

# Beaumont Independent School District



## Jones-Clark Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

The Mission of Jones-Clark Elementary is to close achievement gaps *and* prepare students for the Year 2035 world and workplace.

# Vision

*Through personalized learning and a focus on critical thinking skills, our school closes achievement gaps and allows every student to reach her/his potential.*

# Value Statement

Students can learn anywhere and anytime.

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# Comprehensive Needs Assessment

# Demographics

## Summary

Jones-Clark Elementary has a student population of 535, serving grades PreK-5. Jones-Clark Elementary is an ethnically diverse campus, with 65.54% of students being African American, 32.09% being Hispanic, 10% being white, 0.34% being Asian, 0.00% being American Indian or Alaskan Native, and 1.35% being classified as being two or more races. Roughly 89.4% of students are economically disadvantaged, 18.9% are classified as English learners, and approximately 10.3 % are enrolled in Special Education. 89.4% of economically disadvantaged students is down 6.5% from the previous year. Economically disadvantaged students come from a home environment that comes with challenges such as lack of home resources, free/reduced lunch, limited household education, and low income.

## Strengths

- Cultural competence, tolerance, and awareness is evident on campus
- Intentional planning and implementation of campus celebrations for various cultures
- The campus strives to create an inclusive and safe environment for all students
- Student incentives are available to recognize students who have perfect attendance.

# Student Learning

## Summary

STAAR Domain I Jones Clark Elem	Approaches %	Meets %	Masters %	Domain I Componet Score	Domain I Scaled Score
2023	34	10	2	15	43
2024	43	14	3	20	47
Difference Between 2024 and 2023	9	4	1	5	4

STAAR Domain II-A Jones-Clark Elem	2023 Domain II-A Scaled Score	2024 Domain II-A Scaled Score	% Point Gain
Reading Growth	53	63	10
Math Growth	59	59	0
Math and Reading Growth	56	60	4

## Strengths

The 9% increase in the overall Domain I approaches passing percent and the 10 percentage point growth in reading.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



The 2024 STAAR meets passing percent for reading, math, and science was 10% in 2023 and 14% in 2024.

The Third Future School Model has only been implemented for one school year. As this model continues, the meets passing percent will rise.

 = Priority

# School Processes & Programs

## Summary

Third Future Schools (TFS) provides TEKS-aligned Curriculum Maps and daily lessons that include learning objectives aligned with Curriculum Maps, LSAE instructional activities with differentiation, multiple response strategies (MRS), and demonstration of learning (DOL) assessments. Multiple response strategies are placed throughout the lessons, requiring students to listen, read, write, and discuss at various times.

The TFS LSAE Model is implemented daily in all core content areas. The model has two instructional periods each day for each subject. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. Students who master the lesson's learning objective are given differentiated instructional material in an alternative instructional setting (team center), while students who have low mastery are provided reteach by the classroom teacher within the second class period.

TFS engages with community members and groups to provide student experiences through the Dyad model. Dyad classes, which students attend twice a week, facilitate student learning through various interesting avenues, including karate, piano, creative movement, photography, cycling, and video editing.

Students attend Art of Thinking classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the Art of Thinking curriculum based on the evolving workforce demands, community interests, and societal changes.

## Strengths

Building teacher capacity through observation and feedback cycles, Essential Action 5.2. TFS constantly monitors and provides funding, time, and PD in the summer and throughout the school year to ensure successful implementation.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
★

Before the school year 2023-2024, Jones-Clark did not have programs in place to prepare students for the Year 2035 workplace and world.

The Third Future School Model has only been implemented for one school year. As this model continues, the number of students prepared for Year 2035 workplace and world will rise.

★ = Priority

# Perceptions

## Summary

Vision Week Survey – November 2025

Total Participants: 165 (68% Students in Grades 3–5)

The November 2025 Vision Week Survey results reflect a generally positive school climate at Jones-Clark Elementary, with strong indicators of belonging, academic purpose, and school-family relationships. At the same time, the data highlights opportunities to strengthen perceptions of safety and academic challenge.

### Areas of Strength

Welcoming School Community (77%)

A strong majority of respondents reported feeling welcomed in the school community. This indicates that campus systems, routines, and relationship-building efforts are fostering a positive and inclusive environment aligned with our Cardinal Commitments.

Trusted Adults & Academic Importance (71%)

Seventy-one percent of participants reported having a trusted adult at school and believe their teachers make schoolwork feel important. This reflects meaningful teacher-student relationships and instructional practices that communicate the value of learning.

Staff Responsiveness & School-Family Interaction (71%)

Seventy-one percent agreed that staff listen to concerns. This suggests strong communication structures and a positive perception of school-family engagement, reinforcing our commitment to partnership and transparency.

Academic Challenge (70%)

Seventy percent of respondents indicated that they feel challenged by the work provided. This demonstrates that instructional rigor is present for most students and aligns with district goals to increase academic achievement in reading and math.

### Area for Growth

Perception of Safety (60%)

While 60% of participants agreed or strongly agreed that they feel safe, this represents the lowest-rated area in the survey. Although a majority perceive the campus as safe, these data indicate a need to strengthen both physical and emotional safety systems, communication about safety protocols, and restorative practices to ensure that all students feel secure and supported.

Based on the survey findings, Jones-Clark Elementary will prioritize:

- \* Strengthening campus-wide safety communication and visibility of safety protocols
- \* Expanding relationship-building systems to ensure every student is connected to a trusted adult
- \* Increasing differentiated academic rigor to ensure all learners feel appropriately challenged
- \* Continuing to build strong school-family communication systems

Overall, the data reflect a positive campus culture rooted in relationships and academic purpose, with clear next steps to enhance perceptions of safety and deepen instructional impact for all Cardinals.

## Strengths

## Areas of Strength

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### Academic Challenge (70%)

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# Problem Statements Identifying Perceptions Needs

## Problem Statement


## Root Cause

1

Although the majority of students report positive experiences, only 60% of respondents to the Vision Week Survey reported feeling safe at school, making this the lowest-rated perception indicator. This suggests that a significant portion of students do not consistently perceive the campus as physically and/or emotionally safe, which may impact attendance, engagement, and academic achievement.

While safety protocols and procedures are in place, students and families may not fully understand them or consistently see them reinforced, reducing confidence in campus safety measures.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

The 2024 STAAR meets passing percent for reading, math, and science was 10% in 2023 and 14% in 2024.

The Third Future School Model has only been implemented for one school year. As this model continues, the meets passing percent will rise.

2  
★

Before the school year 2023-2024, Jones-Clark did not have programs in place to prepare students for the Year 2035 workplace and world.

The Third Future School Model has only been implemented for one school year. As this model continues, the number of students prepared for Year 2035 workplace and world will rise.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Intervention data
- Other

mClass, NWEA, CLI Engage

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data
- T-P ESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## Parent/Community Data

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

- Community surveys and/or other feedback

## Support Systems and Other Data

- Study of best practices and high yield strategies



# Goals

# Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

## Performance Objective 1 High Priority

Improve student achievement in reading by increasing the percentage of students achieving Approaches Grade Level by 10% (72%), Meets Grade Level by 5% (35%), and Masters Grade Level by 3% (11%) by the end of the 2025-2026 school year.

**Evaluation Data Source:** mClass assessment reports, classroom observations

### Strategy 1

Strategy #1- Ensure all teachers implement the district-adopted HQIM, Bluebonnet Reading, with fidelity to improve Tier 1 instruction and increase students achieving Approaches, Meets, and Masters.

**Strategy's Expected Result/Impact:** Increase in approaches, Meets, and Masters

**Staff Responsible for Monitoring:** Teachers, ILT

#### Formative Reviews

Moderate Progress

November

Considerable Progress

January

No Progress

March

June

### Strategy 2

Strategy #2- Conduct weekly planning meetings (WPMs) to internalize upcoming lessons, analyze student work samples, and adjust instruction based on TEKS-aligned objectives.

**Strategy's Expected Result/Impact:** Increase in approaches, meets, and masters

**Staff Responsible for Monitoring:** Instructional Coach, teachers

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

No Progress

March

June

## Performance Objective 2 High Priority

Decrease "RED"- Tier 3 students in grades K-5 by 15% and increase "Blue/Green" Tier 1 students by 15% from BOY to EOY according to the mClass screening assessments.

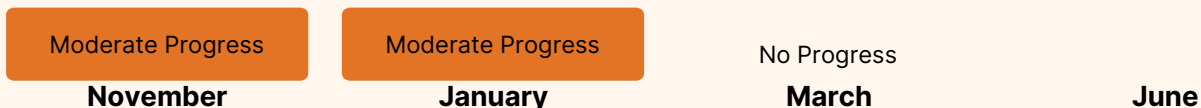
### Strategy 1

Strategy #1: Provide a dedicated Intervention Block for all grade levels where Tier 2 and Tier 3 students receive targeted instruction based on diagnostic and progress-monitoring data. Instruction will use mClass intervention lessons in grades K-3 and phonics intervention lessons in grades 4-5.

**Strategy's Expected Result/Impact:** Increase reading proficiency for all students

**Staff Responsible for Monitoring:** Teachers, ILT

#### Formative Reviews



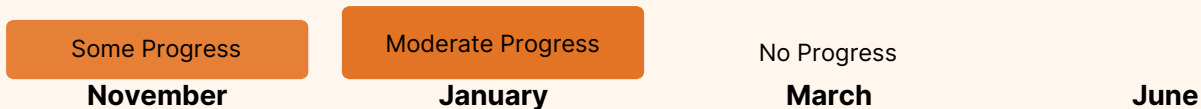
### Strategy 2

Strategy #2: Integrate online adaptive programs such as Amira and Amplify Boost to reinforce core literacy skills, provide additional practice, and ensure that all students receive personalized support.

**Strategy's Expected Result/Impact:** Increase reading proficiency

**Staff Responsible for Monitoring:** Teachers, ILT

#### Formative Reviews



### Performance Objective 3 High Priority

Increase Tier 1 students' Rapid Letter Naming by 15% in Prekindergarten from BOY to EOY according to the CLI Engage assessment.

**Evaluation Data Source:** CLI Engage Assessment

### Strategy 1

Strategy #1: Integrate systematic daily practice with alphabet knowledge, including letter recognition, letter-sound correspondence, and rapid naming, into the morning routine to build foundational fluency.

**Strategy's Expected Result/Impact:** Increase reading proficiency

**Staff Responsible for Monitoring:** Teachers, PK Aides, ILT

### Formative Reviews

Some Progress

**November**

Moderate Progress

**January**

No Progress

**March**

**June**

### Strategy 2

Strategy #2: Conduct monthly progress monitoring using the Rapid Letter Naming measure to track student growth, identify students needing additional support, and guide instructional adjustments.

**Strategy's Expected Result/Impact:** Increase reading proficiency

**Staff Responsible for Monitoring:** Teachers, PK Aides, ILT

### Formative Reviews

No Progress

**November**

Moderate Progress

**January**

No Progress

**March**

**June**

# Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

## Performance Objective 1 High Priority

Improve student achievement in math by increasing the percentage of students achieving Approaches Grade Level by 10% (60%), Meets Grade Level by 5% (28%), and Masters Grade Level by 3% by the end of the 2025-2026 school year.

**Evaluation Data Source:** NWEA assessments, classroom observations

### Strategy 1

Strategy #1- Ensure all teachers implement the district-adopted HQIM, Bluebonnet Math, with fidelity to improve Tier 1 instruction and increase students achieving Approaches, Meets, and Masters.

**Strategy's Expected Result/Impact:** Increase student performance in approaches, meets, and masters

**Staff Responsible for Monitoring:** Teachers, ILT

#### Formative Reviews

Moderate Progress

November

Considerable Progress

January

No Progress

March

June

### Strategy 2

Strategy #2- Conduct weekly planning meetings (WPMs) to internalize upcoming lessons, analyze student work samples, and adjust instruction based on TEKS-aligned objectives.

**Strategy's Expected Result/Impact:** Increase students' performance in approaches, meets, and masters

**Staff Responsible for Monitoring:** Instructional Coach, Teachers

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

No Progress

March

June

## Performance Objective 2 High Priority

Decrease "RED"- Tier 3 students in grades K-5 by 15% and increase "Blue/Green" Tier 1 students by 15% from BOY to EOY according to the NWEA screening assessments.

**Evaluation Data Source:** NWEA assessments and classroom observations

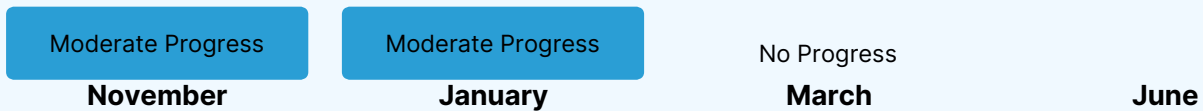
### Strategy 1

Strategy #1: Provide a dedicated Intervention Block for all grade levels where Tier 2 and Tier 3 students receive targeted instruction based on diagnostic and progress-monitoring data. Instruction will use Delta Math intervention lessons in grades K-5 and small-group instruction after the T1 block for students struggling with the learning objectives.

**Strategy's Expected Result/Impact:** Improve students' math proficiency

**Staff Responsible for Monitoring:** Teachers, ILT

#### Formative Reviews



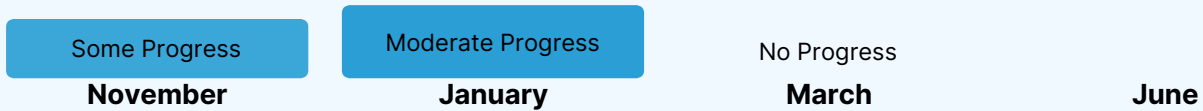
### Strategy 2

Strategy #2: Integrate online adaptive programs such as Zearn and eXtramath to reinforce basic math fluency and computation skills, provide additional practice, and ensure that all students receive personalized support.

**Strategy's Expected Result/Impact:** Increase students' math proficiency

**Staff Responsible for Monitoring:** Teachers, Instructional Coach

#### Formative Reviews



### Performance Objective 3 High Priority

Increase Tier 1 students' Number Identification by 15% in Prekindergarten from BOY to EOY according to the CLI Engage assessment.

**Evaluation Data Source:** CLI Engage

### Strategy 1

Strategy #1: Integrate systematic daily practice, including rote counting and number identification, into the morning routine to build foundational math fluency.

**Strategy's Expected Result/Impact:** Improve students' math fluency

**Staff Responsible for Monitoring:** Teachers, ILT

**Formative Reviews**

Some Progress

**November**

Moderate Progress

**January**

No Progress

**March**

**June**

**Strategy 2**

Strategy #2: Conduct monthly progress monitoring using the number identification measure to track student growth, identify students needing additional support, and guide instructional adjustments.

**Strategy's Expected Result/Impact:** Increase students' math fluency

**Staff Responsible for Monitoring:** Teachers, students, ILT

**Formative Reviews**

No Progress

**November**

Moderate Progress

**January**

No Progress

**March**

**June**

# Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

## Performance Objective 1 High Priority

Establish a strong foundation for future CCMR success by ensuring that 100% of students engage in goal-setting, digital literacy, and career awareness activities by the end of each school year.

**Evaluation Data Source:** Classroom observations, data reports, campus calendar

### Strategy 1

Strategy #1: Provide all students with individual math and reading data trackers to develop goal-setting skills and increase awareness of academic progress.

**Strategy's Expected Result/Impact:** Increase students' reading and math proficiency

**Staff Responsible for Monitoring:** Teachers, students, ILT

#### Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

### Strategy 2

Strategy #2: Integrate regular online assessments and digital constructive-response tasks to strengthen students' technological proficiency, typing skills, and ability to communicate academic thinking, key components of long-term CCMR readiness.

**Strategy's Expected Result/Impact:** Increase students' critical thinking, reading, writing, and communication skills

**Staff Responsible for Monitoring:** District and campus curriculum instructional leaders, teachers

#### Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

## Performance Objective 2 High Priority

Increase student preparedness for postsecondary success by ensuring that 100% of 5th-grade students complete at least one personalized college, career, or military readiness (CCMR) project, including identifying potential college/career pathways by the end of each academic year.

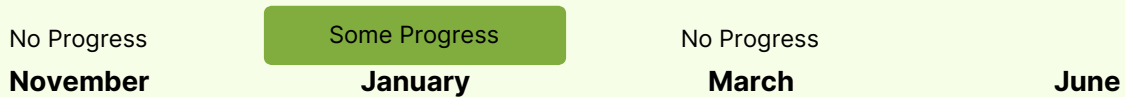
### Strategy 1

Strategy #1: Invite a variety of career professionals to a campus career fair where students in Grades PK-5 can explore different careers by visiting booths, asking questions, and engaging in hands-on demonstrations.

**Strategy's Expected Result/Impact:** Increase college and career awareness

**Staff Responsible for Monitoring:** district and campus leaders, teacher, ILT

#### Formative Reviews



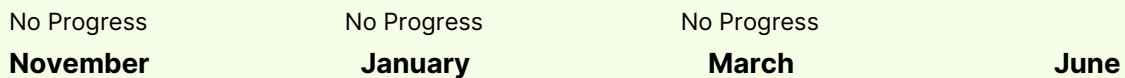
### Strategy 2

Strategy #2: Engage all 5th-grade students in researching a chosen career, creating a visual research poster, and presenting their findings at a campus-wide career fair, including dressing as the professional they researched.

**Strategy's Expected Result/Impact:** Increase college and career awareness

**Staff Responsible for Monitoring:** ILT, Teachers, and students

#### Formative Reviews



# Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

## Performance Objective 1 High Priority

By May 2026, at least 90% of 3rd-5th-grade students will report feeling safe and supported at school, and at least 75% will demonstrate growth in self-management skills, as measured by school climate surveys and behavior intervention data.

**Evaluation Data Source:** EOY survey data, classroom observations, discipline referrals

### Strategy 1

Strategy #1- Conduct regular lockdown and safety drills while clearly communicating the purpose and procedures to reduce fear, especially related to active shooter situations, as indicated by Vision Week survey results.

**Strategy's Expected Result/Impact:** Decrease fear and increase campus safety and preparedness

**Staff Responsible for Monitoring:** ILT and Teachers

#### Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

### Strategy 2

Strategy #2- Leverage morning assemblies and the daily presence of the PSO to provide students and staff with safety tips, fun facts, and updates on campus safety initiatives, fostering awareness, engagement, and reassurance.

**Strategy's Expected Result/Impact:** Increase safety awareness and preparedness

**Staff Responsible for Monitoring:** ILT, Teachers

#### Formative Reviews

Some Progress

November

Considerable Progress

January

No Progress

March

June

## Performance Objective 2 High Priority

By May 2026, the principal will host monthly meetings with parents and business partners to discuss campus improvement initiatives, gather feedback, and identify strategies to support student attendance, academic achievement, and character development.

**Evaluation Data Source:** Monthly sign-in sheets and agendas

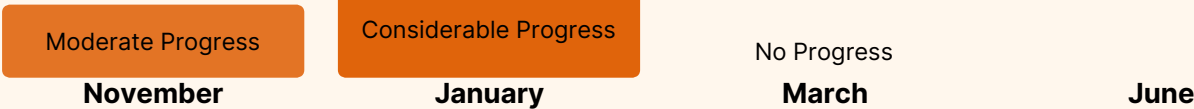
### Strategy 1

Strategy #1: Design monthly meetings with engaging, creative themes that pique interest and motivate participation from parents, business partners, and volunteers, making campus initiatives more accessible and enjoyable.

**Strategy's Expected Result/Impact:** Increase parent and community engagement

**Staff Responsible for Monitoring:** Principal, ILT

#### Formative Reviews



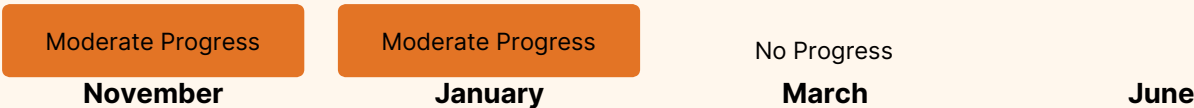
### Strategy 2

Strategy #2: Integrate monthly meetings with existing parent/student activities (e.g., literacy and math night, awards ceremonies, or family engagement events) to maximize attendance and provide opportunities for feedback and collaboration.

**Strategy's Expected Result/Impact:** increase parent and community engagement

**Staff Responsible for Monitoring:** Principal, ILT

#### Formative Reviews



### Performance Objective 3 High Priority

By May 2026, Jones-Clark Elementary will improve student attendance by increasing the overall attendance rate by 2% from the previous school year by implementing a campus attendance plan, which includes contacting parents or guardians when a student has 2-3 consecutive absences to identify barriers and provide support.

**Evaluation Data Source:** Daily, Weekly, Monthly, & Quarterly Attendance reports

### Strategy 1

Strategy #1: Recognize and reward perfect attendance every grading period.

**Strategy's Expected Result/Impact:** Increase student attendance

**Staff Responsible for Monitoring:** ILT, Staff, Students, PEIMS clerk

### Formative Reviews

Moderate Progress

November

Considerable Progress

January

No Progress

March

June

## Strategy 2

Strategy #2: Acknowledge and celebrate class attendance daily during afternoon announcements and post weekly attendance in Cardinal Chronicles and on the bulletin board.

**Strategy's Expected Result/Impact:** Increase attendance

**Staff Responsible for Monitoring:** Principal, AP, PEIMS Clerk

### Formative Reviews

Moderate Progress

November

Considerable Progress

January

No Progress

March

June

## Performance Objective 4 High Priority

By May 2026, Jones-Clark will improve its school climate by reducing office discipline referrals by 10% compared to the previous school year.

**Evaluation Data Source:** Monthly & Quarterly Discipline Reports

## Strategy 1

Strategy #1: Establish a ticket reward system that recognizes students demonstrating desired CHAMPS expectations in and outside of the classroom daily.

**Strategy's Expected Result/Impact:** Improve character development and desired behavior expectations

**Staff Responsible for Monitoring:** ILT, teachers

### Formative Reviews

Some Progress

November

Considerable Progress

January

No Progress

March

June

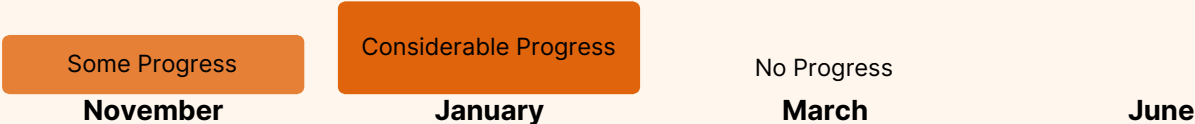
## Strategy 2

Strategy #2: Reward students with positive behavior referrals monthly.

**Strategy's Expected Result/Impact:** Improved desired behavior expectations and character development

**Staff Responsible for Monitoring:** Behavior Interventionist, Teachers, Counselor

**Formative Reviews**



# Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

## Performance Objective 1 High Priority

Jones-Clark will maintain or move from a "C" to a "B" rating by August 2026 by increasing domain performance in student achievement and Academic Growth by at least 10 points each year, and by maintaining Domain 2 & 3 school progress and closing the gaps.

**Evaluation Data Source:** STAAR assessments and Domain reports

### Strategy 1

Strategy #1: Ensure students actively monitor their academic progress by tracking individual data in reading and math, plotting at least two data points per grading period to set goals and drive growth.

**Strategy's Expected Result/Impact:** Improve academic achievement

**Staff Responsible for Monitoring:** Teachers, students, ILT

#### Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

### Strategy 2

Strategy #2: Use targeted intervention blocks and small-group instruction to address learning deficiencies, ensure mastery of grade-level objectives, and accelerate growth for students performing below grade level.

**Strategy's Expected Result/Impact:** Increase academic achievement

**Staff Responsible for Monitoring:** Teachers, ILT, Instructional Coach

#### Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

## Performance Objective 2 High Priority

By May 2026, Jones-Clark will implement a campus instructional playbook that outlines evidence-based instructional practices aligned with Tier 1 HQIM (Bluebonnet Reading and Math), including structured small

group interventions, to address individual student learning deficits and bridge academic gaps.

**Evaluation Data Source:** Classroom observations, student performance data

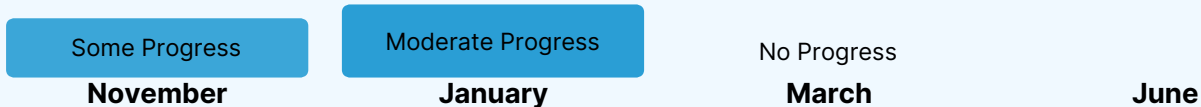
### Strategy 1

Strategy #1: Ensure all teachers understand and can effectively implement the campus instructional playbook and HQIM lessons through comprehensive beginning-of-year professional development.

**Strategy's Expected Result/Impact:** Improve teacher capacity and academic achievement

**Staff Responsible for Monitoring:** ILT, instructional coach

#### Formative Reviews



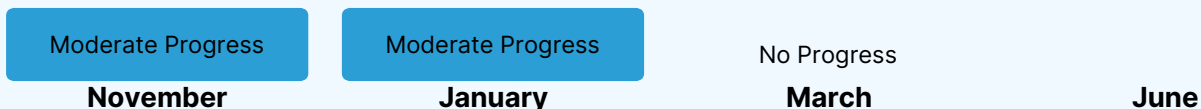
### Strategy 2

Strategy #2: Support teacher growth and instructional fidelity through regular observations, feedback cycles, and real-time coaching to refine Tier 1 instruction and small group interventions.

**Strategy's Expected Result/Impact:** Improve teacher capacity and academic achievement

**Staff Responsible for Monitoring:** ILT

#### Formative Reviews





# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024