026	2604B1	4/10/2026
4/4/2026	4/17/2026	2604B2	4/24/2026
4/18/2026	5/1/2026	2605B1	5/8/2026
5/2/2026	5/15/2026	2605B2	5/22/2026
5/16/2026	5/29/2026	2606B1	6/5/2026
5/30/2026	6/12/2026	2606B2	6/19/2026
6/13/2026	6/26/2026	2607B1	7/3/2026
6/27/2026	7/10/2026	2607B2	7/17/2026

S	M	T	W	THR	F	S
January 2026					Days	21
				H/1	B1	3
4	5	6	7	8	X	10
11	12	13	14	15	B2	17
18	19	20	21	22	X	24
25	26	27	28	29	B3	31

S	M	T	W	THR	F	S
February 2026					Days	20
1	2	3	4	5	X	7
8	9	10	11	12	B1	14
15	16	17	18	19	X	21
22	23	24	25	26	B2	28

S	M	T	W	THR	F	S
March 2026					Days	22
1	2	3	4	5	X	7
8	9	10	11	12	B1	14
15	16	17	18	19	X	21
22	23	24	25	26	B2	28
29	30	31				

S	M	T	W	THR	F	S
April 2026						22
			1	2	X	4
5	6	7	8	9	B1	11
12	13	14	15	16	X	18
19	20	21	22	23	B2	25
26	27	28	29	30		

S	M	T	W	THR	F	S
May 2026					Days	20
					X	2
3	4	5	6	7	B1	9
10	11	12	13	14	X	16
17	18	19	20	21	B2	23
24	H/25	26	27	28	X	30
31						

S	M	T	W	THR	F	S
June 2026					Days	22
	1	2	3	4	B1	6
7	8	9	10	11	X	13
14	15	16	17	18	B2	20
21	22	23	24	25	X	27
28	29	30				

X = Pay period ends

Deadline for entries in Kronos is Monday at 5pm After Cutoff X

Deadline for entries in Munis Tuesday 12Noon After Cutoff X

Bn = PAY DAY

H Holiday

TOTAL DAYS

253 + 8 Holidays = 261

Automatic Payroll Deposit

The district requires automatic payroll deposit to a savings or checking account. Employees will have their paychecks electronically deposited into an account at a financial institution as designated by each employee. Contact PayrollSupport@IrvingISD.net for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; as well as annuities. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Verification of Pay. The Payroll Department makes every effort to ensure that an employee's pay, leave, and other information are correct. Unfortunately, mistakes can occur. It is the employee's responsibility to review the payroll information on their pay stub each pay date for accuracy, including but not limited to compensation, leave, federal withholding status, and deductions.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. on Saturday and ends at 11:59 p.m. on Friday.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor must give approval in writing. For pre-approved travel and expenses, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. *After returning from pre-approved travel, employees must submit receipts, to the extent possible, to reconcile actual expenses with those expenses that were pre-approved to be reimbursed for allowable expenses other than mileage. Approval of leave for "School Business" does not equate to approval for coverage or reimbursement of travel costs and expenses. Travel costs and reimbursement must be pre-approved in writing by the employee's supervisor utilizing the forms and procedures established by the district.*

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or within 30 days if the experience a qualifying event (e.g., marriage, divorce, birth, death). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees on TheHUB Employees should contact HR-BenefitsandLeaves@IrvingISD.net for more information.

Group health insurance coverage is available to full-time employees or those working 10 hours or more a week. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees online on TheHUB (web.mybenefitshub.com/irvingisd).

The health insurance plan year is from September 1 through August 31. New employees must complete enrollment forms within the first 30 days of employment. Current employees can make changes in their insurance coverage during open enrollment or if they experience a qualifying life event (QLE). Employees should contact HR-BenefitsandLeaves@IrvingISD.net for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs are paid by payroll deduction. Employees may review these offerings and the associated costs in TheHUB (web.mybenefitshub.com/irvingisd).

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and

dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from TASB, effective 9/1/2023.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately through the First Report of Injury Form available at www.irvingisd.net/injured. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See the *Workers' Compensation Benefits* section of this handbook for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact HR-Risk@IrvingISD.net.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify their supervisor and the Office of Human Resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov).

Other Benefit Programs

Reimbursement of Local Leave Upon Retirement

Policy DEC

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program. An employee who retires from the district shall be eligible for payment for accumulated local leave and/or Exemplary Attendance Days under the following conditions:*

1. *The employee is retiring from TRS voluntarily and is not being discharged or non-renewed from Irving ISD.*
2. *The employee provides advance, one month written notice of intent to retire to the Office of Human Resources.*
3. *The employee is eligible for retirement benefits from the Teacher Retirement System of Texas (TRS).*
4. *The effective date of the resignation is the employee's last workday as scheduled on the employment dates of the school calendar.*
5. *The employee seeking reimbursement for local sick leave must have a balance of at least 15 state personal leave days. Please note that once the employee and supervisor have signed the Leave Request Form, it may not be changed. (i.e., an employee cannot elect to use sick days and later request to change them to personal days. These requests will be denied.) It is the responsibility of the employee to verify the absences are reported correctly.*
6. *All Exemplary Attendance Days are eligible for buyback upon retirement.*

**Unused non-duty days are not eligible for reimbursement.*

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should visit www.irvingisd.net/benefits or email HR-BenefitsandLeaves@IrvingISD.net for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in used in four (4) hour increments (half day A.M. or half day P.M.) for positions which normally require a substitute, even if a substitute is not employed. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Sick
- State Sick (if available)
- State Personal
- Exemplary Attendance

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for three consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.

- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than five (5) days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor five (5) days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Guidelines for Use of Discretionary Personal Leave. *The use of discretionary personal leave is limited to a maximum of five (5) days per school year, with no more than three (3) consecutive days. As attendance is required on the following days, discretionary leave may not be used on:*

- *The day before or after designated holidays*
- *Professional, staff learning, and/or purposeful planning days*
- *First or last day of school*
- *End of semester, or year-end exams*
- *Standardized, state testing dates*

Absent extenuating circumstances that are pre-approved by the employee's supervisor and the appropriate form is filled out prior to the absence, employees that exceed the five (5) days maximum per school year or the three (3) consecutive days as well as those absent on the aforementioned dates where attendance is required, will receive a dock in pay.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

The District provides additional sick leave beyond the state minimum leave program. All employees shall earn paid local leave each year at the rate of one-half leave day for each eighteen (18) days of employment for the first 180 workdays of the employment year. One day shall then be earned for each twenty-two (22) workdays of the employment year, up to the maximum given for each type of position. Paid local leave shall be available as follows:

An employee in a ten-month position, or who normally works less than 202 days, shall earn five paid local leave days per year.

An employee in an 11-month position, or who normally works between 202 and 224 days, shall earn six paid local leave days per year. This shall include 11-month custodians.

An employee in a 12-month position, or who normally works more than 224 days, shall earn seven paid local leave days per year.

Local leave shall only be used for the same terms and conditions of state sick leave accumulated before the 1995-96 school year. Local leave shall accumulate to a maximum of sixty (60) days and have no cash value except through the buy-back program at retirement.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, local sick leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of local sick leave the employee used beyond his or her pro rata entitlement for the school year.

School Business Leave

Most school business absences occur when campus/district administrators request for their employees to attend an event/conference. All school business leave must be pre-approved in writing by the employee's supervisor before the date of the absence. Approval of leave for school business does not equate to approval for coverage or reimbursement of travel costs and expenses. Travel costs must be pre-approved in writing by the employee's supervisor utilizing the forms and procedures established by the district. For additional information regarding coverage or reimbursement of travel costs, please refer to Policy DEE.

Employee Wellness Days

All employees who are eligible for the use of wellness days will adhere to the following guidelines for the 2025-2026 school year:

- All employees eligible to receive a total of (4) Employee Wellness Days can use up to 2 days in the fall semester, and 2 days in the spring semester. Unused days may not carry over.
- All employees eligible to receive a total of (2) Employee Wellness Days can use up to 1 day in the fall semester, and 1 day in the spring semester. Unused days may not carry over.
- Employee Wellness Days must be utilized in full day increments.
- Discretionary use of Employee Wellness Days will not be approved for days scheduled for standardized assessments or during peak district-wide absentee periods. as determined by the Superintendent and/or her designee.
- Highly recommended that you request in advance to increase opportunity for guest educators to take the job.
- Additional discretionary use of Employee Wellness Days **will not be approved** in the following instances:
    - When requests fall on days immediately before or after holidays.
    - When requests fall on consecutive days.
    - When requests fall during working days that fall on Thanksgiving week and/or the last week of December (for applicable employees).
    - When requests fall during the first and last week of the student calendar (for campus and central admin).
    - When requests fall on district-wide scheduled Purposeful Planning days (for campus and central admin).
    - When requests fall the day after the Superbowl [2/8/26] (for campus and central admin).
    - When supervisors' established daily cap/threshold of maximum staff absences is reached on a first come, first serve basis, or if there is a potential negative impact on safety and operational effectiveness at the campus or department. Each department's cap/threshold is determined by the respective Chief. Campus thresholds are determined as follows:

- Early Childhood/Elementary - 5
- Middle - 6
- High - 10

- Requests to exchange or otherwise use Employee Wellness Days toward other forms of employee leave (Catastrophic Leave Bank, State, Personal, Non-Duty, FML, etc.) are not approved.
- Days will remain effective through the end of the employee's 2025-2026 work calendar, at which time they will NOT carry over and/or accumulate into the following school year if unused.
- Full-Time Hires that start after October 1 receive 1 wellness day for the fall semester, and 2 wellness days for the spring semester. Hires that start after March 1 receive 1 wellness day for the spring semester.
- Teachers will continue to be encouraged to request a Guest Educator in advance when using their Employee Wellness Days. Availability of a Guest Educator will be reliant on how early in advance the teacher can post their absence, although not required, so that the posting is available for Guest Educators to view and accept.
- Days can begin getting used as of September 1, 2025.
- Days cannot be donated to another employee.

Vacation

Policy DED

A District employee who is employed in a 261-day position with one or more years of continuous employment shall be granted ten working days of paid vacation per year. An eligible employee who has completed at least six months but less than one year of employment shall be granted 5/6 of a working day of paid vacation for each month of employment.

An employee must be employed a minimum of six months before taking vacation days. All earned vacation days must be used within 18 months or shall be lost. Vacation days shall not accumulate beyond 18 months.

Employees who work 261 days shall observe the holiday schedule as established by the Superintendent.

Non-Duty Days

Professional and paraprofessional staff employed on a 12-month 230 workday assignment have flexible unpaid leave days outside of the District's defined annual holiday schedule. These days are termed "non-duty" days. The District determines the number of non-duty days prior to July 1 each year. Non-duty days may be taken during the duty year and shall be taken at such times that will least interfere with the performance of the employee's duties and the staffing needs of the District. An employee shall be required to obtain advance approval from his or her supervisor before taking non-duty days and must provide sufficient notice to allow the supervisor to consider the District's staffing needs before approval of non-duty schedules.

Professional Staff (Exempt). An employee may request to carry over no more than two (2) non-duty days to the next school year by completing a Non-Duty Carry-Over Request Form. All carryover non-duty days must be used before the end of December of the carry-over plan year. Non-duty days not used will be removed from the employee's available leave balance. Should the employee leave the district, the employee will only be paid for non-duty days worked in excess of the number of non-duty days taken during the plan year.

Paraprofessional Staff (Non-Exempt). An employee may request to carry over no more than two (2) non-duty days to the next plan year by completing a Non-Duty Carry-Over Request Form. All carryover non-duty days must be used before the end of December of the carry-over plan year. Should the employee separate from the district, any days carried from the previous year shall be paid at their daily rate on their final paycheck.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, non-duty leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of non-duty leave the employee used beyond his or her pro rata entitlement for the school year.

Holidays

Irving ISD provides regular full-time Facilities, Grounds, Operations, Security, Transportation, Warehouse, and Science Center employees who are scheduled to work 261 days during the District's fiscal year with 8 regular plus 2 floating holidays as scheduled by the Superintendent or designee. Employees who are still in their 30-day probationary period are not eligible for holiday pay. At the completion of the 30-day evaluation period, employees are eligible for fixed holiday pay only. All holidays must be taken in full-day increments. The Security and Operations division, because of the nature of their work, follows different guidelines for the use of holidays. Questions from security or operations employees should be directed to the department director. Two [2] of the ten [10] holidays will be designated as floating holidays.

New employees must wait 6 months following the date of placement as a regular employee before taking floating holidays.

The use of paid holidays will be according to procedures developed by department directors and in keeping with the different staffing needs of the various departments. In order to receive holiday pay, an employee must have been paid for the day immediately before and the day immediately following the holiday. The pay can be for regular pay, sick leave pay, vacation pay, or pay received from the Sick Leave Bank. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) multiplied by the number of hours the employee would otherwise have worked on that day. Paid holiday and floating holiday hours count toward the computation of overtime.

Catastrophic Leave Bank (Formerly Sick Leave Bank)

The Board authorizes the establishment of a Catastrophic Leave Bank with membership available to all full-time employees on a voluntary basis. The purpose of the Bank is to provide income replacement for members that experience a personal catastrophic illness/injury that forces the member to exhaust all leave time earned and lose compensation from the district. Examples of catastrophic illnesses include heart attack, stroke, cancer, etc.

The Superintendent or designee(s) shall develop the administrative regulations concerning membership, contribution or usage of days, procedures for applying for leave days from the Bank, the methods for selection of the appeals committee of the Bank, the term of office for the appeals committee members, the duties and responsibilities of the advisory committee, and all other procedures and operations of the Bank as the Superintendent or designee may deem necessary for the Bank to function. Bank guidelines for membership may be requested by emailing *HR-BenefitsandLeaves@IrvingISD.net.*

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act.* Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness ***may*** **take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is ***not*** **paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must***:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must***:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer *cannot* interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer *must* confirm whether you are eligible** or not eligible for FMLA leave.

If your employer determines that you are eligible, **your employer *must* notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period measured forward from the date an individual employee's first FML begins.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently. Teachers have the option of not using paid leave during an FML absence for pregnancy or birth or adoption of a child.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact HR-BenefitsandLeaves@IrvingISD.net for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's

statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, HR-BenefitsandLeaves@IrvingISD.net should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Temporary Medical Leave for Noncontract Employees

A full-time non-contract employee who is not eligible for temporary disability leave as provided by the Education Code shall, upon request, be granted a temporary medical leave of absence for the period of time during which the employee is physically unable to perform regular duties due to an illness or disability. Temporary medical leave shall be made available only after the employee has exhausted all paid leave benefits, including vacation/non-duty. Temporary medical leave shall be unpaid. [See (DEC Local) for temporary medical leave placement].

Employees must request approval for temporary medical leave. An employee's notification of the need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary medical leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 45 calendar days per 12- month period. For purposes of an employee's entitlement to temporary medical leave, the 12- month period shall be measured backward from the date the employee used temporary medical leave.

When an employee is ready to return to work, HR-BenefitsandLeaves@irvingisd.net should be notified at least 30 days in advance or as soon as possible. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties.

**Employees on Temporary Disability Leave or Temporary Medical Leave are responsible for the total cost of the medical insurance premium, which includes the District's contribution. If paid leave (personal illness & personal day accruals) is exhausted and/or sufficient funds are*

unavailable in the employee's paycheck, the employee must remit payment to the District to cover the cost of medical and supplemental insurance premiums.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported via the first report of injury form found at www.irvingisd.net/injured.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Absences reported due to death in the family require the use of any combination of accrued local sick leave, state sick leave, and/or state personal leave, not to exceed five (5) workdays per occurrence. If no accrued leave is available, absences will be unpaid.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact HR-BenefitsandLeaves@IrvingISD.net. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact HR-BenefitsandLeaves@IrvingISD.net for details on

If unable to return to work at the end of the paid leave and any extension, a police officer may use accumulated sick, vacation, and other accrued leave before being placed on unpaid temporary leave. At the end of temporary leave, the police officer will be reinstated at the same rank and with the same seniority the person had before going on temporary leave.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

The Office of Marketing and Communications is the voice of the District, ensuring students, parents, staff and community are informed about and engaged with our schools, program offerings and support systems. We communicate this information in a strategic and timely

manner, encouraging all stakeholders to become District advocates.

The talents of the team include communication strategies, storytelling, social media, digital marketing, web design and architecture, traditional marketing, graphic design, branding and style, videography and more.

The Office of Marketing and Communications also uses storytelling to share the good news of the District on an online newsroom, *The Insider*. The newsroom publishes up to four stories and videos a week, spotlighting students and staff, capturing human interest stories and releasing newsworthy information. The online newsroom can be found by visiting www.theinsider.irvingisd.net

The Office of Marketing and Communications also facilitates communication with outside media and news outlets. If you are contacted by a member of the press, please reach out to the Office of Marketing and Communications for assistance prior to making any statement in your official capacity as a District employee.

Additional Channels for Communicating District News and Information

- Irving District Website: www.irvingisd.net
- Social Media:
    - Facebook: facebook.com/IrvingSchools
    - Spanish Facebook: facebook.com/IrvingSchoolsEspanol
    - Twitter: twitter.com/IrvingISD
    - Instagram: instagram.com/irvingisd
    - Nextdoor: https://nextdoor.com/agency/irving-isd
    - Peachjar: https://www.irvingisd.net/peachjar

- School Messenger: Our automated communication system that sends calls, emails and text messages involving emergencies, school closings and other important announcements.
- ISTV - Irving ISD's TV channel. See programming at istv.irvingisd.net; on cable at Verizon Fios channel 33, Time Warner Cable channel 98 and AT&T U-verse under the Government/Education section.
- Constant Contact: Utilizing the constant contact email platform, regular emails are sent to both internal and external stakeholders featuring the District's top stories and information.
- ITK (In the Know) - Newsletter sent to all Irving ISD employees designed to inform staff about news, announcements and helpful information twice a week and as needed for bigger announcements.

To learn more about the Office of Communications and Marketing and request their services, please visit their website at

https://www.IrvingISD.net/Communications.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is noted in Board Policy DGBA (LOCAL).

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including *refusing to follow lawful directives, disrespecting authority, failing to perform assigned duties, being insubordinate*; or intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See the *Reports to the Texas Education Agency* section of this handbook for additional information.

Unauthorized recordings

No employee may make an unauthorized audio or visual recording of a conversation or meeting pertaining to district business unless the employee making the recording notifies all participants in the conversation or meeting of the recording. An employee making an authorized recording shall ensure that the recording device is located in plain view for the duration of the conversation or meeting. Secret recordings shall be prohibited. These provisions are not intended to limit or restrict recordings involving authorized investigations conducted by District personnel or any meeting recorded in accordance with Board policy, including Board meetings,

grievance hearings, and audio recordings of meetings or proceedings at which the substance of an employee grievance is discussed.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Examinations During Employment*. The Superintendent or designee may require an employee to undergo a medical examination/test if information received from the employee, the employee's supervisor, or other sources indicates the employee has a physical or mental impairment that interferes with the employee's ability to perform essential job functions or poses a direct threat to the health or safety of the employee or others.*

Dress Code

Policy DH

Employees are expected to dress in a manner which reflects professional status and reinforces the standards set for students. The District is proud of its professional image in the community. It is important that all employees conduct themselves at all times in a manner that best represents the District and the individual. What employees wear reflects on the District, just as much as the District and its image in the community reflects on employees.

General Guidelines:

- *Appropriate professional clothing includes, but is not limited to, suits, skirts, slacks, capri-length slacks, sleeved dresses, dress slacks or khakis, blouses, polo shirts, turtlenecks, oxfords, sweater and vests, blazers, or sport coats. Garments shall be appropriate length – the hem of the garment shall be at approximately the knee; capri-length slacks – between mid-calf and the ankle.*
- *T-shirts, jeans and/or tennis shoes are not acceptable attire for professional personnel. The only exceptions are in assignments such as physical education when professional dress is not appropriate or on designated spirit days (Fridays), when appropriate t-shirt, jeans, and/or tennis shoes are permitted. Jeans must be appropriately fitting – neither too tight nor too loose. Jeans should not be frayed, torn or have holes or tears.*
- *Employees are required to visibly wear photo ID badges at all times.*
- *The principal or supervisor has ultimate discretion as to what is appropriate for the campus or department.*

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is noted in Board Policy DIA (LOCAL).

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. 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 based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See the

Reporting Suspected Child Abuse section and the *Bullying* section of this handbook for additional information.

Procedures for reporting and investigating harassment of students are listed below:

Definitions

"Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or patterns of exclusivity, but does not include appropriate
educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, may constitute prima facie evidence of the solicitation by an educator of a romantic relationship with a student:

1. Behavior, gestures, expressions, or communications with a student that are unrelated to the educator's job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior include:
    a. The nature of the communications;
    b. The timing of the communications;
    c. The extent of the communications;
    d. Whether the communications were made openly or secretly;
    e. The extent that the educator attempts to conceal the communications;
    f. If the educator claims to be counseling a student, SBEC may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and
    g. Any other evidence tending to show the context of the communications between educator and student.

2. Making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images.

3. Making sexually demeaning comments to a student.

4. Making comments about a student's potential sexual performance.

5. Requesting details of a student's sexual history.

6. Requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator.

7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.

8. Inappropriate hugging, kissing, or excessive touching.

9. Providing the student with drugs or alcohol.

10. Violating written directives from school administrators regarding the educator's behavior toward a student.

11. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.
12. Any other acts tending to show that the educator solicited a romantic relationship with the student. *19 TAC 249.3(51)*

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or

pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Procedures for Reporting

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

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.

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, the Department of Family and Protective Services (DFPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 24 hours after the employee has reasonable cause to believe that the child has been abused or neglected. Law enforcement agency includes the Texas Department of Public Safety (DPS), a municipal police department, a county sheriff's office, or a county constable's office and does not include the district police.

A person responsible for the care, custody, or welfare of the child (including a teacher) is required to report alleged abuse or neglect to DFPS even if a report is made to law enforcement.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to DFPS can be made using the Texas Abuse Hotline (https://www.txabusehotline.org/Login/Default.aspx or 800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, a person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at www.irvingisd.net/reportabuse. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Abuse in the Texas Family Code is defined to include any sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of a young child or disabled individual, indecency with a child, improper relationship between an educator and a student, sexual assault, or encouraging a child to engage in sexual conduct, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reports to Texas Education Agency

Policies DF, DHB, DHC

The conduct of an employee must be reported to TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- Engaged in inappropriate communication with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

For a certified employee the conduct below must also be reported:

- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.
- Artificial intelligence (AI) should only be used as a support tool to improve student outcomes, not to replace the decisions made by teachers or students

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Technology Services.

Staff Cell Phone Use During Instructional Time

Policy CQ

Personal phone usage during work hours distracts employees from their job responsibilities and may be disruptive to coworkers and instruction.

To support a focused and effective learning environment, Irving ISD staff are expected to refrain from personal cell phone use during instructional time. This policy ensures that educators

remain fully engaged with students and instructional responsibilities, modeling appropriate digital behavior. Employees are expected to inform friends and family members of this procedure and will be held accountable for their actions under the District's disciplinary procedure.

This directive aligns with the requirements of Texas House Bill 1481, which amends Texas Education Code Section 38.0232, mandating that school districts implement policies prohibiting student use of personal communication devices during the school day. Staff adherence to this standard reinforces district-wide efforts to maintain instructional integrity and comply with state law.

Personal Use of Electronic Communications

Policy CQ, CY, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, X, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.

- The employee shall not use district and campus trademarks, including names, logos, mascots, and symbols or other copyrighted material on social media or in texts without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
    - Confidentiality of student records. [See Policy FL]
    - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
    - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
    - Copyright law [See Policy CY]
    - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents,* below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who

claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message; and/or
- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message.

- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 7:00 p.m. and 7:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- **The employee has no expectation of a right to privacy with respect to communications with students and parents.**
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
  - Copyright law [Policy CY]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee shall provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed, in accordance with the district's record retention policy.

- An employee shall notify his or supervisor in writing **within 24 hours** if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain District information on privately owned devices. Any district information must be forwarded or transferred to the District to be preserved. If an employee does have work-related information on a privately-owned device, the employee may be directed to provide access to such work-related information upon request. Employees do not hold individual privacy rights to work-related information, which may be subject to the Public Information Act or FERPA disclosure. The District will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- *Verbal or written directive*
- *Remote access to district-owned devices and services*

Criminal History Background Checks

Policy DBAA

All employees are subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses, *including misdemeanors,* listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity

- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an employee is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The superintendent is required to report the misconduct or criminal history of an employee to TEA. Information about misconduct or allegations of misconduct of an employee obtained by a means other than the criminal history clearinghouse will be reported to TEA. Refer to Policies DHB(LEGAL) and DHC(LEGAL) for timelines and conduct that will result in reporting.

Alcohol and Drug-Abuse Prevention

Policy DH

Irving ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school- related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant,

depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Please note that some substances that can be legally obtained in Texas or other states may contain controlled substances that are prohibited under the Federal Drug-Free Workplace Act. An employee who tests positive for use of a federally prohibited controlled substance may be subject to disciplinary sanctions.

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions

- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Fundraisers and Cash Handling { XE "Fundraisers and Cash Handling" }

Policy CAA, CFD, FM, GE

All fundraisers by student organizations and school-affiliated organizations must be approved in advance by the principal or appropriate supervisor. The District has established procedures for handling and processing all cash collections/payments at the campus and administrative office/department/division levels.

Campus-based employees should consult with their principal regarding the responsibilities for accepting, receiving, and depositing cash from students and for all school-related activities. If applicable, non-campus-based employees should consult with their administrator for cash handling procedures involving their office/department/division.

The District has established Board policy regarding activity funds. The principal (campus administrator) is responsible for the school's activity funds. Inappropriate cash handling can lead to administrative and legal action. Parent Teacher Association (PTA) and booster club officers are responsible for their organization's operations and fundraisers including the handling of funds for their organization.

Each individual booster club is to be regulated by its guidelines as an independent non-profit organization and is subject to UIL regulations and Board policy. Policies and procedures are in place to protect the employee or volunteer responsible for cash handling. Failure to follow proper cash handling and accounting procedures can lead to administrative and legal action.

Use and Disposal of IISD Property { XE "Property Disposal" }

Policy CI

Employees are advised that no property of the Irving Independent School District is to be used or sold for personal gain by any District employee. Further, District property is not to be "borrowed," taken off District premises, or utilized for non-District purposes by any employee or other person. District employees are expected to properly use and safeguard District property in their department.

According to the Texas Penal Code, Section 1.07(41), all District employees are public servants and therefore subject to prosecution under the Penal Code regarding offenses against public

administration, including abuse of office (Texas Penal Code Chapter 39). All District employees shall perform their duties in conformity with District policy, ethical standards, and state and federal law.

All rights and titles to District property, whether real or personal, are vested in the District's Board of Trustees. Only the Superintendent or designee is authorized to declare District materials, equipment, furniture, books, pamphlets, to be outdated or unusable ("Surplus Property").

The Director of Purchasing is responsible for the disposal of Surplus Property. Proper disposal by said director may be through public auction or sealed bids, salvage for parts, trade in on new equipment, sale for scrap, or destruction. No person, other than the Director of Purchasing, Coordinator of Document Services and Fixed Assets or an individual expressly authorized by the Superintendent, may dispose of District property.

Endorsements

Policy DBD

An employee shall not require or use undue influence to pressure students or employees to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during non-school hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law and policy relating to the use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See the *Emergencies* section of this handbook for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.

- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact the Chief of Administrative Services or the Director of Safety and Security.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor, School Resource Officer, or call the Irving Police Department immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge. District employees, including those on family/medical leave, are not allowed to bring family members to the workplace during normal business/work hours. Brief visits (e.g., an employee brings his/her child, grandchild or other relative in to introduce that child to co-workers) may be allowed provided the employee supervises the visitors at all times during the visit and the visit must be coordinated and approved by the employee's supervisor in advance of the visit. Supervisors should take the following into consideration when evaluating requested visits to the workplace: staff and student safety, school safety, school calendar of events, availability of campus resources, impact on the learning environment.

Asbestos Management Plan

Policy CSC

The District is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the office of the Chief of Administrative Services and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in the administration area. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

School Safety { XE "School Safety" }

Irving ISD is committed to the safety of our staff, students, and visitors. To ensure the safest environment possible, everyone must be committed to following safety protocols and remember that if they see something that looks suspicious, they should report it immediately by calling 911. The following protocols shall be followed at all times:

- *All exterior doors at Irving ISD buildings shall be closed, locked, and secured at all times. Exterior doors shall not be propped open or left unlocked.*
- *Classroom, gym, auditorium, and field house doors shall be closed and locked at all times.*
- *No device will be placed on any door that would interfere with its normal closing and locking.*
- *Doors that need to be opened for any period of time will be physically monitored at all times by a staff member.*
- *All other equipment/storage closets, electrical rooms, etc. shall be locked at all times.*
- *Any door or door lock that becomes inoperable must immediately be reported to Security Dispatch at 972-600-5134 and to the campus/building administration.*

Electronic Surveillance. *Electronic surveillance equipment is used from time to time on campus and at school sponsored activities. Teacher behavior recorded on electronic surveillance equipment is subject to review as documented behavior for evaluation and employment decisions.*

National School Lunch Program { XE "National School Lunch Program" }

Meals are available for employees to purchase through their campus or assigned-building's cafeteria. The price for employee-purchased meals must be set by the District in accordance with federal guidelines. No free cafeteria food is available for any employee or other adult. Please note that eating without payment, giving away, or mishandling food that has been subsidized through the National School Lunch Program can constitute a federal crime and result in disciplinary consequences and criminal penalties; this includes eating cafeteria food that is intended for students.

General Procedures

Emergency School Closing

Policy EB

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

News Media Contact

Irving ISD central office administrators will strive to contact the news media by 5:45 a.m. on days of school closings or delayed starts. Only specified administrators are authorized to contact the news media regarding school plans for the day. Radio stations to be contacted include:

- KEGL
- KESS (Spanish)
- KLUV
- KRLD
- WBAP

Television stations to be contacted include:

- KDFW – Fox 4 (Ch. 4)
- KXAS – NBC 5 (Ch. 5)
- WFAA – ABC (Ch. 8)
- KTVT – CBS 11 (Ch. 11)
- KERA – PBS (Ch. 13)
- KUVN – Univision (Ch. 23) [Spanish]
- KDAF – The 33 (Ch. 9)
- KXTX-TV – Telemundo (Ch. 39) [Spanish]
- ISTV – (Verizon Ch. 33/Time Warner Ch. 98)

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire

extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Tornado Occurrence

Should emergency situations such as a tornado warning or other severe weather occur, principals are charged with the responsibility of exercising judgment with extreme caution for the safety and welfare of students. Based upon U.S. Weather Bureau reports, school buses may be detained at the schools until it is determined that it is safe to dismiss the students.

Principals may grant students special permission to leave with parents.

Ice, Snow, and Hazardous Street Conditions

The District's schools will remain open, provided buildings can be comfortably heated and students can arrive at school safely. When conditions of inclement weather, icy roads, or lack of adequate heat exist, the Superintendent or designee will make a decision as to the closing of schools either for the entire day or a portion of the day.

If schools are closed or delayed in opening for the day, the Superintendent or designee will notify all IISD parents and staff using the SchoolMessenger notification system. All efforts will be made to send the notification by 5:45 a.m. the morning of a change in school operations. If the decision to close or delay school is made in the evening prior, then both parents and staff will receive notification via SchoolMessenger. All efforts will be made to send the notification by 10:00 p.m. the evening before a change in school operations. In addition, information regarding a change in the school day will be posted at the IISD website and area news media will also be notified.

In the event that the SchoolMessenger notification fails to reach any staff members, principals and central office administrators are instructed to make telephone contact with employees immediately after receiving operational plans from the Superintendent or designee. All principals will devise campus plans for notifying their staff members of the day's revised procedures and central office administrators will notify all personnel under their supervision.

On a day of school closing or delayed opening, messages will also be posted at the IISD website, www.irvingisd.net, on the radio and television stations listed above under Emergency School Closing and on social media networks maintained by the Office of Communications.

In the event of a late opening, all school personnel are expected to be on duty one hour prior to the determined delayed starting time for students. Buses will be scheduled to run one hour later than the regular schedule. Principals are advised to develop bell schedules, lunch schedules, etc., for delayed starting times of 9:00 a.m., 9:30 a.m., and 10:00 a.m. The latest delayed starting time that will be considered by the District is 10:00 a.m.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Purchasing Department through the official District requisition accounting system. No purchases, charges, or commitments to buy goods or services for the District can be made without a properly drawn purchase order. In an emergency declared by the Board of Trustees or their delegated proxy or in the event that there are technical problems with the accounting software that prevent the production of a purchase order, the Superintendent or designee may grant permission to purchase without a properly drawn purchase order. The District will not reimburse employees or assume responsibility for purchases or expenses made without authorization. Employees are not permitted to use District funds to purchase supplies or equipment for personal use. The Purchasing website has links to the Purchasing Manual and Quick Tips or you may contact the Purchasing Department for additional information.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify HR-StaffingAssistants@IrvingISD.net if there are any changes or corrections to their name and/or marital status.

Home address, contact telephone number, emergency contact, or beneficiary changes should be made through Employee Self Service.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to HumanResourcesDirectors@IrvingISD.net. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the

information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The *Custodial Services & Facilities Rental Manager* is responsible for scheduling the use of facilities after school hours. Contact *Custodial Services & Facilities Rental Manager* to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Office of Human Resources (as the Superintendent's designee). Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent, or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days of the following:

- Certain misconduct, abuse, unlawful act
- Involvement or solicitation of a romantic relationship with a student or minor
- Solicitation or engaging in sexual conduct with a student or minor
- Inappropriate communications with a student or minor
- Failure to maintain appropriate boundaries with a student or minor
- Possession, transfer, sale, or distribution of a controlled substance
- Illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The superintendent is required to report such conduct to SBEC.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the Office of Human Resources at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal or director is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days for any of the following:

- Alleged incident of misconduct of abuse or otherwise committed an unlawful act with a student or minor,
- Was involved in or solicited a romantic relationship with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

The superintendent is required to report such conduct to SBEC.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB, DP

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The reporting requirements for termination of a contract are the same as those listed above in Resignations/Contract Employees.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DHC, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. See *Complaints and Grievances* section of this handbook.

The reporting requirements for termination of a noncertified employee are the same as those listed above in Resignations/Noncontract Employees.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Any employee leaving the District is required to complete an employee exit form. Leaving employees are also encouraged to participate in an exit interview. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Upon separation of employment, all District owned property, ID card and resources must be returned to the supervisor. Absent exigent circumstances, an employee is responsible for removing their own personal property from their workspace prior to their last effective date of employment.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Irving ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment, should be directed to Samuel Hernandez, 2621 W Airport Fwy, Irving, TX 75062, sahernandez@irvingisd.net, 972-600-5023, the District Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Sofia Lopez, Director of At-Risk & Responsive Services, 2621 W Airport Fwy, Irving, TX 75062, soflopez@irvingisd.net, 972-600-5027, the District ADA/Section 504 coordinator. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- Legal Guardians: Adult(s) granted the legal rights to access the student's educational records by a court of law or lawfully executed document.

NOTE: The term "parents" is used in this Handbook to include both parents and legal guardians, as defined above.

- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the Office of Document Services for assistance.

Teachers may display students' assignments, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the District will seek parental consent (Student Directory Information Form Release of Directory Information for School-Sponsored Purposes) before displaying students' original work (such as artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works) on the District's website, a website affiliated with or sponsored by the District, such as a campus or classroom website, and in District publications, which may include printed materials, videos, or other methods of mass communication.

Teachers shall approve classroom assignments for appropriateness and acceptability before posting or transmitting.

No personally identifiable information about a District student will be posted on a webpage under the District's control unless the District has received written consent from the student's parent. An exception may be made for directory information as allowed by the Family Educational Rights and Privacy Act and District policy.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication or Diabetic Care to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication *or render care to students with diabetes. Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. In accordance with the Nursing Practice Act, nurses will*

not administer supplements, herbals, essentials oils, or homeopathic, which are not FDA approved or regulated. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. *The school nurse in collaboration with the principal of every campus will designate the employee(s) and the school nurse will complete a training for each employee on medication administration. A student who must take any medication during the school day must fill out the designated district form from his or her parent and provide the medicine in its original, properly labeled container.* Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have

been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to their administrative supervisor. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

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

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

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

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

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

policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Appendix A – Vehicle Safety and Use Guidelines and Procedures

Policy CNB

The following established guidelines and procedures are for all employees who operate a vehicle while conducting District business.

Purpose
To control the risk of loss in the operation of vehicles used in the conduct of Irving ISD business.

Summary
It shall be the practice of Irving ISD to promote the safe and accident-free operation of all vehicles used in conducting school business through proper driver management and safe driving practices.

Driver Responsibilities
Supervisors are responsible for ensuring that employees under their direction comply with all elements of this program.

All employees and officials who drive a vehicle to conduct District business must comply with applicable elements of this program and must complete the District Driver Request Form.

Driver Qualifications
Only District employees and District officials shall be authorized to drive District vehicles, including vehicles rented by the District. Examples of those who may be required to drive District vehicles as part of their job or function include, but are not limited to:

1. Employees assigned to a vehicle (e.g., maintenance, technology, food service, administrators, etc.)
2. Coaches
3. Campus administrators
4. District administrators
5. School Board members

Driver's License
Employees and officials who drive on District business must have a current and valid Texas driver's license appropriate for the classification of vehicles they drive. Drivers are to have their license in their possession at all times during the operation of a vehicle. The driver's license must be shown to the driver's manager or other District administrators if requested. An employee driver shall immediately notify their supervisor when their driver's license has expired, been suspended, revoked, or restricted, or in the event of an accident, or receipt of any citations within 24 hours or by the end of the next business day. If revocations, suspensions, restrictions, or citations are challenged in court, the decision must be reported to

the supervisor within 24 hours or by the end of the next business day after the decision. Failure to do so may result in loss of driving privileges or other disciplinary action.

Age Requirement
Drivers under the age of 21 are prohibited from operating vehicles owned by Irving ISD. Exemptions to this rule may be granted on a case-by-case basis for employees 18 years of age or older with no history of violations or preventable accidents on their driving record.

DEFINITIONS:

District vehicle: any vehicle owned, leased, or rented by Irving ISD.

Privately Owned Vehicle (POV): any vehicle that is not owned, leased, or rented by the District but operated for the benefit of the District transporting students.

Preventable Accident: one in which the driver failed to exercise every reasonable precaution to prevent the accident.

Major Preventable Accident: one in which the driver deliberately and knowingly failed to exercise reasonable precautions to prevent the accident. This includes, but is not limited to, driving under the influence of drugs or alcohol, reckless driving, or excessive speeding as indicated on the traffic citation or determined by a reliable witness(es).

Non-Preventable Accident: one which includes, but is not limited to:

- Driver's vehicle was legally and properly parked
- Driver's vehicle was struck in the rear

Procedure

A. General Requirements for all Drivers of Vehicle on District Business include:

a. Any Irving ISD driver shall have one and only one valid driver's license for the type of vehicle to be operated, issued within the requirements of their state of residence. They shall be physically and mentally fit, and, if required, meet physical requirements outlined in the Department of Transportation Regulations.

b. Adherence to all traffic laws is mandatory; however, the driver is also expected to take reasonable defensive action, including reducing speed, when confronted with unfavorable driving situations, including road or weather conditions.

c. All District-related vehicle accidents, whether preventable or non- preventable, will be thoroughly investigated, and appropriate vehicle accident reports will be prepared and submitted to the Director of Risk Management.

d. Unsafe driving techniques, reckless driving, texting, or driving under the influence of intoxicating, illegal, or prohibited substances will not be tolerated and shall be grounds for corrective action, up to and including termination.

e. District vehicles are to be driven only by the operator to whom the vehicle has been assigned or another operator to whom Irving ISD has authorized to operate a particular vehicle. District-owned leased, or rented vehicles are to be used only for District business and for transportation to and from the driver's usual place of employment when it is convenient to the District.Personal use is not permitted. Under no circumstances are hitchhikers or unapproved non-District passengers allowed in District vehicles.

f. When a person operates a POV on District business, they will maintain liability insurance with at least state-required minimum limits. Proof of insurance will be required and maintained in the supervisor's driver personnel file. The supervisor will ensure current proof of insurance is on file before students are transported.

g. If the vehicle is equipped with safety belts, it shall be properly fastened and used at all times by all occupants of District vehicles and POVs. It is the responsibility of the approved driver to verify if the student(s) they are transporting require a car or booster seat according to the National Highway Traffic Safety Administration's safety recommendations based on weight and height. More information is located here: https://www.nhtsa.gov/vehicle-safety/car-seats-and-booster-seats

h. A driver of a District vehicle or POV will assume costs resulting from traffic violations or criminal charges (excluding property damage or personal injury). This includes traffic fines, parking fines, bail bonds, legal defense of criminal charges, etc. The District expects all drivers to operate vehicles legally and safely.

i. Under no circumstances will fatigue be considered a valid excuse for an accident. The District does not expect any driver to endanger life and property by working beyond their physical endurance; therefore, the responsibility to avoid an accident due to fatigue rests solely with the driver.

j. The District's legal obligations and those of the insurance company must be met whenever an accident occurs while driving on District business. The following reporting requirements are necessary:

1. Police reports - The employee who was involved in an accident (no limit on dollar value) must complete any report required by law enforcement and prepare an IISD Vehicle Accident Report form or its equivalent. If necessary, the supervisor of the employee involved will prepare the report. Reports must be completed within twenty-four (24) hours and submitted to HR-Risk@irvingisd.net.

Suppose the accident was serious or involved a fatality. In that case, the employee's supervisor, Irving ISD Human Resources, and Irving ISD Safety and Security must be notified by telephone or radio immediately.

2. Supervisor's Vehicle Accident Investigation - A thorough investigation of each accident is essential to identifying the necessary action to prevent a recurrence. The immediate supervisor of the vehicle operator involved in an accident is to complete the report as soon as possible, with a preliminary report sent to HR-Risk@IrvingISD.net no less than forty-eight (48) hours following the accident.

k. Drug testing may be required after an accident. See Irving ISD Board Policies DBB and DHE.

l. Violations of the District and state motor vehicle rules and procedures will result in corrective action, up to and including the recommendation of termination of employment, depending on the severity of the violation and based on the following disciplinary guidelines:

- 1st Preventable Accident - This will result in the review of a driver safety video and a written performance correction notice/summary of conference. The employee will not be allowed to operate District motorized equipment until all requirements are complete.
- 2nd Preventable Accident - This will result in the required completion of a Defensive Driving course (at the expense of the District), review of a driver safety video, a written performance correction notice/summary of conference, and the employee will not be allowed to operate District motorized equipment until all requirements are complete.
- 3rd Preventable Accident - Driver will be subject to termination or assignment to a position not requiring vehicle operation.

NOTE: If an exception to the above guide is made, the driver's supervisor must prepare a written statement as to why the employee should be exempted. This statement must be approved by the superintendent (or designee) of Irving ISD and included in the employee's permanent personnel file.

m. Escalation of correction notices based on repeated preventable accidents (i.e., 1st, 2nd, 3rd) will be based on a 36-month window beginning on the date of the 1st Preventable Accident. The driver’s supervisor shall provide a copy of all documentation to the Director of Benefits, Risk Management, and HR Systems immediately following finalization of the accident review process.

n. A Preventable Accident remains in the employee file but will no longer be counted towards disciplinary decisions after 36 months from the date of the accident.

o. Major Preventable Accidents may result in immediate termination at the discretion of the Human Resources Department.

p. Approved drivers who have their Driver's License suspended or invalidated, for any reason will be disqualified from operating a District vehicle and will be subject to termination.

q. Any driver must advise their supervisor immediately in case of a moving violation conviction, or accident, on or off the job. Failure to advise the supervisor or attempt to conceal the information will result in corrective action, up to and including termination.

r. An employee who has obtained 10 points on their driving record with the State of Texas will be disqualified from operating a District vehicle and will be subject to termination.

Motor Vehicle Review (MVR) Review

District vehicle drivers must read and sign a Motor Vehicle Record (MVR) consent form that permits Irving ISD to complete a motor vehicle background check.

All drivers shall have their MVR reviewed prior to driving a District vehicle for the first time. Employees whose job descriptions include driving a District vehicle shall have their MVR reviewed upon hire. MVR checks are valid for one (1) year. Drivers with unacceptable MVRs shall be prohibited from operating an Irving ISD vehicle. Any change in the status of an MVR will result in an immediate MVR review and possible change in driving status.

Each year, each employee operating a District vehicle or POV transporting students will complete the online Driver Request Form to conduct a driver's record check. The form can be located at www.irvingisd.net/risk.

Driving Requirements

Employees and officials who drive District-owned vehicles on District business must follow all rules outlined in this program. When operating District vehicles, drivers should remember that their driving habits reflect on the District and its other employees and officials. Irving ISD vehicles must be used legally, courteously, and safely.

- Drivers must wear seat belts and require seat belts to be worn by their passengers.
- Alcohol, tobacco products, e-cigarettes, and other vapor products are not allowed in District vehicles.
- Drivers must not place or answer phone calls while driving District vehicles unless using a hands-free device. If no hands-free device is available, drivers must pull off the road to a safe location to place or answer calls.

- Drivers must do a walk-around inspection of any District vehicle before driving it to check for any visible maintenance or safety issues.
- Drivers are not allowed to operate a District vehicle continuously for more than 10 hours per day in good driving conditions and are strongly encouraged to plan mini breaks every two hours during long periods of driving.
- Drivers are responsible for the care of District vehicles assigned to them and may be held responsible for improper care and abuse of the vehicle. Misconduct could lead to withdrawal of driving privileges and/or disciplinary actions.

Department of Transportation (DOT) Regulated Vehicles

Any vehicle traveling across state lines with a gross vehicle weight rating over 10,000 lbs. (e.g., box trucks/moving vans) is subject to DOT regulations. Each driver must have a DOT compliant driver file maintained in the Transportation Department before being allowed to drive vehicles within this classification.

In addition to a DOT-compliant driver file, any driver of a vehicle with a gross vehicle weight rating over 26,000 lbs. (e.g., dump trucks, large construction vehicles, buses) must possess a valid commercial driver's license and be in compliance with DOT regulations.

The Irving ISD Transportation Department will be responsible for evaluating the applicability of DOT regulations to this District's operations and ensuring compliance with those regulations. All drivers of DOT-regulated vehicles will have responsibilities beyond those outlined in this policy and will receive additional training and information.

Point System for Screening District Drivers

Irving ISD uses a point system to screen drivers who drive District vehicles. Points are assessed based on violations listed on the driver's MVR as well as for preventable vehicle accidents. Irving ISD will use points to apply disciplinary action as follows:

- **3-5 points**: Driver will receive a courtesy letter/email.
- **6-9 points**: Driver will receive a warning and must successfully complete a driver improvement course.
- **10-and above points**: Driving privileges will be suspended and the employee will be subject to termination.

Points will accumulate for a period of 3 years before they are removed, with the exception of points received for major violations listed. Points received for major violations will remain for a period of 10 years. Points issued for vehicle incidents and violations are determined from the point classification descriptions below. Violations and points listed below are to be used as a guide and are not intended to be all-inclusive. Penalty points will be awarded as appropriate based on severity for any violations not specifically listed in this document.

Penalty Points for Major Violations

Assess ten (10) penalty points for each major violation if the date is within ten (10) years of the date of the driving record evaluation. Major violations include:

Driving while intoxicated (DWI)
Driving under influence (DUI)
Assault with motor vehicle
Felony involving a motor vehicle
Driving while license suspended
Driving while impaired
Fleeing a police officer
Administrative License Revocation (ALR)

Penalty Points for Moving Violations

Assess three (3) penalty points for each moving violation if the date is within three (3) years of the date of the driving record evaluation. Moving violations are defined as all moving traffic violations not listed in the major violations category. They do not include non-moving administrative offenses.

Examples of moving violations include, but are not limited to:

- Speeding
- Disregarding a traffic signal
- Disregarding a stop sign
- Failure to use turn signal
- Failure to yield right of way
- Improper passing
- Tailgating
- Failure to wear a seat belt
- Cell phone use in a school zone
- Failure to stop at stop sign
- Racing/speeding contest
- Careless/reckless driving

Penalty Points for Preventable Vehicle Accidents

Points for preventable vehicle accidents will be assessed immediately for accidents in a District vehicle or when identified on the driver's MVR. Multiple accidents will be assessed points on a graduated scale as follows: Assess three (3) penalty points for the first preventable accident.

Assess three (3) additional penalty points for a second preventable accident within three years of the date of the first accident. Assess four (4) additional penalty points for a third preventable accident within three years of the date of the first accident. Three preventable vehicle

accidents within a three-year period will add to 10 points and result in the suspension of driving privileges until the driver does not have three vehicle accidents occurring within the previous three years.

Drivers issued penalty points as a result of vehicle accidents shall be notified of their right to appeal.

Appeal of Vehicle Accident Penalty Points

Drivers issued penalty points as a result of vehicle accidents may request a review by the VARC. The VARC shall review information pertinent to the accident, which should include the Texas Peace Officer's Crash Report if available. In examining this report, consideration of such items as charges filed, investigators' narrative, diagram, and factors/conditions contributing to the accident should assist in making a determination as to whether or not the assessment of penalty points is appropriate.

If the VARC reviews the accident report and other pertinent information and determines that the driver was not a cause of the accident, no penalty points will be assessed. If the VARC determines that the applicant was a cause of the accident, penalty points shall be assessed as appropriate.

White Fleet Rental Vehicles

If an employee or official wishes to utilize a white fleet rental vehicle, he/she must:

- Be an approved Irving ISD driver.
- Possess an acceptable MVR as specified by this program.
- Possess a valid and current driver's license for the type of vehicle to be driven and be prepared to show the license.
- Be properly trained and qualified in the type of vehicle to be driven.

Drivers must abide by all procedures in the Irving ISD Vehicle Safety and Use Guidelines and Procedures.

Privately Owned Vehicles (POV)

In situations where a POV is used to conduct District business the following rules apply:

POVs driven for District business are to be driven by licensed adults; not students. Students are not to be asked to drive personal vehicles to conduct District business.

- Drivers of POVs for District business are required to carry personal auto liability insurance at all times.
- The insurance verification card must be carried in the vehicle while it is in use.
- The personal auto liability policy for the vehicle will be primary in the event of an accident.

Drivers of POVs for District business must report all accidents and/or citations during business hours to his or her supervisor.

Mobile Equipment/Utility Vehicles

- The following rules apply to the operation of utility vehicles (e.g., forklifts, riding mowers, golf carts, gators, etc.):
- Only authorized employees and officials are allowed to operate utility vehicles. Students are not allowed to operate utility vehicles and must maintain a safe distance.
- Every person in a utility vehicle must have a seat. No extra riders.
- Utility vehicles shall not be operated on public roadways. Operation on campus roadways is subject to written school policy and/or campus administrator approval and subject to all applicable traffic laws.
- Drivers must yield to pedestrians at all times.
- Occupants of the vehicles must remain seated in the designated passenger compartment or designated seats when the vehicle is in motion. Arms and legs must remain in the vehicle.
- Every effort should be made to prevent equipment or supplies from protruding out of the side of the vehicle while in transit.
- Use directional or hand signals before making a turn.
- Set the parking brake when not in transit.
- Utility vehicles must not be operated at night unless equipped with head and taillights.
- Utility vehicles should not be driven through playgrounds at any time when the playground is occupied.

The following rules apply to the towing of trailers:

- The driver must have experience and training in towing trailers.
- All District-owned trailers should be pulled with District-owned vehicles when possible. When a trailer is pulled by a non-District vehicle, the insurance of the non-District vehicle becomes primary for the non-District vehicle and the attached trailer.
- Any vehicle used to pull a trailer must meet all required towing specifications for the trailer.
- Driver must conduct a pre-trip walk-around inspection before pulling a trailer.
- The trailer must be of a type designed for the intended usage.
- The trailer should be loaded from front to rear and balanced from side to side. When connected, the trailer and the tow vehicle should be level at the hitching point.
- All cargo must be secured with appropriate tie-downs and/or chains.
- Drivers must travel at a reduced speed and maintain a safe following distance. Posted speed limits must be followed with a max speed limit of 60 mph.
- Tires should be blocked before uncoupling a trailer.
- Whenever possible, a spotter should be used when backing up.

Vehicle Security

The security of Irving ISD vehicles is of high importance. Drivers are expected to take all reasonable steps to ensure that vehicles and cargo are secure from theft and vandalism.

When unattended:

- Vehicle interiors shall be secured: windows up, doors locked, and keys removed.
- Cargo should not be left unattended.
- Tools should be secured inside the vehicle or in exterior locked compartments and out of sight.
- Vehicles that are parked off-site should be parked in a well-lit area, and should not be parked on the street.
- Do not leave target theft items (especially computers) in plain view inside a locked vehicle.

Pre-Trip Walk-Around Inspections

District vehicle drivers are responsible for conducting walk-around inspections of the vehicle and reporting any defects or damage to the Facilities Services Department before driving each day or shift. Drivers must also note defects or damage to seats, seat belts, interior lights, engine warning lights, rearview mirrors, and emergency equipment.

Defects or damage must be reported to the Facilities Services Department shop manager or foreman. The shop manager or foreman will evaluate the vehicle and ensure that all hazards are repaired promptly. Vehicles that are unsafe to drive must be placed out of service immediately.

Safety: All employees will exercise discretion and good judgment while operating a motor vehicle for District business. While conducting District business, employees will operate District vehicles and personal vehicles in a safe and prudent manner and are required to comply with all traffic regulations, laws, and ordinances. Any employee found to be operating a District vehicle in an unsafe or any manner that would bring discredit to the District will have their vehicle privileges revoked and will be subject to discipline.

Index

Accommodations
  ADA, 17
  pregnancy, 18
Administering medication, 85
Alcohol and drug
  abuse prevention, 66
  testing, 15
Arrests and convictions, 65
Asbestos management plan, 72
Assault leave, 43
Associations and political activities, 71
At-will employment, 13
Automatic payroll deposits, 25
Background checks, 65
Bad weather closing, 75
Benefits
  cafeteria plan, 27
  health insurance, 27
  leave, 30
  retirement, 28
  supplemental insurance, 27
  workers' compensation, 28, 43
Bereavement leave, 44
Board of Trustees
  information, 7
  meeting schedule, 8
  members, 7
Breaks, 17
Breast milk, 17
Bullying, 86
Cafeteria plan benefits, 27
Certification
  health and safety training, 15
  maintaining, 13
  parent notification, 18
Change of address, 77
Charitable contributions, 71
Child abuse
  reporting, 57
  sexual, 58
Code of ethics, 50
Committees, 20
Compensation, 22
Complaints
  employee, 48
  parent and student, 84
Compliance coordinators, 11, 83
Compliance with a subpoena, 44
Conduct and welfare, 49
Conflict of interest, 70
Contract
  employment, 12
  noncertified employees, 13
  nonrenewal, 80
Copyright materials, 70
Court appearances, 44
Court-ordered withholding, 82
Crime reporting, 59
Criminal history, 65
Dietary supplements, 85
Directories
  helpful contacts, 9
  school, 10
Disability, 17
Discrimination
  employee, 54
  student, 83
Dismissal
  contract employees, 80
  noncontract employees, 80
District
  communications, 46
  information, 6
  map, 6
Drug
  abuse prevention, 66
  psychotropic, 85
  testing, 15
E-cigarettes, 67
Electronic communications, 61, 62
Emergencies, 75
Employee
  conduct and welfare, 49
  involvement, 20

recognition, 46
Employee Wellness Days, 34
Employment
after retirement, 12
at-will, 13
authorization documents, 14
contract, 12
noncontract, 12
outside, 19
Endorsements, 69
Equal opportunity
educational, 83
employment, 11
Every Student Suceeds Act, 18
Exit interviews, 81
Facility use, 78
Family and medical leave, 37
Firearms, 72
Form I-9, 14
Fraud, 67
General procedures, 75
Gifts and favors, 70
Grievances, 48
Harassment, 54
Hazing, 91
Health insurance, 27
Health safety training, 15
Helpful contacts, 9
Holidays, 36
Insurance
health, 27
supplemental, 27
unemployment, 28
Internet use, 61, 62
Job Abandonment, 13
Job vacancy announcements, 12
Jury duty, 44
Leave
assault, 43
bank, 37
bereavement, 44
catastrophic, 37
court appearance, 44
discretionary, 32
family and medical, 37
jury duty, 44
local, 33
medical certification, 31
military, 45
nondiscretionary, 32
proration, 32
religious observance, 45
school business, 34
sick, 33
temporary disability, 41
temporary medical, 42
truancy court appearance, 44
workers' compensation, 43
Local Leave, 33
Maltreatment of children, 58
Medications, 85
Mental health training, 21
Military leave, 45
Mother-Friendly Worksite, 17
Name and address changes, 77
Nicotine
products, 67
use, 67
Non-Duty Days, 36
Nonrenewals, 80
Nursing mothers, 17
Outside employment, 19
Overpayments, 25
Overtime, 26
Parent and student complaints, 84
Parent notification, 18
Paychecks, 22
Payroll
automatic deposits, 25
deductions, 25
schedule, 22
Performance evaluation, 19
Personnel records, 77
Pest control treatment, 73
Political activities, 71
Possession of firearms and weapons, 72
Pregnant Workers Fairness Act, 18
Psychotropic drugs, 85

Public information, 65
Purchasing procedures, 77
Qualifying exigency, 41
Reading Academies, 14
Reassignments, 16
Religious observance, 45
Resignations, 79
  contract employees, 79
  noncontract employees, 79
Retaliation, 54
Retirement
  benefits, 28
  employment after, 12
Retirement Reimbursement of Local Leave, 29
Safety, 71
Salaries, 22
School
  calendar, 9
  closing, 75
  directory, 10
Scope and sequence, 60
Searches, 15
Security, 71
Sexual harassment, 54
Sick leave, 33
Staff Cell Phone Use, 60
Staff development, 20
Standards of conduct, 49
Student
  attendance, 86
  bullying, 86
  complaints, 84
  dietary supplements, 85
  discipline, 86
  equal educational opportunities, 83
  harassment, 54
  hazing, 91
  medication, 85
  records, 83
Supplemental insurance, 27
TEA reports, 59
Teacher retirement, 28
Technology resources, 60
Temporary disability leave, 41
Temporary medical leave, 42
Termination
  discharge of convicted employees, 81
  disimissal during the contract term, 80
  exit interviews, 81
  noncontract employees, 80
  nonrenewal, 80
  reports to TEA, 59, 79
  resignation, 79
Texas Mother-Friendly Worksite, 17
Text messaging, 62
Tobacco
  products, 67
  use, 67
Training
  health and safety, 15
  staff development, 20
Transfers, 16
Travel Expenses, 26
Truancy court appearances, 44
Tutoring, 19
Unemployment insurance, 28
Vacancy announcements, 12
Vacation, 35
Vehicle Safety, 92
Visitors, 72
Wages, 22
Weapons, 72
Whistleblower Act, 59
Work schedule, 16
Workers' compensation benefits, 28, 43
Workload, 16

Educators' Code of Ethics

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. *19 TAC 247.1*

Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct Toward Students

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

1. The nature, purpose, timing, and amount of the communication;
2. The subject matter of the communication;
3. Whether the communication was made openly or the educator attempted to conceal the communication;
4. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. Whether the communication was sexually explicit; and
6. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

19 TAC 247.2

Incentive Grants—Contract Provision

A district shall provide in employment contracts that qualifying employees may receive an incentive payment under an awards program established under Education Code Chapter 21, Subchapter O (Educator Excellence Award Program and Educator Excellence Innovation Program) if the district participates in the program. A district shall indicate that any incentive payment distributed is considered a payment for performance and not an entitlement as part of an employee's salary. *Education Code 21.415*

Educator Excellence Innovation Program

The Educator Excellence Innovation Program (EEIP) is a grant program under which a district may receive a competitive grant for the purposes of systematically transforming educator quality and effectiveness. The Texas Education Agency (TEA) will give priority to districts that receive Title I funding and have at a majority of district campuses a student enrollment that is at least 50 percent educationally disadvantaged.

Eligibility

A district is eligible to apply for EEIP grant funds if the district:

1. Completes and submits a Notice of Intent to Apply to TEA by the date established by the commissioner of education;
2. Complies with all assurances in the Notice of Intent to Apply and grant application;
3. Participates in the required technical assistance activities established by the commissioner, including establishing leadership teams, master teachers, mentor teachers, and instructional coaches and developing career pathways;
4. Agrees to participate for four years; and
5. Complies with any other activities set forth in the program requirements.

An eligible district must submit an application in a form prescribed by the commissioner. Each eligible applicant must meet all deadlines, requirements, and assurances specified in the application. The commissioner may waive any eligibility requirements as specified in 19 Administrative Code 102.1073.

Local Plan

An eligible district that intends to participate in the EEIP shall submit a local educator excellence innovation plan to TEA. A local educator excellence innovation plan must address the elements at 19 Administrative Code 102.1073(e)(2).

A district must act pursuant to its local board policy [see DEAA (LOCAL)] for submitting a local educator excellence innovation plan and grant application to TEA. A local decision to approve and

submit a plan and grant application may not be appealed to the commissioner.

A district may renew its local educator excellence innovation plan for three consecutive school years without resubmitting a full grant application to TEA. With TEA approval, a district may amend its local plan in accordance with 19 Administrative Code 102.1073(c) and (h) for each school year the district receives a program grant.

Use of Grant Funds

A district may use grant funds only to carry out purposes of the program as described at Education Code 21.7011, in accordance with the district's local plan, which may include the following specific methods or procedures:

1. Implementation and administration of a high-quality mentoring program for teachers in the first three years of classroom teaching using mentors who meet the qualifications prescribed by Education Code 21.458 [see Mentor Teachers, below];
2. Implementation of a teacher evaluation system using multiple measures that include:
    a. The results of classroom observation, which may include student comments;
    b. The degree of student educational growth and learning; and
    c. The results of teacher self-evaluation;
3. To the extent permitted under Education Code Chapter 25, Subchapter C, restructuring of the school day or school year to provide for embedded and collaborative learning communities for the purpose of professional development [see EC];
4. Establishment of an alternative teacher compensation or retention system; and
5. Implementation of incentives designed to reduce teacher turnover.

Waiver Request

A district may apply to the commissioner in writing for a waiver to exempt the district or one or more district campuses from one or more of the statutory sections listed at Education Code 21.7061(a).

The application for the waiver must demonstrate:

1. Why waiving the identified section of the Education Code is necessary to carry out the purposes of the program;

2. Approval for the waiver by a vote of a majority of the members of the board;

3. Approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought; and

4. Evidence that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting.

Neither the board nor the superintendent may compel a waiver of rights under Education Code 21.7061.

Not later than April 1 of the year in which the waiver application is submitted, the commissioner shall notify the district in writing whether the application has been granted or denied. A waiver expires when the waiver is no longer necessary to carry out the purposes of the program, in accordance with the district's local educator excellence innovation plan.

Education Code Ch. 21, Subch. O; 19 TAC 102.1073

Local Optional Teacher Designation System

A district may designate a classroom teacher as a master, exemplary, or recognized teacher for a five-year period based on the results from single year or multiyear appraisals [see DNA]. *Education Code 21.3521(a)*

Commissioner's Rules

The commissioner's rules specify the requirements for districts to implement local teacher designation systems, including:

1. Teacher eligibility;

2. Application procedures and approval process;

3. System expansion, spending modifications, and changes;

4. Monitoring and annual program evaluation of approved local designation systems;

5. Continuing approval and renewal; and

6. Funding.

19 TAC 150.1012

Standards

The commissioner's rules establish performance and validity standards for each local optional teacher designation system that:

1. Must provide a mathematical possibility that all teachers eligible for a designation may earn the designation; and

2. May not require a district to use an assessment instrument adopted under Education Code 39.023 to evaluate teacher performance.

Education Code 21.3521(b); 19 TAC 150.1014

A classroom teacher that holds a National Board Certification issued by the National Board for Professional Teaching Standards may be designated as recognized in accordance with the commissioner's rules for eligibility. *Education Code 21.3521(c); 19 TAC 150.1013*

Assistance

TEA shall develop and provide technical assistance for districts that request assistance in implementing a local optional teacher designation system, including assistance in prioritizing high needs campuses. *Education Code 21.3521(e)*

No Property Right

A teacher has no vested property right in a teacher designation assigned under a local optional teacher designation system. A teacher designation is void in the determination that the designation was issued improperly, and the Administrative Procedure Act does not apply to the voiding of a local optional teacher designation. *Education Code 21.3521(f)*

Teacher Incentive Allotment

For each classroom teacher with a local optional teacher designation, a district is entitled to an allotment, adjusted by high needs and rural factors, as determined under Education Code 48.112.

A district shall annually certify that:

1. Funds received were used as follows:

    a. At least 90 percent was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed; and

    b. Any other funds were used for costs associated with implementing the local optional teacher designation system, including efforts to support teachers in obtaining designations; and

2. The district prioritized high needs campuses in the district in using funds.

Education Code 48.112(c), (i)

Evaluations

TEA shall periodically conduct evaluations of the effectiveness of the local optional teacher designation systems and the teacher incentive allotment and report the results of the evaluations to the legislature. A district that has implemented a local optional teacher

designation system or received funds under the teacher incentive allotment shall participate in the evaluations. *Education Code 21.3521(g)*

Mentor Teachers

A district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. A teacher assigned as a mentor must:

1. To the extent practicable, teach in the same school;
2. To the extent practicable, teach the same subject or grade level, as applicable; and
3. Meet the qualifications prescribed by commissioner's rules.

Education Code 21.458(a)

Commissioner's Rules

The commissioner's rules for receiving funds under the mentor program allotment specify the requirements for districts to implement a mentor training program, including:

1. Program requirements related to mentor selection, mentor assignment, training, roles and responsibilities, and meetings;
2. An application approval process;
3. Ongoing verification of compliance with program requirements;
4. Allowable expenditures; and
5. Program review through periodic reports.

19 TAC 153.1011

Assignment of Mentor

To be assigned as a mentor, a teacher must agree to serve as a mentor teacher for at least one school year. The assignment must begin not later than the 30th day of employment of the classroom teacher to whom the mentor teacher is assigned. A district must agree to assign a mentor to a new classroom teacher for at least two school years. *Education Code 21.458(a-1)*

Requirements for Mentor

The commissioner's rules must require that a mentor teacher:

1. Complete a research-based mentor and induction training program approved by the commissioner;
2. Complete a mentor training program provided by the district, which the district may allow to be satisfied by completing the commissioner's research-based mentor and induction training program above;

3. Have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; and

4. Demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

Education Code 21.458(b)

Training

A district must provide the training program described above to mentor teachers and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher. A district may allow the commissioner's research-based mentor and induction training program to qualify for the district's required training. The training must be completed by the mentor teacher and the district and campus employees before the beginning of the school year. A district shall also provide supplemental training to mentor teachers and employees during the school year. The training must include content related to best mentorship practices. *Education Code 21.458(b-1)*

Mentoring Sessions

A mentor teacher must meet with each classroom teacher assigned to the mentor not less than 12 hours each semester. Observations of the mentor by the classroom teacher being mentored or of the classroom teacher being mentored by the mentor may count toward the 12 hours of meeting time required for the semester.

Unless the district has created a mentoring curriculum as provided below, the mentoring sessions must address the following topics:

1. Orientation to the context, policies, and practices of the school district;

2. Data-driven instructional practices;

3. Specific instructional coaching cycles, including coaching regarding conferences between parents and the classroom teacher;

4. Professional development; and

5. Professional expectations.

Subject to approval by TEA, in determining the topics to be addressed in the mentoring sessions, a school district may create an appropriate curriculum that meets the district needs.

A district must:

1. Designate a specific time during the regularly contracted school day for meetings between mentor teachers and classroom teachers assigned to a mentor; and

2. Schedule release time or a reduced teaching load for mentor teachers and classroom teachers under this section to facilitate mentoring activities, including classroom observations or participation in supportive coaching.

Education Code 21.458(f), (f-1)

Allotment

A school district that has implemented a mentoring program is entitled to an allotment to fund the mentoring program and provide stipends for mentor teachers under a formula adopted by the commissioner.

Funding may be used only for providing:

1. Mentor teacher stipends;
2. Scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities; and
3. Mentoring support through providers of mentor training.

Education Code 48.114

Achievement Academy Stipends

A stipend received by a teacher who attends a literacy or mathematics achievement academy is not considered in determining whether a district is paying the teacher the minimum monthly salary under Education Code 21.402. *Education Code 21.4552(d), .4553(d)*

A stipend received by a school counselor or teacher who attends a postsecondary education and career counseling academy under Education Code 33.009 is not considered in determining whether a district is paying the school counselor or teacher the minimum monthly salary under Education Code 21.402. *Education Code 33.009(h)*

Autism Training

A district may provide a salary incentive or similar compensation to a teacher who completes training provided by a regional education service center (ESC) relating to autism. A school district that decides to provide an incentive or compensation shall adopt a policy to implement this section. *Education Code 21.465*

Retirement Incentives

A district may not offer or provide a financial or other incentive to an employee to encourage the employee to retire from the Teacher Retirement System of Texas. *Education Code 22.007*

Attendance Supplement

A district shall not deny an educator a salary bonus or similar compensation given in whole or in part on the basis of educator attendance because of the educator's absence from school for observance of a religious holy day observed by a religion whose places of worship are exempt from property taxation under Tax Code 11.20. *Education Code 21.406*

Stipend

The Superintendent shall recommend a stipend pay schedule as part of the annual compensation plan of the District. [See DEA]

Supplemental Duties

The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the Fair Labor Standards Act (FLSA), as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the compensation plan of the District.

Incentive and Innovation Programs

The Superintendent shall have authority to submit plans and grant applications for incentive and innovation programs to TEA or other granting organizations on behalf of the Board. Incentive plans shall address teacher eligibility, including any exclusions.

Locally developed incentive programs, if any, shall be addressed in the compensation plan of the District.

Educator Ethics

Educators shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.

The State Board for Educator Certification (SBEC) shall provide for the adoption, amendment, and enforcement of an educator's code of ethics [see DH(EXHIBIT)]. SBEC is solely responsible for enforcing the ethics code for purposes related to certification disciplinary proceedings.

Education Code 21.041(b)(8); 19 TAC 247.1(b), (c)

Public Servants

All district employees are "public servants" and therefore subject to Title VIII of the Penal Code, regarding offenses against public administration, including restrictions on the acceptance of illegal gifts, honoraria and expenses, and abuse of office. *Penal Code 1.07(a)(41), Title VIII* [See DBD and BBFA]

Electronic Communication Policy

"Electronic communication" means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes emails, text messages, instant messages, and any communications made through a website, including a social media website or a social networking website.

A school district shall adopt a written policy concerning electronic communications between a school employee and a student enrolled in the district.

The policy adopted under this section must:

1. Include provisions designed to prevent improper electronic communications between a school employee and a student;
2. Allow a school employee to elect to not disclose to students the employee's personal telephone number or email address; and
3. Include provisions instructing a school employee about the proper method for notifying appropriate local administrators about an incident in which a student engages in improper communications with the school employee.

Education Code 38.027

Public Information on Private Device

A current or former board member or employee of a district who maintains public information on a privately owned device shall:

1. Forward or transfer the public information to the district or a district server to be preserved as provided by Government Code 552.004(a); or

2. Preserve the public information in its original form in a backup or archive and on the privately owned device for the time described under 552.004(a).

Gov't Code 552.004(b) [See GB]

Loss of Retirement Annuity for Conviction of Certain Felonies

A person is not eligible to receive a service retirement annuity from the Teacher Retirement System (TRS) if the person is convicted of a qualifying felony and the victim is a student.

"Qualifying felony" means an offense that is punishable as a felony under the following sections of the Penal Code:

1. Section 21.02 (continuous sexual abuse of young child or disabled individual);

2. Section 21.12 (improper relationship between educator and student); or

3. Section 22.011 (sexual assault) or Section 22.021 (aggravated sexual assault).

The term includes any federal offense that contains elements that are substantially similar to the elements of a felony offense described above.

Not later than the 30th day after the date of a person's conviction for a qualifying felony, the school at which the person was employed shall provide written notice of the conviction to TRS. The notice must comply with rules adopted by TRS.

Gov't Code 824.009

Transportation or Storage of Firearm in School Parking Area

A district may not prohibit a school employee who holds a license to carry a handgun under Government Code, Chapter 411, Subchapter H, from transporting or storing a handgun or other firearm or ammunition in a locked, privately owned or leased motor vehicle in a parking lot, parking garage, or other parking area provided by the district and may not regulate the manner in which the handgun, firearm, or ammunition is stored in the vehicle, provided that the handgun, firearm, or ammunition is not in plain view.

This does not authorize a person to possess, transport, or store a handgun, a firearm, or ammunition in violation of Education Code 37.125, Penal Code 46.03, or other law. [See GKA]

Education Code 37.0815

Tobacco and E-Cigarettes

A board shall prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property.

Enforcement

A board shall ensure that district personnel enforce the policies on school property.

Education Code 38.006(b) [See also FNCD and GKA]

Drug and Alcohol Abuse Program

A board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. *Education Code 38.007(a)*

Federal Drug-Free Workplace Act

A district that receives a direct federal grant must agree to provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the district's workplace and specifying the actions that will be taken against employees for violations of the prohibition;
2. Establishing a drug-free awareness program to inform employees about:
    a. The dangers of drug abuse in the workplace;
    b. The district's policy of maintaining a drug-free workplace;
    c. Available drug counseling, rehabilitation, and employee assistance programs; and
    d. The penalties that may be imposed on employees for drug abuse violations;
3. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the required statement;
4. Notifying the employee in the required statement that as a condition of employment in the grant the employee will:
    a. Abide by the terms of the statement; and
    b. Notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction;
5. Notifying the granting agency within 10 days after receiving notice from an employee or otherwise receiving actual notice of a conviction;

6. Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is convicted, as required by 41 U.S.C. section 8104; and

7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above requirements.

41 U.S.C. 8103(a)(1)

Dietary Supplements

Except as provided at Education Code 38.011(b), a district employee may not:

1. Knowingly sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's duties; or

2. Knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary student with whom the employee has contact as part of the employee's duties.

An employee who violates items 1 or 2, above, commits a Class C misdemeanor offense.

Education Code 38.011

Low-THC Cannabis

A district may not enact, adopt, or enforce a rule, ordinance, order, resolution, or other regulation that prohibits the possession of low-THC cannabis, as authorized by Health and Safety Code Chapter 487. *Health and Safety Code 487.201*

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Antidiscrimination

An employee's actions while performing his or her duties shall not have the effect of discriminating against other employees, students, parents, volunteers, vendors, contractors, consultants, or anyone else conducting business with the District on the basis of gender, disability, race, color, national origin, ethnicity, or religion.

No employee of the District shall, on the grounds of, or because of, a student's race, color, national origin, gender or sex, disability, or religion, exclude a student from participation in, deny the benefits of, or subject a student to discrimination in or under any District program or activity, including, but not limited to, discipline of a student. These prohibitions shall include any disparate treatment of a student and any disparate effect on a protected class of students resulting from the use of the employee's program(s) or activities.

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or

2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates

state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication — In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information — An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Safety Requirements — Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse — An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students — An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and E-Cigarettes — An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

Alcohol and Drugs / Notice of Drug-Free Workplace — As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for

any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
    - Dishonesty; fraud; deceit; theft; misrepresentation;
    - Deliberate violence;
    - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
    - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
    - Felony driving while intoxicated (DWI); or
    - Acts constituting abuse or neglect under the Texas Family Code.

Profanity

An employee shall not use profanity or vulgar gestures at any time while acting in his or her capacity as an employee of the District.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Planning and Preparation

Each classroom teacher is entitled to at least 450 minutes in each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. A planning and preparation period may not be less than 45 minutes within the instructional day. During that time, a teacher may not be required to participate in any other activity. *Education Code 21.404* [See DC(LEGAL) for definition of classroom teacher]

Planning and preparation time must occur during the time that students at the school where the teacher is located are receiving instruction. *Canutillo Educators Ass'n v. Canutillo Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 042-R10-203 (April 30, 2010)*

Duty-Free Lunch

Each classroom teacher or full-time librarian is entitled to at least a 30-minute lunch period free from all duties and responsibilities connected with the instruction and supervision of students. The implementation of this requirement may not result in a lengthened school day. *Education Code 21.405* [See DC(LEGAL) for definition of classroom teacher and DEA(LEGAL) for definition of librarian]

Teachers may not be required to spend their 30-minute duty-free lunch break on school property. *Tex. Att'y Gen. Op. JM-481 (1986)*

Exception

If necessary because of a personnel shortage, extreme economic conditions, or unavoidable or unforeseen circumstances, a district may require a classroom teacher or librarian to supervise students during lunch. A classroom teacher or librarian may not be required to supervise students under this exception more than one day in any school week. *Education Code 21.405*

In determining whether an exceptional circumstance exists, a district shall use the following guidelines:

1. A personnel shortage exists when, despite reasonable efforts to use nonteaching personnel or the assistance of community volunteers to supervise students during lunch, no other personnel are available.
2. Extreme economic conditions exist when the percentage of a local tax increase, including the cost of implementing duty-free lunch requirements, would place the district in jeopardy with respect to a potential roll-back election.
3. Unavoidable or unforeseen circumstances exist when, because of illness, epidemic, or natural or man-made disaster, the district is unable to find individuals to supervise students during lunch.

19 TAC 153.1001

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties. In light of their impact upon the lives of students and in keeping with the breadth of experience and depth of training which they possess, opportunities for professional contractual personnel shall be especially rich and varied.

The Superintendent shall provide the staff with opportunities in the following areas:

1. Leaves of absence for travel and study. [See DEC]
2. Visits to other classrooms and other schools.
3. Conferences involving other personnel from the District, county, state, region, or nation.
4. Membership on committees drawing personnel from the above sources.
5. Training in classes and workshops offered within the District.
6. Further training in institutions of higher learning.

Growth in job skills shall be expected of all noncontractual personnel. Inservice and staff development programs shall be planned and carried out for the purpose of continuous improvement in the performance of noninstructional work.

All noncontractual personnel shall be expected to attend inservice meetings, workshops, and programs which are designed for the improvement and growth in job skills.

Staff Development

Educator

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

Principal

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

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

Professional Development Policy

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

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

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

Education Code 21.4515(a), (b)

Requirements for Training

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

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

d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and

2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

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

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

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

Optional Training

Staff development may include training in:

1. Technology and digital learning; and

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

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and

2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

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

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

Required Training

Staff development must include training on:

1. Suicide prevention;

2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and

3. Preventing, identifying, responding to, and reporting incidents of bullying.

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

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

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

Instruction of Students with Disabilities

Definition

"Student with a disability" means a student who is:

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

Education Code 21.001(4)

Requirements

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

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

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

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

Education Code 21.451(d)(2), (e)–(f)

Suicide Prevention

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

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

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

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

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

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

Staff Development Account

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

Child Abuse, Trafficking, and Maltreatment

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

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

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

The training must include:

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

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

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

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

Trauma-Informed Care

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

Student Discipline

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

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

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

Education Code 37.0181

Test Administration Training

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

Cybersecurity Training

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

Special Programs Training

A district shall ensure that:

Teacher Literacy Achievement Academies (Reading Academies)

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

Education Code 28.0062(a)(2)

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

Gifted and Talented Education

A district shall ensure that:

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

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

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible Course

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

Texas English Language Proficiency Assessment System Training

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

Automated External Defibrillators

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

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

1. Participate in the instruction; and

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

Education Code 22.902

Extracurricular Activity Safety Training

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

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

2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;

2. Current training in:

   a. Emergency action planning;

   b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and

   c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and

3. A safety drill that incorporates the training and simulates various injuries described above.

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

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

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

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

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

Education Code 33.091(c-1)

Concussions

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

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

2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.

3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

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

Education Code 38.158

Seizure Recognition and Related First Aid

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

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

Education Code 38.033(a), (b)

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

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;

2. Note any differences in the District's plan from the clearinghouse recommendations; and

3. Include a schedule of the required professional development for all District employees.

General Principles All District employees shall be periodically appraised in the performance of their duties. The District's employee evaluation and appraisal system shall be administered consistent with the general principles set out below.

Criteria The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's evaluation and appraisal. Employees shall be informed of the criteria on which they will be evaluated.

Performance Review Evaluation and appraisal ratings shall be based on the evaluation instrument and cumulative performance data gathered by supervisors. Each employee shall have evaluative conferences with the supervisor to discuss the performance of duties. [See also DNA and DNB]

Documentation and Records Appraisal records and forms, reports, correspondence, and memoranda may be placed in each employee's personnel records to document performance.

Employee Copy All employees shall receive a copy of any appraisal information placed in their personnel file.

Complaints Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's complaint policy for employees. [See DGBA]

IRVING
Independent School District

2025/26

EMPLOYEE BENEFITS

WORKING TOWARDS WELLNESS

A comprehensive guide to understanding your 2025-2026 employee benefits program

What's Inside

2 Introduction
3 Important Contacts
4 How to Enroll
6 Eligibility
8 Medical Coverage
13 Telemedicine
14 Health Care Options
15 Prescription Savings
16 Preventive Care
17 Benefits Assistance
18 Health Savings Account
19 Flexible Spending Accounts
21 Qualified HSA and FSA Expenses
22 HSA and FSA Comparison
23 Dental Coverage
25 Vision Coverage
26 Life and AD&D Insurance
28 Individual Life Insurance
29 Educator Disability Insurance
31 Hospital Indemnity
32 Critical Illness
33 Cancer Insurance
34 Employee Assistance Program
35 Catastrophic Leave Bank
36 Retirement Plans
37 Glossary of Terms
38 Important Legal Notices

If you (and/or your dependents) have Medicare or will become eligible for Medicare in the next 12 months, federal law gives you more choices for your prescription drug coverage. Please see page 38 for more details.

Welcome

We are pleased to offer a full benefits package to you and your eligible dependents. Read this guide to know what benefits are available to you. You may only enroll for or make changes to your benefits during Open Enrollment or when you have a Qualifying Life Event.

Availability Of Summary Health Information

Your plan offers medical coverage options. To help you make an informed choice, review each plan's Summary of Benefits and Coverage (SBC) available by accessing **www.mybenefitshub.com/irvingisd**.

Flip to...

4 How to Enroll
5 FAQ
8 Medical Benefits

Important Contacts

WORKING TOWARDS ANSWERS

Irving ISD Benefits
Irving ISD
972-600-5241
hr-benefitsandleaves@irvingisd.net

TRS Medical Coverage
Blue Cross Blue Shield of Texas
866-355-5999
www.bcbstx.com/trsactivecare

Telemedicine
Recuro Health
855-673-2876
www.recurohealth.com

Prescription Savings
Clever RX
800-873-1195
www.cleverrx.com

Health Savings Account
EECU
800-333-9934
www.eecu.org

Flexible Spending Accounts
Higginbotham
866-419-3519
https://flexservices.higginbotham.net

Dental
Cigna
Group #3337017
Total Cigna DPPO Network
Cigna Dental Care DHMO Network
800-244-6224
www.mycigna.com

Vision
Superior Vision
Group #30908
Superior Vision Network
800-507-3800
www.superiorvision.com

Life/AD&D
New York Life
Life Group #FLX-964086
AD&D Group #OK965703
800-362-4462
www.newyorklife.com

Educator Disability
New York Life
Group #SLH10016
800-362-4462
www.newyorklife.com

Hospital Indemnity
Cigna
Group #HC960777
800-362-4462
www.cigna.com

Critical Illness
New York Life
800-362-4462
www.mynylgbs.com

Cancer Insurance
Chubb
Group #1000000223
888-499-0425
educatorclaims@chubb.com

Employee Assistance Program
New York Life
800-344-9752
WEB ID #NYLGBS
www.guidanceresources.com

457(b) Retirement Plan
TCG Administrators
800-943-9179
www.tcgservices.com

403(b) Retirement Plan
NBS
855-399-0335
www.nbsbenefits.com

Benefits Assistance
Higginbotham Public Sector
833-900-1491
irvingisd@hps.higginbotham.net

How to Enroll

All Your Benefits – One App!

Employee benefits made easy through *HiggOnTheGo*!

Text **BENEFITS** to **214-831-4265** to receive the app download link and opt into important text message* enrollment reminders. Scan the QR code to only download *HiggOnTheGo*.

- Benefits resources
- Online enrollment
- Interactive tools
- And more!

* Standard message rates may apply.

GET IT ON Google Play

Download on the App Store

BENEFIT QUESTIONS?

- Ask your Benefits Department.
- Call **833-900-1491** for Higginbotham Public Sector.

Login Process

1. Go to **www.mybenefitshub.com/irvingisd**. Scan the QR code below.
2. Click *Login*.
3. Log in with **Microsoft**.
4. If you need assistance, contact Irving ISD Tech Support at **972-600-5260**.

How to Enroll

Enrollment FAQs

What if I miss the enrollment deadline?

You may only enroll for, or change your benefits during Open Enrollment, or if you have a Qualifying Life Event.

Is there an age limit for dependents to be covered under my benefits?

You may cover dependents up to age 26 on most benefit plans, but there are exceptions. See the Eligibility section for more details.

Where do I find benefit summaries and forms?

Access **www.mybenefitshub.com/irvingisd** and click on the benefit plan you need (i.e., dental). Forms and benefits information are under the *Benefits and Form* section.

How do I find an in-network provider?

Access **www.mybenefitshub.com/irvingisd** and click on the benefit plan for the provider you need to find. Click on the *Quick Links* section to find provider search links.

When will I get my ID cards?

If the medical carrier provides ID cards and there is a plan change, new cards usually arrive within four weeks of your effective date. If there are no plan changes, a new card may not be issued.

You may not need a card for dental and vision plans. Simply give your provider the insurance company's name and phone number to verify benefits. You can also print a temporary card by visiting the insurance company's website.

BENEFIT QUESTIONS?

- Ask your Benefits Department.
- Call **833-900-1491** for Higginbotham Public Sector.

Important Limitations and Exclusions Information

The following limitations and exclusions may apply when obtaining coverage as a married couple or for your dependents.

Can I cover my family — a spouse or a dependent — as dependents on my benefits if we work for the same employer?

Some benefits may not allow you to do this if you work for the same employer. Review the applicable plan documents, contact Higginbotham Public Sector, or contact the insurance carrier for spouse and dependent eligibility.

Are there FSA/HSA limitations for married couples?

Yes, generally. Married couples may not enroll in both a Flexible Spending Account (FSA) and a Health Savings Account (HSA). If your spouse is covered under an FSA that reimburses for medical expenses, then you and your spouse are not HSA-eligible – even if you would not use your spouse's FSA to reimburse your expenses. However, there are some exceptions to the general limitation for specific types of FSAs. Contact the FSA and/or HSA provider before you enroll or reach out to your tax advisor for further guidance.

Disclaimer: You acknowledge that you have read the limitations and exclusions that may apply to obtaining spouse and dependent coverage, including limitations and exclusions that may apply to enrollment in Flexible Spending Accounts and a Health Savings Account as a married couple. You, the enrollee, shall hold harmless, defend, and indemnify Higginbotham Public Sector, LLC from any and all claims, actions, suits, charges, and judgments whatsoever that arise out of your enrollment in spouse and/or dependent coverage, including enrollment in an FSA and HSA.

Eligibility

Who is Eligible for Benefits

You are eligible for coverage if you are a regular, full-time employee. You may only enroll for coverage when:

- You are a new hire
- It is Open Enrollment (OE)
- You have a Qualifying Life Event (QLE)

Status	New Hire	Employee	Dependent(s)
Who is Eligible	• Regular, full-time employee • Working an average of 20 hours per week	• Regular, full-time employee • Working an average of 20 hours per week	• Your legal spouse • Child(ren) under age 26, regardless of student, dependency, or marital status • Child(ren) over age 26 who are fully dependent on you for support due to a mental or physical disability and who are indicated as such on your federal tax return
When to Enroll	• Enroll by the deadline given by Human Resources	• Enroll during OE or when you have a QLE	• You must enroll the dependent(s) during OE or when you have a QLE • When covering dependents, you must enroll for and be on the same plans • Dependents cannot be double-covered by married spouses within the district as both employees and dependents
When Coverage Starts	• First of month following or coincident with date of hire	• You must be actively at work on the plan effective date for new benefits to be effective • QLE: Ask Human Resources	• Based on OE or QLE effective dates

About Your Coverage Effective Date

You must be actively at work on the date your coverage becomes effective. Your coverage must be in effect for your spouse's and eligible children's coverage to take effect. See plan documents for specific details.

See Important Limitations and Exclusions section.

Maximum Dependent Eligibility Age by Plan

TO AGE 26

Medical, Telemedicine, Dental, Vision, Life and AD&D, Cancer, Hospital Indemnity, and Critical Illness

Qualifying Life Events

You may only change coverage during the plan year if you have a Qualifying Life Event, such as:

Marriage

Divorce

Annulment

Birth

Adoption

Placement for adoption

Change in benefits eligibility

Death

Undergoing FMLA, COBRA event, judgment, or decree

Becoming eligible for Medicare, Medicaid, or TRICARE

Receiving a Qualified Medical Child Support Order

Gain or loss of benefits coverage

Change in employment status affecting benefits

You have **30 days** from the event to **notify the Irving ISD Benefits Department** and **complete your changes**. You may need to provide documents to verify the change.

Medical Coverage

Our medical plans protect you and your family from major financial hardship in the event of illness or injury.

Medical Provider:

BlueCross BlueShield of Texas

All TRS-Active participants may enroll in one of the following plans:

- **TRS-ActiveCare Primary**
- **TRS-ActiveCare Primary +**
- **TRS-ActiveCare HD**

The **TRS-ActiveCare 2** plan is closed to new enrollments, but you may continue in the plan if you are a current participant.

Find an In-Network Provider

Visit **www.bcbstx.com/trsactivecare**.
Call **866-355-5999**.

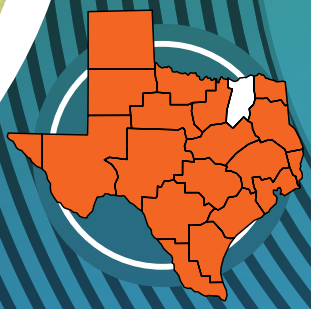
Watch and learn more!

TRS Region 10 Monthly Medical Rates

	TRS-ActiveCare Primary		TRS-ActiveCare Primary+		TRS-ActiveCare HD		TRS-ActiveCare 2	
12 Pay Rates – Professional and Paraprofessional								
Irving ISD contributes $506 per month	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$556.00	**$50.00**	$653.00	**$147.00**	$570.00	**$64.00**	$1,013.00	**$507.00**
Employee and Spouse	$1,502.00	**$996.00**	$1,698.00	**$1,192.00**	$1,539.00	**$1,033.00**	$2,402.00	**$1,896.00**
Employee and Child(ren)	$946.00	**$440.00**	$1,111.00	**$605.00**	$969.00	**$463.00**	$1,507.00	**$1,001.00**
Employee and Family	$1,891.00	**$1,385.00**	$2,155.00	**$1,649.00**	$1,938.00	**$1,432.00**	$2,841.00	**$2,335.00**
24 Pay Rates – Facilities Services and Operations								
Irving ISD contributes $253 per pay period	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$278.00	**$25.00**	$326.50	**$73.50**	$285.00	**$32.00**	$506.50	**$253.50**
Employee and Spouse	$751.00	**$498.00**	$849.00	**$596.00**	$769.50	**$516.50**	$1,201.00	**$948.00**
Employee and Child(ren)	$473.00	**$220.00**	$555.50	**$302.50**	$484.50	**$231.50**	$753.50	**$500.50**
Employee and Family	$945.50	**$692.50**	$1,077.50	**$824.50**	$969.00	**$716.00**	$1,420.50	**$1,167.50**
17 Pay Rates – Food Service and CAO's								
Irving ISD contributes $357.18 per pay period	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost	Total Premium	Employee Cost
Employee Only	$392.47	**$35.29**	$460.94	**$103.76**	$402.35	**$45.18**	$715.06	**$357.88**
Employee and Spouse	$1,060.24	**$703.06**	$1,198.59	**$841.41**	$1,086.35	**$729.18**	$1,695.53	**$1,338.35**
Employee and Child(ren)	$667.76	**$310.59**	$784.24	**$427.06**	$684.00	**$326.82**	$1,063.76	**$706.59**
Employee and Family	$1,334.82	**$977.65**	$1,521.18	**$1,164.00**	$1,368.00	**$1,010.82**	$2,005.41	**$1,648.24**

TRS ACTIVECARE
TEACHER RETIREMENT SYSTEM OF TEXAS

TRS-ActiveCare
PLAN HIGHLIGHTS 2025-26



TRS-ActiveCare
REGION 10

LEARN THE TERMS

- **PREMIUM:** The monthly amount you pay for health care coverage.
- **DEDUCTIBLE:** The annual amount for medical expenses you're responsible to pay before your plan begins to pay.
- **COPAY:** The set amount you pay for a covered service at the time you receive it. The amount can vary based on the service.
- **COINSURANCE:** The portion you're required to pay for services after you meet your deductible. It's often a specified percentage of the costs; e.g., you pay 20% while the health care plan pays 80%.
- **OUT-OF-POCKET MAXIMUM:** The maximum amount you pay each year for medical costs. After reaching the out-of-pocket maximum, the plan pays 100% of allowable charges for covered services.

765391.0225

2025-26 TRS-ActiveCare Plan Highlights Sept. 1, 2025 –

How to Calculate Your Monthly Premium

Total Monthly Premium
− Your Employer Contribution

= Your Premium

Ask your Benefits Administrator for your district's specific premiums.

Wellness Benefits at No Extra Cost*

Being healthy is easy with:

- $0 preventive care
- 24/7 customer service
- One-on-one health coaches
- Weight loss programs
- Nutrition programs
- Ovia™ pregnancy support
- TRS Virtual Health
- Mental health benefits
- And much more!

**Available for all plans.*
See the benefits guide for more details.

Primary Plans & Mental Health

- Both Primary and Primary+ offer $0 virtual mental health visits with any in-network provider.

All TRS-ActiveCare participants have **three plan options**.

	TRS-ActiveCare Primary	TRS-
Plan Summary	• Lowest premium of all three plans • Copays for doctor visits before you meet your deductible • Statewide network • Primary Care Provider referrals required to see specialists • Not compatible with a Health Savings Account • No out-of-network coverage	• Lower deductible t • Copays for many s • Higher premium • Statewide network • Primary Care Provi • Not compatible wit • No out-of-network

Monthly Premiums	Total Premium	Employer Contribution	Your Premium	Total Premium
Employee Only	$556			$653
Employee and Spouse	$1,502			$1,698
Employee and Children	$946			$1,111
Employee and Family	$1,891			$2,155

Plan Features		
Type of Coverage	In-Network Coverage Only	I
Individual/Family Deductible	$2,500/$5,000	
Coinsurance	You pay 30% after deductible	Yo
Individual/Family Maximum Out of Pocket	$8,050/$16,100	
Network	Statewide Network	
PCP Required	Yes	

Doctor Visits		
Primary Care	$30 copay	
Specialist	$70 copay	

Immediate Care		
Urgent Care	$50 copay	
Emergency Care	You pay 30% after deductible	Yo
TRS Virtual Health-RediMD™	$0 per medical consultation	$
TRS Virtual Health-Teladoc®	$12 per medical consultation	$1

Prescription Drugs		
Drug Deductible	Integrated with medical	$200 deduct
Generics (31-Day Supply/90-Day Supply)	$15/$45 copay; $0 copay for certain generics	
Preferred (Max does not apply if brand is selected and generic is available)	You pay 30% after deductible	You pay 2 You pay
Non-preferred	You pay 50% after deductible	Yo
Specialty (31-Day Max)	$0 if SaveOnSP eligible; You pay 30% after deductible	$0 if SaveOnSI
Insulin Out-of-Pocket Costs	$25 copay for 31-day supply; $75 for 61-90 day supply	$25 copay for 3

Aug. 31, 2026

TRS ActiveCare
TEACHER RETIREMENT SYSTEM OF TEXAS

Each includes a wide range of wellness benefits.

-ActiveCare Primary+	TRS-ActiveCare HD
han the HD and Primary plans ervices and drugs ider referrals required to see specialists th a Health Savings Account coverage	• Compatible with a Health Savings Account • Nationwide network with out-of-network coverage • No requirement for Primary Care Providers or referrals • Must meet your deductible before plan pays for non-preventive care

Employer Contribution	Your Premium	Total Premium	Employer Contribution	Your Premium
		$570		
		$1,539		
		$969		
		$1,938		

n-Network Coverage Only	In-Network	Out-of-Network
$1,200/$2,400	$3,300/$6,600	$6,600/$13,200
u pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible
$6,900/$13,800	$8,300/$16,600	$20,500/$41,000
Statewide Network	Nationwide Network	
Yes	No	

$15 copay	You pay 30% after deductible	You pay 50% after deductible
$70 copay	You pay 30% after deductible	You pay 50% after deductible

$50 copay	You pay 30% after deductible	You pay 50% after deductible
u pay 20% after deductible	You pay 30% after deductible	
0 per medical consultation	$30 per medical consultation	
12 per medical consultation	$42 per medical consultation	

ible per participant (brand drugs only)	Integrated with medical
$15/$45 copay	You pay 20% after deductible; $0 coinsurance for certain generics
25% after deductible ($100 max)/ 25% after deductible ($265 max)	You pay 25% after deductible
u pay 50% after deductible	You pay 50% after deductible
P eligible; You pay 30% after deductible	You pay 20% after deductible
31-day supply; $75 for 61-90 day supply	You pay 25% after deductible

This plan is closed and not accepting new enrollees. If you're currently enrolled in TRS-ActiveCare 2, you can remain in this plan.

TRS-ActiveCare 2

- Closed to new enrollees
- Current enrollees can choose to stay in plan
- Lower deductible
- Copays for many services and drugs
- Nationwide network with out-of-network coverage
- No requirement for Primary Care Providers or referrals

Total Premium	Employer Contribution	Your Premium
$1,013		
$2,402		
$1,507		
$2,841		

In-Network	Out-of-Network
$1,000/$3,000	$2,000/$6,000
You pay 20% after deductible	You pay 40% after deductible
$7,900/$15,800	$23,700/$47,400
Nationwide Network	
No	

$30 copay	You pay 40% after deductible
$70 copay	You pay 40% after deductible

$50 copay	You pay 40% after deductible
You pay a $250 copay plus 20% after deductible	
$0 per medical consultation	
$12 per medical consultation	

$200 brand deductible
$20/$45 copay
You pay 25% after deductible ($40 min/$80 max)/ You pay 25% after deductible ($105 min/$210 max)
You pay 50% after deductible ($100 min/$200 max)/ You pay 50% after deductible ($215 min/$430 max)
$0 if SaveOnSP eligible; You pay 30% after deductible ($200 min/$900 max)/ No 90-day supply of specialty medications
$25 copay for 31-day supply; $75 for 61-90 day supply

Compare Prices for Common Medical Services

REMEMBER: Call a Personal Health Guide 24/7 to help you find the best price for a medical service. Reach them at **1-866-355-5999**.

Benefit	TRS-ActiveCare Primary	TRS-ActiveCare Primary+	TRS-ActiveCare HD		TRS-ActiveCare 2	
	In-Network Only	In-Network Only	In-Network	Out-of-Network	In-Network	Out-of-Network
Diagnostic Labs**	Office/Indpendent Lab: You pay $0 Outpatient: You pay 30% after deductible	Office/Indpendent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	Office/Indpendent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 40% after deductible
High-Tech Radiology	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible + $100 copay per procedure	You pay 40% after deductible + $100 copay per procedure
Outpatient Costs	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible ($150 facility copay per incident)	You pay 40% after deductible ($150 facility copay per incident)
Inpatient Hospital Costs	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible ($500 facility per day maximum)	You pay 20% after deductible ($150 facility copay per day)	You pay 40% after deductible ($500 facility copay per incident)
Freestanding Emergency Room	You pay $500 copay + 30% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 30% after deductible	You pay $500 copay + 50% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 40% after deductible
Bariatric Surgery	Facility: You pay 30% after deductible Professional Services: You pay $5,000 copay + 30% after deductible Only covered if rendered at a BDC+ facility	Facility: You pay 20% after deductible Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered	Not Covered	Facility: You pay 20% after deductible ($150 facility copay per day) Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered
Annual Vision Exam (one per plan year; performed by an ophthalmologist or optometrist)	You pay $70 copay	You pay $70 copay	You pay 30% after deductible	You pay 50% after deductible	You pay $70 copay	You pay 40% after deductible
Annual Hearing Exam (one per plan year)	$30 PCP copay $70 specialist copay	$15 PCP copay $70 specialist copay	You pay 30% after deductible	You pay 50% after deductible	$30 PCP copay $70 specialist copay	You pay 40% after deductible

***Pre-certification for genetic and specialty testing may apply. Contact a PHG at **1-866-355-5999** with questions.*

www.trs.texas.gov

Revised 05/30/25

Telemedicine

Your benefit coverage offers access to quality telemedicine services. Connect anytime day or night with a board-certified doctor via your mobile device or computer **for free**!

Telemedicine Provider:

RECURO HEALTH

While telemedicine does not replace your primary care physician, it is a convenient and cost-effective option when you need care and:

- Have a non-emergency issue and are considering an after hours health care clinic, urgent care clinic, or emergency room for treatment
- Are on a business trip, vacation, or away from home
- Are unable to see your primary care physician

When to Use Telemedicine

Use telemedicine for minor conditions such as:

- Sore throat
- Headache
- Stomachache
- Cold/flu
- Allergies
- Fever
- Urinary tract infections

Recuro Behavioral Health

Managing stress or life changes can be overwhelming but it's easier than ever to get help right in the comfort of your own home. Talk to a licensed counselor or psychiatrist by phone, secure video, or app from your home, office, or on the go! **Recuro** offers affordable, confidential online therapy for a variety of counseling needs.

Do not use telemedicine for serious or life-threatening emergencies.

Registration is Easy

Register today so you are ready to use this valuable service when and where you need it.

Visit **www.recurohealth.com**.

Call **855-6RECURO**.

Download the **Recuro** app to your mobile device.

Watch and learn more!

Health Care Options

Becoming familiar with your options for medical care can save you time and money.

Health Care Provider		Symptoms	Average Cost	Average Wait
Non-Emergency Care				
TELEMEDICINE	Access to care via phone, online video, or mobile app whether you are at home, work, or traveling; medications can be prescribed 24 hours a day, 7 days a week	• Allergies • Cough/cold/flu • Rash • Stomachache	$0	2-5 minutes
DOCTOR'S OFFICE	Generally, the best place for routine preventive care; established relationship; able to treat based on medical history Office hours vary	• Infections • Sore and strep throat • Vaccinations • Minor injuries/sprains/ strains	$	15-20 minutes
RETAIL CLINIC	Usually lower out-of-pocket cost than urgent care; when you can't see your doctor; located in stores and pharmacies Hours vary based on store hours	• Common infections • Minor injuries • Pregnancy tests • Vaccinations	$	15 minutes
URGENT CARE	When you need immediate attention; walk-in basis is usually accepted Generally includes evening, weekend and holiday hours	• Sprains and strains • Minor broken bones • Small cuts that may require stitches • Minor burns and infections	$$	15-30 minutes
Emergency Care				
HOSPITAL ER	Life-threatening or critical conditions; trauma treatment; multiple bills for doctor and facility 24 hours a day, 7 days a week	• Chest pain • Difficulty breathing • Severe bleeding • Blurred or sudden loss of vision • Major broken bones	$$$$	4+ hours
FREESTANDING ER	Services do not include trauma care; can look similar to an urgent care center, but medical bills may be 10 times higher 24 hours a day, 7 days a week	• Most major injuries except trauma • Severe pain	$$$$$$	Minimal

Note: Examples of symptoms are not inclusive of all health issues. Wait times described are only estimates. This information is not intended as medical advice. If you have questions, please call the phone number on the back of your medical ID card.

Prescription Savings

Clever RX Benefits

With **Clever RX**, you never have to overpay for prescriptions. When you use the Clever RX card or app, you get up to 80% off prescription drugs, discounts on thousands of medications, and usage at most pharmacies nationwide.

1. Download the free Clever RX app and enter these numbers during the onboarding process:

- BIN **020529**
- PCN **CLEVR**
- Group ID **1085**
- Member ID **1807**

2. Use your ZIP code to find a local pharmacy with the best price for your medication — up to 80% off!

3. Click the voucher with the lowest price, closest location, and/or at your preferred pharmacy and show the voucher to the pharmacist.

QUESTIONS?

For Clever RX, call **800-873-1195**.

Contact Clever RX

Visit **www.cleverrx.com**.
Call **800-873-1195**.

Preventive Care

Check Out the Preventive Care You Can Get For $0!

Your benefits plan offers $0 preventive care for every age and sex. Preventive care is the care you receive to help prevent chronic illness or disease. It includes exams, lab work, screenings, immunizations, and counseling to prevent health problems, such as diabetes or heart disease. Visit **https://www.healthcare.gov/coverage/preventive-care-benefits** to review what types of services are covered under preventive care.

Having a doctor who knows you and your medical history is a key part of preventive care.

Preventive Care Coverage Includes

Adults	Teens	Children
Cholesterol screening	Physical exam	Autism screening
Blood pressure screening	Blood tests for iron and cholesterol	Blood screening
Colorectal cancer screening	Anxiety screening	Depression screening
Lung cancer screening	Growth screening	Developmental screening
Hepatitis B screening	Hearing screening	Hearing screening
Well visits	Hepatitis B screening	Obesity screening and counseling
Bone density screenings	Depression screening	Hypothyroidism screening
Obesity screening	Sexually transmitted infection prevention counseling	Behavioral assessments
Diabetes Type 2 screening	Alcohol, tobacco, and drug use assessments	Well visits
Depression screening	Tuberculosis screening	Immunizations
Mammograms	Immunizations	Dental cleanings
Cervical cancer screening	Dental cleanings and exams	Oral health risk assessment
Immunizations	Vision screening	Vision screening
Dental cleanings and exams		
Vision screening		

Frequently Asked Questions

Why should I get preventive care?

Preventive care is the fastest and best way to uncover potential risks and avoid chronic health conditions.

Are all screenings, tests, and procedures covered under preventive care?

No. Your doctor will be able to advise you as to the preventive care you need or should obtain, based on your medical and family history.

Why did I get a bill for preventive care?

The insurance company has codes that must be met on the doctor's bill for it to be processed as preventive and covered at 100 percent. If you have a medical complaint, or your doctor finds a specific medical issue during your preventive care doctor's visit, a diagnosis code for that issue or complaint will be on your bill. As a result, the insurance company may process the bill for a specific medical condition, not preventive care. In this case, you must pay the copay or portion of your deductible.

Benefits Assistance

We all have questions. Higginbotham Public Sector is available to help you with questions about:

Enrollment

Benefits Information

Claims and Billing

Eligibility Issues

833-900-1491

irvingisd@hps.higginbotham.net

COMPANY ID: 1807

Call or text with a bilingual representative Monday through Friday from 7:00 a.m. to 6:00 p.m. CT.
If you leave a message after 3:00 p.m. CT, your call or text will be returned the next business day.
You can also email your questions or requests at anytime.

Health Savings Account

The Health Savings Account (HSA) is a type of personal savings account that helps pay for current and future health costs and supplements retirement savings.

HSA Administrator:

EECU

An HSA is a type of personal savings account that is yours to keep. The money in your HSA grows tax-free and spends tax-free if used to pay for qualified medical expenses. Any unused funds roll over year after year.

Two Ways To Use Your HSA

Use it Now

- Make annual HSA contributions.
- Pay for eligible medical costs.
- Keep HSA funds in cash.

Let it Grow

- Make annual HSA contributions.
- Pay for medical costs with other funds.
- Invest HSA funds.

Triple Tax Savings

1. Tax-free contributions
2. Tax-free growth
3. Tax-free withdrawals

Watch and learn more!

Maximum HSA Contributions

- **2025: $4,300** Individual/ **$8,550** Family
- **2026: $4,400** Individual/ **$8,750** Family
- If age 55 or older, you can contribute an extra **$1,000**.

HSA Eligibility

Open and contribute to an HSA if you are:

- Enrolled in an HSA-eligible HDHP
- Not covered by another plan that is not a qualified HDHP (e.g., spouse's health plan)
- Not enrolled in a Health Care FSA
- Not eligible to be claimed as a dependent on someone else's tax return
- Not enrolled in Medicare, Medicaid, or TRICARE
- Not receiving Veterans Administration benefits

Important HSA Information

- Have your doctor file your claims and use your HSA debit card to pay any balance due.
- Keep ALL reimbursement records and receipts for tax records.
- Only HSA accounts opened through our plan administrator are eligible for automatic payroll deductions.
- Get automatic payroll deductions by opening your HSA through our plan administrator.

HSA Contacts

- Visit **https://www.eecu.org**.
- Call **817-882-0800** for Customer Service.
- Call **800-333-9934** for a lost/stolen card.
- Download the mobile app.

Flexible Spending Accounts

A Flexible Spending Account (FSA) allows you to set aside pretax dollars from each paycheck to pay for certain IRS-approved health and dependent care expenses.

FSA Administrator:

Higginbotham™

Health Care FSA

The Health Care FSA covers qualified medical, dental, and vision expenses for you or your eligible dependents. Eligible expenses include:

- Dental and vision expenses
- Medical deductibles and coinsurance
- Prescription copays
- Hearing aids and batteries

You may not contribute to a Health Care FSA if you enrolled in a High Deductible Health Plan (HDHP) and contribute to an HSA.

TWO WAYS TO ACCESS YOUR FSA FUNDS

- Use your Higginbotham Benefits Debit Card to pay for qualified expenses, doctor visits, and prescription copays (Health Care FSA only).
- Pay out-of-pocket and submit your receipts for reimbursement:
  - Visit **https://flexservices.higginbotham.net**.
  - Email **flexclaims@higginbotham.net**.
  - Fax **866-419-3516**.

IMPORTANT RULES

- You cannot change your election during the year unless you experience a Qualifying Life Event.
- Funds allocated to the Health Care FSA/Dependent Care FSA must be used during the plan year or are forfeited. Irving ISD does offer a 75-day grace period.
- Benefit elections roll annually; changes must be made during Open Enrollment.

Watch and learn more!

Health Care FSA Debit Card

The Higginbotham Health Care FSA debit card gives you immediate access to your Health Care FSA funds. You do not need to file a claim when you make a purchase with your debit card. **You can only use this debit card for qualified Health Care FSA expenses. Claims must be submitted for Dependent Care FSA expenses.**

NOTE

You may file claims incurred during the plan year for another 90 days.

Higginbotham Portal and App

The Higginbotham Portal and app provide information and resources to help you manage your FSAs to:

- Access plan documents and account information.
- Update your personal information.
- Look up qualified expenses.
- Submit claims.

To register for an online portal account, visit **https://flexservices.higginbotham.net**, then click *Get Started* and follow the instructions.

Once your registration is complete, you can then download the **Higginbotham FSA app**. Use the same username and password for both your portal account and app. The app makes it easy to manage your account and file claims.

QUESTIONS?

- Call **866-419-3519**.
- Email **flexclaims@higginbotham.net**.

Higginbotham Flex Mobile App

Download the Higginbotham app to easily access your Health Care FSA information.

- View your account balance
- View debit card activity
- File a claim and upload receipts
- Set up notifications

Register on the Higginbotham Portal first to access the mobile app, and use the same username and password for both.

Dependent Care FSA

The Dependent Care FSA helps pay for expenses associated with caring for elder or child dependents so you or your spouse can work or attend school full-time. You can use the account to pay for daycare or babysitter expenses for your children under age 13 and qualifying older dependents, such as dependent parents. Reimbursement from your Dependent Care FSA is limited to the total amount deposited in your account at that time. To be eligible, you (and your spouse, if married) must be gainfully employed, looking for work, a full-time student, or incapable of self-care.

DEPENDENT CARE FSA GUIDELINES

- Overnight camps are not eligible for reimbursement (only day camps can be considered).
- If your child turns 13 midyear, you may only request reimbursement for the part of the year when the child is under age 13.
- You may request reimbursement for care of a spouse or dependent of any age who spends at least eight hours a day in your home and is mentally or physically incapable of self-care.
- The dependent care provider cannot be your child under age 19 or anyone claimed as a dependent on your income taxes.
- Dependent Care FSA funds require claims submission; the debit card may not be utilized. Claims are not reimbursed until funds are available in the account, and after services are rendered. Claims submitted prior to occurrence date will be denied and need to be resubmitted once incurred.
- Dependent Care FSA enrollees may not also claim the childcare tax credit when filing federal taxes. You can only do one or the other.

Annual Maximum FSA Contributions

2025	Health Care FSA	Dependent Care FSA
Maximum	$3,300	$5,000 if filing jointly or head of household and $2,500 if married filing separately.
Carryover	No carryover – use it or lose it	No carryover – use it or lose it

FSA Store

Access **www.fsastore.com** for thousands of FSA-eligible products and services that you can buy with your FSA debit card.

Qualified HSA and FSA Expenses

The products and services listed below are examples of medical expenses eligible for payment under your Health Care FSA or HSA.

This list is not all-inclusive; additional expenses may qualify, and the items listed are subject to change in accordance with IRS regulations. Please refer to IRS *Publication 502 Medical and Dental Expenses* at **www.irs.gov** for a complete description of eligible medical and dental expenses.

Abdominal supports
Acupuncture
Ambulance
Anesthetist
Arch supports
Artificial limbs
Blood tests
Braces
Cardiographs
Chiropractor
Crutches
Dental treatment
Dentures
Dermatologist
Diagnostic fees
Eyeglasses
Gynecologist
Healing services
Hearing aids and batteries
Hospital bills
Insulin treatment
Lab tests
Metabolism tests
Neurologist
Nursing
Obstetrician
Operating room costs
Ophthalmologist/Optician/Optometrist
Orthopedic shoes
Orthopedist
Osteopath
Physician
Postnatal treatments
Prenatal care
Prescription medicines
Psychiatrist
Therapy equipment
Wheelchair
X-rays

HSA and FSA Comparison

Knowing the difference between a Health Savings Account (HSA) and Flexible Spending Account (FSA) can help you choose the best option for you and your family.

	Health Savings Account	Flexible Spending Account
Internal Revenue Code	Section 223	Section 125
Description	An HSA is an actual bank account in your name that allows you to save and pay for unreimbursed qualified medical expenses tax-free.	An FSA allows you to pay out-of-pocket expenses tax-free for: • copays, deductibles, and certain services not covered by medical plan • qualifying dependent care
Employer Eligibility	A qualified High Deductible Health Plan	All employers
Contribution Source	You and/or your employer	You and/or your employer
Account Owner	Individual	Employer
Underlying Insurance Requirement	High Deductible Health Plan	None
2025 Insurance Plan Minimum Deductible	• $1,650 single • $3,300 family	N/A
Maximum Contribution	• $4,300 single • $8,550 family • $1,000 age 55+ catch-up	$3,300
Permissible Use of Funds	Use any way you wish. If used for non-qualified medical expenses, funds are subject to the current tax rate plus a 20% penalty.	Reimbursement for qualified medical expenses as defined in Section 213(d) of the Internal Revenue Code.
Cash-Outs of Unused Amounts (if no medical expenses)	Permitted, but subject to current tax rate plus 20% penalty (waived after age 65).	Not permitted
Year-to-year rollover of account balance?	Yes, it will roll over to use for subsequent year's health coverage.	No. Access to some funds may be extended if your employer's plan contains a 2½-month grace period or $660 (2025) rollover provision.
Does the account earn interest?	Yes	No
Portable?	Yes, it is portable year-to-year and between jobs.	No

Flip to...

18 HSA

19 FSA

Dental Coverage

Our dental plans help you maintain good oral health through affordable options for preventive care, including regular checkups and other dental work.

Dental Provider:

Cigna

Networks:

Total Cigna DPPO
Cigna Dental Care DHMO

You have a choice of **three** plans:

- **High DPPO Plan**
- **Low MAC DPPO Plan**
- **DHMO Plan**

Find an In-Network Provider

Visit **www.mycigna.com**.
Call **800-244-6224**.

Watch and learn more!

DPPO Plan

Two levels of benefits are available with the DPPO plans: in-network and out-of-network. You may select any dental provider for care, but you will pay less and get the highest level of benefits with in-network providers. You could pay more if you use an out-of-network provider, due to balance billing.

DHMO Plan

If you enroll in the DHMO plan, you will be assigned your initial Primay Care Dentist (PCD) based upon zip code. You may change your PCD by contacting **Cigna**. With a DHMO, you get unlimited dental services, pay fixed copays, have no deductibles, and have no claim forms to file. NOTE: there is no coverage for services provided without a referral from your PCD or from out-of-network providers (except in a true emergency).

Dental Coverage

Dental Benefits Summary

	High DPPO Plan[1]		Low MAC DPPO Plan[2]		DHMO Plan
	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network Only
Network	Total Cigna DPPO		Total Cigna DPPO		Cigna Dental Care DHMO
Calendar Year Deductible • Individual • Family	$50 $150	$50 $150	$50 $150	$50 $150	Charges are fixed and not subject to annual maximums or deductibles under the DHMO plan.
Policy Year Benefit Maximum Per individual	$1,500		$750		
	You Pay		**You Pay**		**You Pay**
Class I: Diagnostic & Preventive Exams, cleanings, X-rays, fluoride treatments, sealants, space maintainers	$0	$0	$0	$0	$5 - $75
Class II: Basic Restorative Fillings, minor oral surgery, emergency care to relieve pain	20%[3]	20%[3]	30%[3]	30%[3]	Payment based on schedule
Class III: Major Restorative Crowns, dentures, bridges, periodontics, endodontics	50%[3]	50%[3]	50%[3]	50%[3]	Payment based on schedule
Class IV: Orthodontia Child(ren) to age 19 Lifetime Maximum	50% $1,000	50% $1,000	50% $1,000	50% $1,000	Payment based on schedule
Class IX: Implants Policy Year Maximum	50% 3 implants; $3000	50% 3 implants; $3000	Not covered	Not covered	Payment based on schedule
Employee Monthly Premiums					
Employee	$37.46		$25.70		$16.04
Employee & Spouse	$64.12		$44.07		$32.08
Employee & Child(ren)	$89.23		$61.31		$41.07
Employee & Family	$125.57		$86.27		$45.09

[1] For services provided by a non-network dentist, Cigna Dental will reimburse according to the Maximum Reimbursable Charge. The MRC is calculated at the 90th percentile of all provider submitted amounts in the geographic area. The dentist may balance bill up to their usual fees.

[2] For services provided by a non-network dentist, Cigna Dental will reimburse according to the Maximum Allowable Charge. **The dentist may balance bill up to their usual fees.**

[3] The amount you will pay after your deductible has been met.

Vision Coverage

Our vision plan offers quality care to help preserve your health and eyesight. Regular exams can detect certain medical issues such as diabetes and high cholesterol, in addition to vision and eye problems.

Vision Provider:
SuperiorVision® by VersantHealth®

Network:
Superior Vision

You may seek care from any vision provider, but the plan will pay the highest level of benefits when you see in-network providers.

Vision Benefits Summary

	Vision Plan	
	In-Network You Pay	**Out-of-Network Reimbursement**
Copays		
• Exam	$10	
• Materials	$15	
• Contact lens fitting	$25	
Exam	$0	Up to $42
Lenses		
• Single vision	$0	Up to $32
• Bifocal	$0	Up to $46
• Trifocal	$0	Up to $61
• Progressives	See plan for details	Up to $61
• Polycarbonate for eye dependent children	$0	Not covered
• Factory scratch coat	$0	Not covered
Frames	20% off balance over $140 allowance	Up to $68
Contacts		
In lieu of frames and lenses		
• Fitting and evaluation	Covered in full	Not covered
• Conventional contacts	20% off balance over $140 allowance	Up to $100
• Disposable contacts	10% off balance over $140 allowance	Up to $100
Employee Monthly Premiums		
Employee	$7.98	
Employee & Spouse	$15.76	
Employee & Child(ren)	$15.44	
Employee & Family	$23.50	

Find an In-Network Provider

Visit **www.superiorvision.com**.
Call **800-507-3800**.
Group #**30980**.
Download the **Superior Vision app**.

Watch and learn more!

ID Cards

If you need a vision ID card, you can get one by calling Superior Vision Customer Service, registering for an account, or downloading the app.

Benefit Frequency

- **Exam** – Once every 12 months
- **Lenses** – Once every 12 months
- **Frames** – Once every 12 months
- **Contacts** – Once every 12 months

Life and AD&D Insurance

Life and Accidental Death and Dismemberment (AD&D) insurance is important to your financial security, especially if others depend on you for support or vice versa.

Life and AD&D Provider: NEW YORK LIFE

With Life insurance, you or your beneficiary(ies) can use the coverage to pay off debts such as credit cards, loans, and bills. AD&D coverage provides specific benefits if an accident causes bodily harm or loss (e.g., the loss of a hand, foot, or eye). If death occurs from an accident, 100% of the AD&D benefit would be paid to you or your beneficiary(ies).

Basic Term Life

Basic Term Life insurance is provided at no cost to you. **You are automatically covered at $12,000 for this benefit.**

Designating a Beneficiary

A beneficiary is the person or entity you elect to receive the death benefits of your Life and AD&D insurance policies. You can name more than one beneficiary, and you can change beneficiaries at anytime. If you name more than one beneficiary, you must identify how much each beneficiary will receive (e.g., 50% or 25%).

Watch and learn more!

Life and AD&D Insurance

Voluntary Group Term Life

If you need more coverage than Basic Term Life and AD&D, you may buy Term Life for yourself and your dependent(s). If you leave the district, you may be able to take your insurance with you. New Hires may be eligible for Guaranteed Issue coverage; that means no health questions. A minimum election of $10,000 reserves the Guaranteed Issue for future enrollments. If you decline Voluntary Life insurance when first eligible and wish to elect at a later date, Evidence of Insurability (EOI) – proof of good health – may be required before coverage is approved.

Voluntary Accidental Death & Dismemberment

Accidental Death & Dismemberment is separate from your Basic and Voluntary Life Insurance coverage. AD&D is a very inexpensive form of life insurance that can give you additional protection in the event of an accidental death or dismemberment. The full amount of AD&D coverage you select is called the Full Amount and is equal to the benefit payable for the loss of life. Benefits for other losses — such as loss of sight, speech, or hearing; coma; or paralysis — are payable as a predetermined percentage of the full amount.

> Please contact the Irving ISD Benefits office at **972-600-5431** for assistance in filing a life claim.

Voluntary Term Life Insurance	
Employee	• Increments of $10,000 up to 5 times basic annual earnings not to exceed $500,000 • New Hire Guaranteed Issue $250,000 • Open Enrollment Guaranteed Issue $250,000
Spouse	• Increments of $5,000 up to 100% of employee amount, not to exceed $250,000 • New Hire Guaranteed Issue $50,000 • Open Enrollment Guaranteed Issue $50,000
Child(ren)	• Birth to six months – $500 • Six months to age 26 – $5,000 or $10,000 • Guaranteed Issue $10,000

Voluntary Term Life Monthly Rates		
Age	**Employee Rate per $10,000**	**Spouse Rate per $5,000**
<30	$0.400	$0.200
30-34	$0.550	$0.280
35-39	$0.600	$0.300
40-44	$1.000	$0.500
45-49	$1.600	$0.800
Child(ren) Rate per $5,000		
To age 26	$1.250	

Voluntary AD&D Insurance	
Employee	• Increments of $10,000, not to exceed $500,000.
Spouse	• Up to 100% of employee amount to a maximum of $300,000 (if no dependent children).
Child(ren)	• Up to 10% of employee amount to a maximum of $30,000 (if no spouse).

Voluntary AD&D Rates per $10,000	
Employee	$0.17
Employee & Spouse	$0.25
Employee & Child(ren)	$0.28
Employee & Family	$0.32

Supplemental Coverage Highlights

- **Portable** – keep your supplemental coverage if you leave your current employer.
- **Convertible** – convert your group term life insurance benefits to an individual whole life policy if your coverage ends.
- **Reduction of Benefit** – Employee benefit amount reductions begin at 65. Spouse voluntary life ends at 70.

Some limitations and exclusions apply, so see the plan documents for details.

Individual Life Insurance

Help protect your family with the Family Protection Plan Group Level Term Life Insurance to age 121.

Individual Life Insurance Provider:

5 STAR LIFE INSURANCE

You can get coverage for your spouse even if you don't elect coverage on yourself. And you can cover your financially dependent children and grandchildren (14 days to 26 years old). The coverage lasts until age 121 for all insured if premiums are paid, so no matter what the future brings, your family is protected.

	Individual Life Insurance
Employee	• New Hire Guaranteed Issue $150,000 • Open Enrollment Guaranteed Issue $150,000
Spouse	• New Hire Guaranteed Issue $50,000 • Open Enrollment Guaranteed Issue $50,000
Child(ren)	• Guaranteed Issue $10,000

Individual Life Insurance Highlights

Why buy life insurance when you're young?

Buying life insurance when you're younger allows you to take advantage of lower premium rates while you're generally healthy, which allows you to purchase more insurance coverage for the future. This is especially important if you have dependents who rely on your income, or you have debt that would need to be paid off.

Portable

Coverage continues with no loss of benefits or increase in cost if you terminate employment after the first premium is paid. We simply bill you directly.

Why is portability important?

Life moves fast, so having a portable life insurance allows you to keep your coverage if you leave your school district. Keeping the coverage helps you ensure your family is protected even into your retirement years.

Terminal illness acceleration of benefits

Coverage pays 30% (25% in CT and MI) of the coverage amount in a lump sum upon the occurrence of a terminal condition that will result in a limited life span of less than 12 months (24 months in IL).

Protection you can count on

Within one business day of notification, payment of 50% of coverage or $10,000, whichever is less, is mailed to the beneficiary, unless the death is within the two-year contestability period and/or under investigation. This coverage has no war or terrorism exclusions.

Convenient

Easy payment through payroll deduction.

Quality of Life benefit

Optional benefit that accelerates a portion of the death benefit on a monthly basis, up to 75% of your benefit, and is payable directly to you on a tax-favored basis for the following:

- Permanent inability to perform at least two of the six Activities of Daily Living (ADLs) without substantial assistance; or
- Permanent severe cognitive impairment, such as dementia, Alzheimer's disease, and other forms of senility, requiring substantial supervision.

How does Quality of Life help?

Many individuals who can't take care of themselves require special accommodations to perform ADLs and would need to make modifications to continue to live at home with physical limitation. The proceeds from the Quality of Life benefit can be used for any purpose, including costs for in-facility care, home health care professionals, home modifications, and more.

About the coverage

The Family Protection Plan offers a lump-sum cash benefit if you die before age 121. The initial death benefit is guaranteed to be level for at least the first ten policy years. Afterward, the company intends to provide a nonguaranteed death benefit enhancement which will maintain the initial death benefit level until age 121. The company has the right to discontinue this enhancement. The death benefit enhancement cannot be discontinued on a particular insured due to a change in age, health, or employment status.

Educator Disability Insurance

Educator Disability insurance combines features of short-term and long-term disability into one plan. Disability insurance protects part of your income if you are unable to work due to a covered accident, illness, or pregnancy. We offer Educator Disability insurance for you to purchase and allow you to choose the coverage amount and waiting period that best suits your needs.

Educator Disability Provider: NEW YORK LIFE

Educator Disability	
Benefits Begin The first number indicates the number of days you must be disabled due to **Injury** and the second number indicates the number of days you must be disabled due to **Sickness**.	0/7[1] 14/14[1] 30/30[1] 60/60
Percentage of Earnings You Receive	Up to 66 2/3%
Maximum Weekly Benefit	Between $200 and $8,000
Maximum Benefit Period	Varies based on schedule selected and age at disability
Pre-existing Condition Exclusion	3/12[2]

[1] If your elimination period is 30 days or less, and you are confined to a hospital for 24 hours or more, the elimination period will be waived, and benefits will be payable from the first day of hospitalization.

[2] Benefits may not be paid for any condition treated within three months prior to your effective date until you have been covered under this plan for 12 months. If your disability is a result of a pre-existing condition, we will pay benefits for a maximum of eight weeks.

Disability Rates

Visit **www.mybenefitshub.com/irvingisd** for rates.

Watch and learn more!

File a Disability Claim

- Visit **www.newyorklife.com**.
- Call **800-362-4462**.
- Group #**SLH10016**

What is the best way to choose which disability plan option to enroll in?

Your disability plan selection should be a two-step approach.

1

Step One: Choose your elimination period, or waiting period. This is how long you are disabled and unable to work before your benefit will begin. It will be displayed as two numbers, such as 0/7, 14/14, 60/60, etc.

The first number indicates the number of days you must be disabled due to **Injury** and the second number indicates the number of days you must be disabled due to **Sickness**.

When choosing your elimination period, determine how long you could go without a paycheck. Choose your elimination period based on your answer.

Note: Some plans will waive the elimination period if you choose 30/30 or less, and you are confined as an inpatient to the hospital for a specific time period. Review your plan details to see if this feature is available to you.

2

Step Two: Choose your benefit amount. This is the maximum amount of money you would get from the carrier on a monthly basis once your disability claim is approved by the carrier.

When choosing your monthly benefit, consider how much money you need to pay your monthly bills. Choose your monthly benefit amount based on your answer.

Educator Disability FAQ

What is disability insurance?

Disability insurance protects one of your most valuable assets: your paycheck. This insurance replaces part of your income if you are physically unable to work due to sickness or injury for an extended period of time. The Educator Disability plan is unique in that it includes both short- and long-term coverage in one convenient plan.

Does this plan have pre-existing condition limitations?

Yes. Benefits are not payable for medical conditions for which you incurred expenses, took prescription drugs, received medical treatment, care or services (including diagnostic measures), during the three months just prior to the most recent effective date of insurance. Benefits are not payable for any disability resulting from a pre-existing condition unless the disability occurs after you have been insured under this plan for at least 12 months after your most recent effective date of insurance. However, the first eight weeks of disability will be waived from the Pre-existing Condition Limitation clause.

How long do benefits last?

Once you qualify for benefits under this plan, you continue to receive them until you no longer qualify for benefits, or you reach the maximum benefit period allowed based upon age and type of disability. Benefits may be reduced by other sources. Consult plan documents for details.

How do I file a claim?

Call **New York Life** at **800-362-4462** to file a claim using Group **#SLH10016**.

Hospital Indemnity Insurance

The Hospital Indemnity plans help you with the high cost of medical care by paying you a cash benefit when you have an inpatient hospital stay.

Hospital Indemnity Insurance Provider:

Cigna

Unlike traditional insurance which pays a benefit to the hospital or doctor, these plans pay you directly. It is up to you how you want to use the cash benefit. These costs may include meals, travel, childcare or eldercare, deductibles, coinsurance, medication, or time away from work. See the plan document for full details.

Watch and learn more!

File a Claim

- Email **hospitalcare@cigna.com**.
- Call **800-754-3207**.
- Group #**HC960777**

Hospital Indemnity Benefits Summary

	Plan 1	Plan 2
Hospital Admission *(no elimination period)* Limited to 1 day, 1 benefit(s) every 365 days.	$1,250	$2,500
Hospital Chronic Condition Admission *(no elimination period)* Limited to 1 day, 1 benefit(s) every 365 days.	$50	$50
Hospital Stay *(no elimination period)* Limited to 30 days, 1 benefit(s) every 365 days.	$100	$200
Hospital Intensive Care Unit (ICU) Stay *(no elimination period)* Limited to 30 days, 1 benefit(s) every 365 days.	$200	$400
Hospital Observation Stay *(24-hour elimination period)* Limited to 72 hours.	$100 per 24-hour period	$200 per 24-hour period
Newborn Nursery Care Stay Limited to 30 days, 1 benefit per newborn child. This benefit is payable to the employee even if child coverage is not elected.	$100	$200
Employee Monthly Contributions		
Employee **Employee and Spouse** **Employee and Child(ren)** **Employee and Family**	$17.42 $30.88 $28.58 $42.04	$34.38 $61.02 $56.54 $83.18

Critical Illness Insurance

Critical Illness insurance helps pay the cost of non-medical expenses related to a covered critical illness or cancer.

Critical Illness Provider: NEW YORK LIFE

Watch and learn more!

The plan provides a lump sum benefit payment to you upon first and second diagnosis of any covered critical illness or cancer. The benefit can help cover expenses such as lost income, out-of-town treatments, special diets, daily living, and household upkeep costs. This coverage is portable. See the plan document for full details.

Critical Illness Insurance Benefits Summary

Critical Illness Insurance Plan

Employee – $10,000, $20,000 or $30,000 | **Spouse** – 100% of employee amount | **Children** – 50% of employee amount

Covered Conditions

Vascular		Other Specified		Neurological	
Heart Attack, Stroke, Sudden Cardiac Arrest	100%	Major Organ Failure, End-Stage Renal Disease, Coma, Paralysis, Blindness, Loss of Hearing or Speech	100%	Advanced Stage Alzheimer's Disease, Amyotrophic Lateral Sclerosis (ALS), Parkinson's Disease	25%
Coronary Artery Disease	50%				

Cancer		Recurrence Benefit		Wellness Benefit	
Invasive Cancer	100%	Heart Attack, Stroke, Coma, Major Organ Failure, Invasive Cancer	100%	Health Screening/ Wellness Benefit	$50 per covered individual
Carcinoma in Situ	25%	Coronary Artery Disease	50%		
Skin Cancer	2.5%	Carcinoma in Situ	25%		
		Recurrence Period	90 days & 180 days for cancer		

Employee* and Spouse Monthly Rates per $1,000 of Coverage

Age	Rate	Age	Rate	Age	Rate
<20	$0.19	**40-44**	$0.47	**65-69**	$4.05
20-24	$0.19	**45-49**	$1.15	**70-74**	$4.05
25-29	$0.26	**50-54**	$1.15	**75-79**	$6.58
30-34	$0.26	**55-59**	$2.27	**80-84**	$6.58
35-39	$0.47	**60-64**	$2.27	**85+**	$8.08

* Child(ren) are included in the employee rate at 50% of employee benefit amount.

Cancer Insurance

Treatment for cancer is often lengthy and expensive. While your health insurance helps pay the medical expenses for cancer treatment, it does not cover the cost of non-medical expenses, such as out-of-town treatments, special diets, daily living, and household upkeep. In addition to these non-medical expenses, you are responsible for paying your health plan deductibles and/or coinsurance. Cancer insurance helps pay for these direct and indirect treatment costs so you can focus on your health.

Cancer Insurance Provider:

CHUBB®

Watch and learn more!

A cancer diagnosis and treatment can be an emotionally and physically difficult time. **Chubb** is there to help support you by providing cash benefits paid directly to you. Benefits are paid if you are diagnosed with cancer, but also help cover many other cancer-related services such as doctor's visits, treatments, specialty care, and recovery. However, there are no restrictions on how to use these cash benefits—so you can use them as you see fit.

Cash benefits for every step of the way. Choose the right level of coverage during the enrollment period to better protect your family. The following is a **sample** of the benefits provided. See the plan document for full details, including pre-existing condition limitations and continuity of coverage.

Cancer Insurance Benefits Summary

	Low Plan	High Plan
First cancer benefit (one per person, per calendar year)	$100	$100
Diagnosis of cancer	$5,000 – employee or spouse	$10,000 – employee or spouse
Hospital confinement	$300 per day, 31 days maximum; additional days $200	$300 per day, 31 days maximum; additional days $600
Hospital confinement ICU	$600 per day, 31 days maximum; additional days $600	$600 per day, 31 days maximum; additional days $600
Radiation therapy, chemotherapy, immunotherapy	$6,000 maximum per person, per year	$12,000 maximum per person, per year
Medical Imaging Benefit	$500, two per year	$500, two per year
Heart Attack or Stroke Benefit	$5,000 $2,500 recurrence benefit	$10,000 $5,000 recurrence benefit
Cancer Treatment Benefits Bone marrow transplant Stem cell transplant	Lifetime maximum: 2 transplants per benefit First transplant: $3,000; additional: 50% First transplant: $300; additional: 50%	Lifetime maximum: 2 transplants per benefit First transplant: $6,000; additional: 50% First transplant: $600; additional: 50%
Surgical Treatment Benefits Surgery Skin cancer surgery, two per year	 Up to $4,125 $100	 Up to $4,125 $100
Specialty Care Benefits Family member transportation Family member lodging Home health care	 $100 per trip, 12 trip maximum $100 per day, 100 days maximum $100 per day, 30 days maximum	 $100 per trip, 12 trip maximum $100 per day, 100 days maximum $300 per day, 30 days maximum
Employee Monthly Contributions		
Employee **Employee + 1** **Employee + Family**	$13.64 $19.68 $24.76	$22.28 $38.32 $48.60

Employee Assistance Program

An Employee Assistance Program (EAP) helps you and family members cope with a variety of personal or work-related issues.

Employee Assistance Program Provider: NEW YORK LIFE

Get 24/7 Support

Visit **www.guidanceresources.com**.
Call **800-344-9752**.
Web ID **#NYLGBS**.

Get confidential counseling and support services from licensed professionals at little or no cost to help with:

- Relationships
- Work/life balance
- Stress and anxiety
- Grief and loss
- Childcare and eldercare resources
- Substance abuse
- Addiction
- And more

Catastrophic Leave Bank

The purpose of the Catastrophic Leave Bank is to provide income replacement for members that experience a catastrophic illness/injury that forces that member to exhaust all leave time earned and lose compensation from the District.

How does the Catastrophic Leave Bank work?

An eligible employee may join the Catastrophic Leave Bank by donating three days of accrued or anticipated local sick leave. These days will be subtracted from the member's local sick leave record and become the property of the **Irving ISD Catastrophic Leave Bank**. These days cannot be returned.

A few things to keep in mind:

- Catastrophic Leave Bank is for your own catastrophic serious health condition only.
- To request Catastrophic Leave Bank days, you must be absent a minimum of seven consecutive days due to your catastrophic illness/injury.
- Receiving days from the bank depends upon meeting Catastrophic Leave Bank guidelines.
- Catastrophic Leave Bank days that are granted are only for absences from working days and not for holidays, vacation days, or other such days for which you are not paid.

Further Information

For details on the Catastrophic Leave Bank guidelines for membership and usage, please contact **hr-benefitsandleaves@irvingisd.org**.

For More Information

Email **hr-benefitsandleaves@irvingisd.org**.

Retirement Plans

When you consistently save money throughout your career, it lays a secure foundation for your retirement years.

Retirement Providers:

nbs national benefit services

TCG TRUSTED CAPITAL GROUP

To Enroll or Get More Details

NBS
Visit **www.nbsbenefits.com**.
Call **855-399-0335**.

TCG Administrators
Visit **http://tcgservices.com**.
Call **512-600-5200**.

We offer two plans to help with your retirement goals:

- A **403(b)** plan is a U.S. tax-advantaged retirement savings plan available for public education organizations.
- A **457(b)** plan is a tax-deferred compensation plan provided for employees of certain tax-exempt, governmental organizations, or public education institutions.

Maximum Contributions

	2025	2026
Annual Maximum	$23,500	$24,500
CATCH-UP		
Ages 50-59 & 64+	$7,500	$8,000
Ages 60-63	$11,250	$11,250

Plan Comparison

403(b)	457(b)
What is a 403(b)? A 403(b) plan is a retirement plan for certain employees of public schools, tax-exempt organizations, and ministers. Contributions are made under a Salary Reduction Agreement (SRA) with your employer. This agreement allows your employer to withhold money from your paycheck to be contributed directly into a 403(b) account for your benefit. Usually, you do not pay income tax on these contributions until you withdraw them from the account. You have 35+ companies to choose from with a variety of investment types available (fixed annuity, fixed index annuity, variable annuity, investment advisory services, or mutual funds).	**What is a 457(b)?** The 457(b) plan is a type of deferred-compensation retirement plan that is available for governmental employers. The employer provides the plan and the employee defers compensation into it on a pre-tax basis. For the most part, the plan operates similarly to a 401(k) or 403(b) plan. The key difference is that there is no penalty for withdrawal before the age of 59½ (but subject to income tax). Irving ISD has selected one company to provide our employees with the 457(b) plan. **TCG Administrators** offers several investment options. Visit the website for a list of fees of service plan providers.
How to Enroll	
• **Step 1:** Set up your 403(b) account with an approved vendor • **Step 2:** Complete the Salary Reduction Agreement with **NBS** There is an additional tax penalty on any funds withdrawn prior to retirement age.	• Complete the Salary Reduction Agreement with **TCG Administrators** There is no penalty for early withdrawal (upon separation of service).

You may enroll in a 403(b) and/or 457(b) **anytime during the year**!

Glossary of Terms

Beneficiary – Who will receive a benefit in the event of the insured's death. A policy may have more than one beneficiary.

Coinsurance – Your share of the cost of a covered health care service, calculated as a percent (for example, 20%) of the allowed amount for the service, typically after you meet your deductible.

Copay – The fixed amount you pay for health care services received.

Deductible – The amount you owe for health care services before your health insurance begins to pay its portion. For example, if your deductible is $1,000, your plan does not pay anything until you meet your $1,000 deductible for covered health care services. The deductible may not apply to all services, including preventive care.

Employee Contribution – The amount you pay for your insurance coverage.

Employer Contribution – The amount your employer contributes to the cost of your benefits.

Explanation of Benefits (EOB) – A statement sent by your insurance carrier that explains which procedures and services were provided, how much they cost, what portion of the claim was paid by the plan, what portion of the claim is your responsibility, and information on how you can appeal the insurer's decision. These statements are also posted on the carrier's website for your review.

Flexible Spending Account (FSA) – An option that allows participants to set aside pretax dollars to pay for certain qualified expenses during a specific time period (usually a 12-month period).

Generic Drugs – Drugs approved by the U.S. Food and Drug Administration (FDA) to be chemically identical to corresponding brand name versions. The color or flavor of a generic medicine may be different, but the active ingredient is the same. Generic drugs are usually the most cost-effective version of any medication.

Health Savings Account (HSA) – A personal savings account that allows you to pay for qualified medical expenses with pretax dollars.

High Deductible Health Plan (HDHP) – A medical plan with a higher deductible in exchange for a lower monthly premium. You must meet the annual deductible before any benefits are paid by the plan.

In-Network – Doctors, hospitals, and other providers that contract with your insurance company to provide health care services at discounted rates.

Out-of-Network – Doctors, hospitals, and other providers that are not contracted with your insurance company. If you choose an out-of-network provider, you may be responsible for costs over the amount allowed by your insurance carrier.

Out-of-Pocket Maximum – Also known as an out-of-pocket limit. The most you pay during a policy period (usually a 12-month period) before your health insurance or plan begins to pay 100% of the allowed amount. The limit does not include your premium, charges beyond the Reasonable and Customary (R&C) Allowance, or health care your plan does not cover. Check with your health insurance carrier to confirm what payments apply to the out-of-pocket maximum.

Over-the-Counter (OTC) Medications – Medications typically made available without a prescription.

Prescription Medications – Medications prescribed by a doctor. Cost of these medications is determined by their assigned tier.

Preventive Care – The care you receive to prevent illness or disease. It also includes counseling to prevent health problems.

Reasonable and Customary (R&C) Allowance – Also known as an eligible expense or the Usual and Customary (U&C). The amount your insurance company will pay for a medical service in a geographic region based on what providers in the area usually charge for the same or similar medical service.

SSNRA – Social Security Normal Retirement Age.

Important Legal Notices

Women's Health and Cancer Rights Act of 1998

In October 1998, Congress enacted the Women's Health and Cancer Rights Act of 1998. This notice explains some important provisions of the Act. Please review this information carefully.

As specified in the Women's Health and Cancer Rights Act, a plan participant or beneficiary who elects breast reconstruction in connection with a mastectomy is also entitled to the following benefits:

- All stages of reconstruction of the breast on which the mastectomy was performed;
- Surgery and reconstruction of the other breast to produce a symmetrical appearance; and
- Prostheses and treatment of physical complications of the mastectomy, including lymphedema.

Health plans must determine the manner of coverage in consultation with the attending physician and the patient. Coverage for breast reconstruction and related services may be subject to deductibles and coinsurance amounts that are consistent with those that apply to other benefits under the plan.

Special Enrollment Rights

This notice is being provided to ensure that you understand your right to apply for group health insurance coverage. You should read this notice even if you plan to waive coverage at this time.

Loss of Other Coverage or Becoming Eligible for Medicaid or a state Children's Health Insurance Program (CHIP)

If you are declining coverage for yourself or your dependents because of other health insurance or group health plan coverage, you may be able to later enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must enroll within 31 days after your or your dependents' other coverage ends (or after the employer that sponsors that coverage stops contributing toward the other coverage).

If you or your dependents lose eligibility under a Medicaid plan or CHIP, or if you or your dependents become eligible for a subsidy under Medicaid or CHIP, you may be able to enroll yourself and your dependents in this plan. You must provide notification within 60 days after you or your dependent is terminated from, or determined to be eligible for, such assistance.

Marriage, Birth or Adoption

If you have a new dependent as a result of a marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must enroll within 31 days after the marriage, birth, or placement for adoption.

For More Information or Assistance

To request special enrollment or obtain more information, contact:

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Irving ISD and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to enroll in a Medicare drug plan. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

If neither you nor any of your covered dependents are eligible for or have Medicare, this notice does not apply to you or the dependents, as the case may be. However, you should still keep a copy of this notice in the event you or a dependent should qualify for coverage under Medicare in the future. Please note, however, that later notices might supersede this notice.

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage through a Medicare Prescription Drug Plan or a Medicare Advantage Plan that offers prescription drug coverage. All Medicare prescription drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
2. Irving ISD has determined that the prescription drug coverage offered by the Irving ISD medical plan is, on average for all plan participants, expected to pay out as much as the standard Medicare prescription drug coverage pays and is considered Creditable Coverage.

Because your existing coverage is, on average, at least as good as standard Medicare prescription drug coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to enroll in a Medicare prescription drug plan, as long as you later enroll within specific time periods.

You can enroll in a Medicare prescription drug plan when you first become eligible for Medicare. If you decide to wait to enroll in a Medicare prescription drug plan, you may enroll later, during Medicare Part D's annual enrollment period, which runs each year from October 15 through December 7 but as a general rule, if you delay your enrollment in Medicare Part D after first becoming eligible to enroll, you may have to pay a higher premium (a penalty).

You should compare your current coverage, including which drugs are covered at what cost, with the coverage and cost of the plans offering Medicare prescription drug coverage in your area. See the Plan's summary plan description for a summary of the Plan's prescription drug coverage. If you don't have a copy, you can get one by contacting Irving ISD at the phone number or address listed at the end of this section.

If you choose to enroll in a Medicare prescription drug plan and cancel your

Important Legal Notices

current Irving ISD prescription drug coverage, be aware that you and your dependents may not be able to get this coverage back. To regain coverage, you would have to re-enroll in the Plan, pursuant to the Plan's eligibility and enrollment rules. You should review the Plan's summary plan description to determine if and when you are allowed to add coverage.

If you cancel or lose your current coverage and do not have prescription drug coverage for 63 days or longer prior to enrolling in the Medicare prescription drug coverage, your monthly premium will be at least 1% per month greater for every month that you did not have coverage for as long as you have Medicare prescription drug coverage. For example, if nineteen months lapse without coverage, your premium will always be at least 19% higher than it would have been without the lapse in coverage.

For more information about this notice or your current prescription drug coverage:

Contact the Human Resources Department at **972-600-5211**.

NOTE: You will receive this notice annually and at other times in the future, such as before the next period you can enroll in Medicare prescription drug coverage and if this coverage changes. You may also request a copy.

For more information about your options under Medicare prescription drug coverage:

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You will get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare prescription drug plans. For more information about Medicare prescription drug coverage:

- Visit **www.medicare.gov**.
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help.
- Call **1-800-MEDICARE (1-800-633-4227)**. TTY users should call **877-486-2048**.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. Information about this extra help is available from the Social Security Administration (SSA) online at **www.socialsecurity.gov**, or you can call them at **800-772-1213**. TTY users should call **800-325-0778**.

Remember: Keep this Creditable Coverage notice. If you enroll in one of the new plans approved by Medicare which offer prescription drug coverage, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and whether or not you are required to pay a higher premium (a penalty).

September 1, 2025
Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Notice of HIPAA Privacy Practices

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review it carefully.

Effective Date of Notice: September 23, 2013

Irving ISD's Plan is required by law to take reasonable steps to ensure the privacy of your personally identifiable health information and to inform you about:

1. the Plan's uses and disclosures of Protected Health Information (PHI);
2. your privacy rights with respect to your PHI;
3. the Plan's duties with respect to your PHI;
4. your right to file a complaint with the Plan and to the Secretary of the U.S. Department of Health and Human Services; and
5. the person or office to contact for further information about the Plan's privacy practices.

The term "Protected Health Information" (PHI) includes all individually identifiable health information transmitted or maintained by the Plan, regardless of form (oral, written, electronic).

Section 1 – Notice of PHI Uses and Disclosures

Required PHI Uses and Disclosures

Upon your request, the Plan is required to give you access to your PHI in order to inspect and copy it.

Use and disclosure of your PHI may be required by the Secretary of the Department of Health and Human Services to investigate or determine the Plan's compliance with the privacy regulations.

Uses and disclosures to carry out treatment, payment and health care operations.

The Plan and its business associates will use PHI without your authorization to carry out treatment, payment and health care operations. The Plan and its business associates (and any health insurers providing benefits to Plan participants) may also disclose the following to the Plan's Board of Trustees: (1) PHI for purposes related to Plan administration (payment and health care operations); (2) summary health information for purposes of health or stop loss insurance underwriting or for purposes of modifying the Plan; and (3) enrollment information (whether an individual is eligible for benefits under the Plan). The Trustees have amended the Plan to protect your PHI as required by federal law.

Treatment is the provision, coordination or management of health care and related services. It also includes but is not limited to consultations and referrals between one or more of your providers.

For example, the Plan may disclose to a treating physician the name of your treating radiologist so that the physician may ask for your X-rays from the treating radiologist.

Important Legal Notices

Payment includes but is not limited to actions to make coverage determinations and payment (including billing, claims processing, subrogation, reviews for medical necessity and appropriateness of care, utilization review and preauthorizations).

For example, the Plan may tell a treating doctor whether you are eligible for coverage or what percentage of the bill will be paid by the Plan.

Health care operations include but are not limited to quality assessment and improvement, reviewing competence or qualifications of health care professionals, underwriting, premium rating and other insurance activities relating to creating or renewing insurance contracts. It also includes case management, conducting or arranging for medical review, legal services and auditing functions including fraud and abuse compliance programs, business planning and development, business management and general administrative activities. However, no genetic information can be used or disclosed for underwriting purposes.

For example, the Plan may use information to project future benefit costs or audit the accuracy of its claims processing functions.

Uses and disclosures that require that you be given an opportunity to agree or disagree prior to the use or release.

Unless you object, the Plan may provide relevant portions of your protected health information to a family member, friend or other person you indicate is involved in your health care or in helping you receive payment for your health care. Also, if you are not capable of agreeing or objecting to these disclosures because of, for instance, an emergency situation, the Plan will disclose protected health information (as the Plan determines) in your best interest. After the emergency, the Plan will give you the opportunity to object to future disclosures to family and friends.

Uses and disclosures for which your consent, authorization or opportunity to object is not required.

The Plan is allowed to use and disclose your PHI without your authorization under the following circumstances:

1. For treatment, payment and health care operations.
2. Enrollment information can be provided to the Trustees.
3. Summary health information can be provided to the Trustees for the purposes designated above.
4. When required by law.
5. When permitted for purposes of public health activities, including when necessary to report product defects and to permit product recalls. PHI may also be disclosed if you have been exposed to a communicable disease or are at risk of spreading a disease or condition, if required by law.
6. When required by law to report information about abuse, neglect or domestic violence to public authorities if there exists a reasonable belief that you may be a victim of abuse, neglect or domestic violence. In which case, the Plan will promptly inform you that such a disclosure has been or will be made unless that notice would cause a risk of serious harm. For the purpose of reporting child abuse or neglect, it is not necessary to inform the minor that such a disclosure has been or will be made. Disclosure may generally be made to the minor's parents or other representatives although there may be circumstances under federal or state law when the parents or other representatives may not be given access to the minor's PHI.
7. The Plan may disclose your PHI to a public health oversight agency for oversight activities required by law. This includes uses or disclosures in civil, administrative or criminal investigations; inspections; licensure or disciplinary actions (for example, to investigate complaints against providers); and other activities necessary for appropriate oversight of government benefit programs (for example, to investigate Medicare or Medicaid fraud).
8. The Plan may disclose your PHI when required for judicial or administrative proceedings. For example, your PHI may be disclosed in response to a subpoena or discovery request.
9. When required for law enforcement purposes, including for the purpose of identifying or locating a suspect, fugitive, material witness or missing person. Also, when disclosing information about an individual who is or is suspected to be a victim of a crime but only if the individual agrees to the disclosure or the Plan is unable to obtain the individual's agreement because of emergency circumstances. Furthermore, the law enforcement official must represent that the information is not intended to be used against the individual, the immediate law enforcement activity would be materially and adversely affected by waiting to obtain the individual's agreement and disclosure is in the best interest of the individual as determined by the exercise of the Plan's best judgment.
10. When required to be given to a coroner or medical examiner for the purpose of identifying a deceased person, determining a cause of death or other duties as authorized by law. Also, disclosure is permitted to funeral directors, consistent with applicable law, as necessary to carry out their duties with respect to the decedent.

Important Legal Notices

11. When consistent with applicable law and standards of ethical conduct if the Plan, in good faith, believes the use or disclosure is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public and the disclosure is to a person reasonably able to prevent or lessen the threat, including the target of the threat.
12. When authorized by and to the extent necessary to comply with workers' compensation or other similar programs established by law.

Except as otherwise indicated in this notice, uses and disclosures will be made only with your written authorization subject to your right to revoke such authorization.

Uses and disclosures that require your written authorization.

Other uses or disclosures of your protected health information not described above will only be made with your written authorization. For example, in general and subject to specific conditions, the Plan will not use or disclose your psychiatric notes; the Plan will not use or disclose your protected health information for marketing; and the Plan will not sell your protected health information, unless you provide a written authorization to do so. You may revoke written authorizations at any time, so long as the revocation is in writing. Once the Plan receives your written revocation, it will only be effective for future uses and disclosures. It will not be effective for any information that may have been used or disclosed in reliance upon the written authorization and prior to receiving your written revocation.

Section 2 – Rights of Individuals

Right to Request Restrictions on Uses and Disclosures of PHI

You may request the Plan to restrict the uses and disclosures of your PHI. However, the Plan is not required to agree to your request (except that the Plan must comply with your request to restrict a disclosure of your confidential information for payment or health care operations if you paid for the services to which the information relates in full, out of pocket).

You or your personal representative will be required to submit a written request to exercise this right. Such requests should be made to the Plan's Privacy Official.

Right to Request Confidential Communications

The Plan will accommodate reasonable requests to receive communications of PHI by alternative means or at alternative locations if necessary to prevent a disclosure that could endanger you.

You or your personal representative will be required to submit a written request to exercise this right.

Such requests should be made to the Plan's Privacy Official.

Right to Inspect and Copy PHI

You have a right to inspect and obtain a copy of your PHI contained in a "designated record set," for as long as the Plan maintains the PHI. If the information you request is in an electronic designated record set, you may request that these records be transmitted electronically to yourself or a designated individual.

Protected Health Information (PHI)

Includes all individually identifiable health information transmitted or maintained by the Plan, regardless of form.

Designated Record Set

Includes the medical records and billing records about individuals maintained by or for a covered health care provider; enrollment, payment, billing, claims adjudication and case or medical management record systems maintained by or for the Plan; or other information used in whole or in part by or for the Plan to make decisions about individuals. Information used for quality control or peer review analyses and not used to make decisions about individuals is not in the designated record set.

The requested information will be provided within 30 days if the information is maintained on site or within 60 days if the information is maintained off site. A single 30-day extension is allowed if the Plan is unable to comply with the deadline.

You or your personal representative will be required to submit a written request to request access to the PHI in your designated record set. Such requests should be made to the Plan's Privacy Official.

If access is denied, you or your personal representative will be provided with a written denial, setting forth the basis for the denial, a description of how you may appeal the Plan's decision and a description of how you may complain to the Secretary of the U.S. Department of Health and Human Services.

The Plan may charge a reasonable, cost-based fee for copying records at your request.

Right to Amend PHI

You have the right to request the Plan to amend your PHI or a record about you in your designated record set for as long as the PHI is maintained in the designated record set.

The Plan has 60 days after the request is made to act on the request. A single 30-day extension is allowed if the Plan is unable to comply with the deadline. If the request is denied in whole or part, the Plan must provide you with a written denial that explains the basis for the denial. You or your personal representative may then submit a written statement disagreeing with the denial and have that statement included with any future disclosures of your PHI.

Such requests should be made to the Plan's Privacy Official.

You or your personal representative will be required to submit a written request to request amendment of the PHI in your designated record set.

Important Legal Notices

Right to Receive an Accounting of PHI Disclosures

At your request, the Plan will also provide you an accounting of disclosures by the Plan of your PHI during the six years prior to the date of your request. However, such accounting will not include PHI disclosures made: (1) to carry out treatment, payment or health care operations; (2) to individuals about their own PHI; (3) pursuant to your authorization; (4) prior to April 14, 2003; and (5) where otherwise permissible under the law and the Plan's privacy practices. In addition, the Plan need not account for certain incidental disclosures.

If the accounting cannot be provided within 60 days, an additional 30 days is allowed if the individual is given a written statement of the reasons for the delay and the date by which the accounting will be provided.

If you request more than one accounting within a 12-month period, the Plan will charge a reasonable, cost-based fee for each subsequent accounting.

Such requests should be made to the Plan's Privacy Official.

Right to Receive a Paper Copy of This Notice Upon Request

You have the right to obtain a paper copy of this Notice. Such requests should be made to the Plan's Privacy Official.

A Note About Personal Representatives

You may exercise your rights through a personal representative. Your personal representative will be required to produce evidence of his/her authority to act on your behalf before that person will be given access to your PHI or allowed to take any action for you. Proof of such authority may take one of the following forms:

1. a power of attorney for health care purposes;
2. a court order of appointment of the person as the conservator or guardian of the individual; or
3. an individual who is the parent of an unemancipated minor child may generally act as the child's personal representative (subject to state law).

The Plan retains discretion to deny access to your PHI by a personal representative to provide protection to those vulnerable people who depend on others to exercise their rights under these rules and who may be subject to abuse or neglect.

Section 3 – The Plan's Duties

The Plan is required by law to maintain the privacy of PHI and to provide individuals (participants and beneficiaries) with notice of the Plan's legal duties and privacy practices.

This Notice is effective September 23, 2013, and the Plan is required to comply with the terms of this Notice. However, the Plan reserves the right to change its privacy practices and to apply the changes to any PHI received or maintained by the Plan prior to that date. If a privacy practice is changed, a revised version of this Notice will be provided to all participants for whom the Plan still maintains PHI. The revised Notice will be distributed in the same manner as the initial Notice was provided or in any other permissible manner.

If the revised version of this Notice is posted, you will also receive a copy of the Notice or information about any material change and how to receive a copy of the Notice in the Plan's next annual mailing. Otherwise, the revised version of this Notice will be distributed within 60 days of the effective date of any material change to the Plan's policies regarding the uses or disclosures of PHI, the individual's privacy rights, the duties of the Plan or other privacy practices stated in this Notice.

Minimum Necessary Standard

When using or disclosing PHI or when requesting PHI from another covered entity, the Plan will make reasonable efforts not to use, disclose or request more than the minimum amount of PHI necessary to accomplish the intended purpose of the use, disclosure or request, taking into consideration practical and technological limitations. When required by law, the Plan will restrict disclosures to the limited data set, or otherwise as necessary, to the minimum necessary information to accomplish the intended purpose.

However, the minimum necessary standard will not apply in the following situations:

1. disclosures to or requests by a health care provider for treatment;
2. uses or disclosures made to the individual;
3. disclosures made to the Secretary of the U.S. Department of Health and Human Services;
4. uses or disclosures that are required by law; and
5. uses or disclosures that are required for the Plan's compliance with legal regulations.

De-Identified Information

This notice does not apply to information that has been de-identified. De-identified information is information that does not identify an individual and with respect to which there is no reasonable basis to believe that the information can be used to identify an individual.

Summary Health Information

The Plan may disclose "summary health information" to the Trustees for obtaining insurance premium bids or modifying, amending or terminating the Plan. "Summary health information" summarizes the claims history, claims expenses or type of claims experienced by participants and excludes identifying information in accordance with HIPAA.

Notification of Breach

The Plan is required by law to maintain the privacy of participants' PHI and to provide individuals with notice of its legal duties and privacy practices. In the event of a breach of unsecured PHI, the Plan will notify affected individuals of the breach.

Important Legal Notices

Section 4 – Your Right to File a Complaint With the Plan or the HHS Secretary

If you believe that your privacy rights have been violated, you may complain to the Plan. Such complaints should be made to the Plan's Privacy Official.

You may file a complaint with the Secretary of the U.S. Department of Health and Human Services, Hubert H. Humphrey Building, 200 Independence Avenue SW, Washington, D.C. 20201. The Plan will not retaliate against you for filing a complaint.

Section 5 – Whom to Contact at the Plan for More Information

If you have any questions regarding this notice or the subjects addressed in it, you may contact the Plan's Privacy Official. Such questions should be directed to the Plan's Privacy Official at:

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Conclusion

PHI use and disclosure by the Plan is regulated by a federal law known as HIPAA (the Health Insurance Portability and Accountability Act). You may find these rules at 45 Code of Federal Regulations Parts 160 and 164. The Plan intends to comply with these regulations. This Notice attempts to summarize the regulations. The regulations will supersede any discrepancy between the information in this Notice and the regulations.

Premium Assistance Under Medicaid and the Children's Health Insurance Program (CHIP)

If you or your children are eligible for Medicaid or CHIP and you're eligible for health coverage from your employer, your state may have a premium assistance program that can help pay for coverage, using funds from their Medicaid or CHIP programs. If you or your children aren't eligible for Medicaid or CHIP, you won't be eligible for these premium assistance programs but you may be able to buy individual insurance coverage through the Health Insurance Marketplace. For more information, visit **www.healthcare.gov**.

If you or your dependents are already enrolled in Medicaid or CHIP and you live in a State listed below, contact your State Medicaid or CHIP office to find out if premium assistance is available.

If you or your dependents are NOT currently enrolled in Medicaid or CHIP, and you think you or any of your dependents might be eligible for either of these programs, contact your State Medicaid or CHIP office or dial **1-877-KIDS NOW** or **www.insurekidsnow.gov** to find out how to apply. If you qualify, ask your state if it has a program that might help you pay the premiums for an employer-sponsored plan.

If you or your dependents are eligible for premium assistance under Medicaid or CHIP, as well as eligible under your employer plan, your employer must allow you to enroll in your employer plan if you aren't already enrolled. This is called a "special enrollment" opportunity, and **you must request coverage within 60 days of being determined eligible for premium assistance**. If you have questions about enrolling in your employer plan, contact the Department of Labor at **www.askebsa.dol.gov** or call **1-866-444-EBSA (3272)**.

If you live in the following State, you may be eligible for assistance paying your employer health plan premiums. The following list is current as of March 17, 2025. Contact your State for more information on eligibility.

Texas – Medicaid
Website: https://www.hhs.texas.gov/services/financial/health-insurance-premium-payment-hipp-program Phone: 1-800-440-0493

To see if any other States have added a premium assistance program since **March 17, 2025**, or for more information on special enrollment rights, you can contact either:

U.S. Department of Labor
Employee Benefits Security Administration
www.dol.gov/agencies/ebsa
1-866-444-EBSA (3272)
U.S. Department of Health and Human Services
Centers for Medicare & Medicaid Services
www.cms.hhs.gov
1-877-267-2323, Menu Option 4, Ext. 61565

Continuation of Coverage Rights Under COBRA

Under the Federal Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), if you are covered under the Irving ISD group health plan you and your eligible dependents may be entitled to continue your group health benefits coverage under the Irving ISD plan after you have left employment with the company. If you wish to elect COBRA coverage, contact your Human Resources Department for the applicable deadlines to elect coverage and pay the initial premium.

Plan Contact Information

Irving ISD
Benefits Department
2621 W. Airport Freeway
Irving, TX 75062
972-600-5211

Important Legal Notices

Your Rights and Protections Against Surprise Medical Bills

When you get emergency care or get treated by an out-of-network provider at an in-network hospital or ambulatory surgical center, you are protected from surprise billing or balance billing.

What is "balance billing" (sometimes called "surprise billing")?

When you see a doctor or other health care provider, you may owe certain out-of-pocket costs, such as a copayment, coinsurance, and/or a deductible. You may have other costs or have to pay the entire bill if you see a provider or visit a health care facility that isn't in your health plan's network.

"Out-of-network" describes providers and facilities that have not signed a contract with your health plan. Out-of-network providers may be permitted to bill you for the difference between what your plan agreed to pay and the full amount charged for a service. This is called "balance billing." This amount is likely more than in-network costs for the same service and might not count toward your annual out-of-pocket limit.

"Surprise billing" is an unexpected balance bill. This can happen when you can't control who is involved in your care—like when you have an emergency or when you schedule a visit at an in-network facility but are unexpectedly treated by an out-of-network provider.

You are protected from balance billing for:

- Emergency services – If you have an emergency medical condition and get emergency services from an out-of-network provider or facility, the most the provider or facility may bill you is your plan's in- network cost-sharing amount (such as copayments and coinsurance). You cannot be balance billed for these emergency services. This includes services you may get after you are in stable condition, unless you give written consent and give up your protections not to be balanced billed for these post-stabilization services.
- Certain services at an in-network hospital or ambulatory surgical center – When you get services from an in-network hospital or ambulatory surgical center, certain providers there may be out-of-network. In these cases, the most those providers may bill you is your plan's in-network cost-sharing amount. This applies to emergency medicine, anesthesia, pathology, radiology, laboratory, neonatology, assistant surgeon, hospitalist, or intensivist services. These providers cannot balance bill you and may not ask you to give up your protections not to be balance billed.

If you get other services at these in-network facilities, out-of-network providers cannot balance bill you, unless you give written consent and give up your protections.

You are never required to give up your protections from balance billing. You also are not required to get care out-of-network. You can choose a provider or facility in your plan's network.

When balance billing is not allowed, you also have the following protections:

- You are only responsible for paying your share of the cost (like the copayments, coinsurance, and deductibles that you would pay if the provider or facility was in-network). Your health plan will pay out-of-network providers and facilities directly.
- Your health plan generally must:
  - Cover emergency services without requiring you to get approval for services in advance (prior authorization).
  - Cover emergency services by out-of-network providers.
  - Base what you owe the provider or facility (cost-sharing) on what it would pay an in-network provider or facility and show that amount in your explanation of benefits.
  - Count any amount you pay for emergency services or out-of-network services toward your deductible and out-of-pocket limit.

If you believe you have been wrongly billed, you may contact your insurance provider. Visit **www.cms.gov/nosurprises** for more information about your rights under federal law.

Notes

Notes

Notes

Higginbotham™
Public Sector

This brochure highlights the main features of the Irving ISD employee benefits program. It does not include all plan rules, details, limitations, and exclusions. The terms of your benefit plans are governed by legal documents, including insurance contracts. Should there be an inconsistency between this brochure and the legal plan documents, the plan documents are the final authority. Irving ISD reserves the right to change or discontinue its employee benefits plans at anytime.