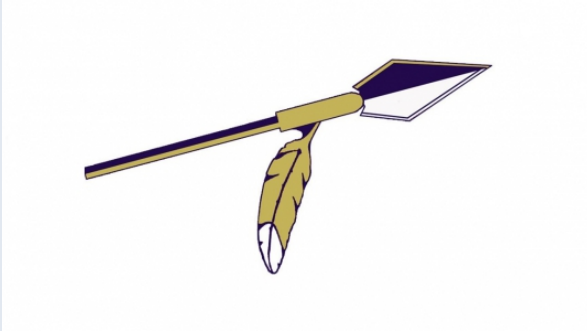


Alvarado Independent School District



Accountability Rating: C

2025-2026 District Improvement Plan

Public Presentation Date:
February 2, 2026

Mission Statement

The Mission of AISD is to Inspire and Empower Learners!

Vision

The Vision of AISD is to be the most sought after school district in the state of Texas.

Core Values

AISD Core Values

- R - Relationship
- E - Effort
- S - Support
- P - Professionalism
- E - Excellence
- C - Communication
- T - Teamwork

Planning Timeline: Year 1 of 5

To ensure that Alvarado ISD provides scholars with the highest levels of opportunities today, tomorrow and in the future, stakeholders developed a five-year district plan for continuous growth and improvement. The 2025-2033 document contained the original plans identified for all five-years. This year, 2025-2026, is year one of the five-year plan.

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Comprehensive Needs Assessment

Demographics

Summary

Alvarado ISD is a diverse district serving approximately 3,708 scholars in pre-kindergarten through 12th grades on five campuses; three elementary campuses (PreK-5), Junior High (6-8) and High School (9-12). The demographic groups are as follows; Hispanic student group, growing the fastest, with 2,015 students (54%), 1,375 White students (37%), 131 African American students (4%), 6 American Indians students (0.2%), 10 Asian students (0.3%), 3 Pacific Islander students and 168 students that are two or more races (5%), 2,365 Economically Disadvantaged students (64%) and 1,751 students identified as At-Risk (47%).

Enrollment By Grade	Count	Percent
Early Education	16	0.4%
Pre-Kindergarten	140	3.8%
Kindergarten	256	6.9%
Grade 1	285	7.7%
Grade 2	250	6.7%
Grade 3	269	7.3%
Grade 4	256	6.9%
Grade 5	276	7.4%
Grade 6	279	7.5%
Grade 7	269	7.3%
Grade 8	290	7.8%
Grade 9	278	7.5%
Grade 10	263	7.7%
Grade 11	313	8.4%
Grade 12	268	7.2%

Class size ranges from 17 - 19 students to one teacher at the three elementary campuses, 21 - 26 students to one teacher at Junior High and High School campuses. The three elementary campuses and Junior High School are school-wide Title 1 campuses.



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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Accountability Distinction Designations
- Results Driven Accountability (RDA)

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
- SAT and/or ACT assessment data
- Local benchmark or common assessments 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
- 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
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data



Technology and resource allocation data



Scope and Sequence; Pacing Guides; and Other Focus Documents



Priorities

Priority 1 High expectations for ALL scholars.

Strategic Objective 1 High Priority HB3 Priority

1.1 Academic Achievement-Growth at All Levels.

Evaluation Data Source: PreK - Circle (MOY & EOY),
Kindergarten through 2nd grade - Renaissance STAR Reading & Math (BOY, MOY & EOY)
Kindergarten through 2nd grade - mCLASS Kindergarten through 2nd grade
Kindergarten through 2nd grade - Renaissance Freckle Reading & Math (BOY, MOY, & EOY)
3rd through 12th grades - CTBA 3-8 Quarterly and 9-12 per Six-Weeks
3rd through 12th grades - STAAR or EOY

Key Strategic Action 1

Alvarado ISD will write and implement aligned curriculum and use vetted resources for (1.1.1 & 1.1.5) customized instruction with extensions and interventions (1.1.3).

Strategy's Expected Result/Impact: 70% of all scholars will perform at or above grade level on semester assessments in all core subjects (Fall).

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

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Key Strategic Action 2

Alvarado ISD will meet or exceed percentage of scholars who meet grade level on STAAR Math, as required by HB3, by 2028 (1.1.4).

Strategy's Expected Result/Impact: The % of 3rd grade scholars who meet grade level on STAAR Math will increase from 36% to 56% by June 2026.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Key Strategic Action 3

Alvarado ISD will meet or exceed percentage of scholars who meet grade level on STAAR Reading , as required by HB3, by 2028 (1.1.4).

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade scholars who meet grade level on STAAR Reading from 45% to 65% by June 2026.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Strategic Objective 2

1.2 Safety and well-Being of Scholars

Evaluation Data Source: 1.2.1 Course selection at AJH and AHS

1.2.2 Social Worker Reports and ILead BrainAbouts

1.2.3 Say Something Reports and AISD Police Reports

1.2.4 Support Military Families - Purple Star

Key Strategic Action 1

Alvarado ISD will recruit and/or encourage scholars to participate in extra and co-curricular activities to increase overall involvement (1.2.1).

Strategy's Expected Result/Impact: Increase the percentage of AHS scholars' involvement in extra and co-curricular activities from 69% to 72% by June 2026.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

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Key Strategic Action 2

Alvarado ISD will ensure implementation of social-emotional and cultural competencies are embedded and taught within the curriculum at each grade level (1.2.2).

Strategy's Expected Result/Impact: Provide researched-base SEL curriculum and training for all Educators to teach directly to scholars.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Key Strategic Action 3

Alvarado ISD will ensure safety and security processes and procedures are implemented throughout the district (1.2.3).

Strategy's Expected Result/Impact: Decrease the number of cases filed while investigate and close 100% of tips within three school days.

Staff Responsible for Monitoring: District Leadership Team, Alvarado Police Department, Campus Administrators, and Educators.

Formative Reviews

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Strategic Objective 3

1.3 College and/or Career and/or Military Ready (CCMR) Scholars.

Evaluation Data Source: 1.3.1 Successful Dual Credit Hours

1.3.2 TSI/SAT/ACT

1.3.3 Increase in FAFSA submissions and fewer opt-out forms

1.3.4 Improved performance on AP exams

1.3.5 Academic Signing Day participants

1.3.6 CTE Completers with Industry-Based Certifications

1.3.7 Aligned Career Tech Student Organizations

1.3.8 Increase Practicum participation

1.3.9 Retain and submit signed Department of Defense form 4's

Key Strategic Action 1

Alvarado ISD will increase Advance Placement course offerings (1.3.5) and dual courses with a college/university (1.3.1 and 1.3.2), provide a FAFSA drive (1.3.4), and require all junior scholars to complete a SAT/ACT assessment during the spring semester (1.3.3).

Strategy's Expected Result/Impact: Increase the number of CollegeBoard AP Honor Roll School Designation and achieve a National Merit Scholar(s).

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, Counselors and Educators.

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Key Strategic Action 2

Alvarado ISD will define pathways with an intentional certification track (1.3.6), develop strategic partnerships for practicum (1.3.8), and align with Alvarado Junior High School offerings and career exploration (1.3.7).

Strategy's Expected Result/Impact: Increase number of High School graduates meeting CCMR to 95% with a CTE participate at State and National Level Competition.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Counselors and Educators.

Formative Reviews

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Key Strategic Action 3

Alvarado ISD will refine JROTC and inclusion of military recruiters at on-campus college events (1.3.9)

Strategy's Expected Result/Impact: Increase CCMR Outcomes Bonus.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, Counselors, and JROTC Educators.

Formative Reviews

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Priority 2 Recruit, Retain and Build-Capacity for ALL Educators

Strategic Objective 1

2.1 Recruit

Evaluation Data Source: 2.1.1 Annual analysis of educator compensation
2.1.2 Annual review of benefits comparison
2.1.3 Review process for Teacher Incentive Allotment

Key Strategic Action 1

Alvarado ISD will create, promote, and implement recruiting measures for competitive compensation, benefits, and Teacher Incentive Allotment (2.1.1-2).

Strategy's Expected Result/Impact: Increase Teacher Incentive Allotment.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will create, promote, and implement recruiting measures for competitive compensation, benefits, and Teacher Incentive Allotment (2.1.3).

Strategy's Expected Result/Impact: Successfully pass a VATRE by 2026.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Strategic Objective 2

2.2 Retain

Key Strategic Action 1

Alvarado ISD will create and promote staff engagement (jeans with spirit shirt, celebrate birthdays, and appreciation nights), strategic training, and Teacher Incentive Allotment (2.2.5-7) and provide strategic training for Supervisors leading a campus and/or department (2.2.3).

Strategy's Expected Result/Impact: Decrease educator turnover by 10% by July 2026.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will implement retention measures for competitive compensation (2.2.1).

Strategy's Expected Result/Impact: Schedule classroom visits with new AISD professionals 1 to 3 times a year.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Key Strategic Action 3

Alvarado ISD will evaluate retention through TIA and staff engagement surveys (2.2.2 and 2.2.4).

Strategy's Expected Result/Impact: Increase set MOY and EOY baseline for educator satisfaction by May 2026.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Strategic Objective 3

2.3 Build Capacity

Evaluation Data Source: 2.3.1 Calendar of Professional Learning

2.3.2 Onboarding and Ongoing Professional Learning

Key Strategic Action 1

Alvarado ISD will build capacity for Certified Staff and Non-Certified Staff through onboarding and ongoing Professional Learning (2.3.3).

Strategy's Expected Result/Impact: Increase Professional Learning offerings based on educators' competencies by April 1, 2026.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will build capacity by offering summer Professional Learning days for Comp Days (2.3.3).

Strategy's Expected Result/Impact: Provide a district calendar of Professional Learning opportunities in summer, August and throughout school year.

Staff Responsible for Monitoring: District Leadership, Instructional Services, and Campus Administrators.

Formative Reviews

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Priority 3 Parents, Families, and Community

Strategic Objective 1

3.1 Parent and Family Satisfaction and Engagement

Evaluation Data Source: 3.1.1 Annual Survey
3.1.2 Indian Friend Reading Day, PTA, Booster Clubs
3.1.3 Indian Insider, Campus Newsletters, Board Briefing
3.1.4 Emergent Bilingual Curriculum Nights

Key Strategic Action 1

Alvarado ISD will establish, create, and manage a Parent Teacher Organization (3.1.2), communicating with weekly newsletters (3.1.3), completing surveys (3.1.1), and hosting Emergent Bilingual Family Outreaches (3.1.4).

Strategy's Expected Result/Impact: Increase participation in district-level surveys by 10% and increase attendance at PTA/Booster Club meetings by 15.

Staff Responsible for Monitoring: District Leadership Team, Director of Bilingual, Campus Administrators, Social Workers and Educators.

Formative Reviews

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Strategic Objective 2

3.2 Community Satisfaction and Engagement

Evaluation Data Source: 3.2.1 Chamber, Lions Club, Santa's Helpers, Realtors
3.2.2 Indian Friend Reading Day
3.2.3 Engage Community on Social Media
3.2.4 Alvarado ISD Branding/Style Guide

Key Strategic Action 1

Alvarado ISD will promote district branding (3.2.4) and social media (3.2.3) in an effort to partner with local businesses and community organizations (3.2.1) for increased participation in school activities and events (3.2.2).

Strategy's Expected Result/Impact: Increase participation in the Community Advisory Committee and Indian Friend Reading Days.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

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Strategic Objective 3

3.3 Community Partnerships

Evaluation Data Source: 3.3.1 Business and Community Integration

3.3.2 Lions Club, Jump Start Foundation, etc.

3.3.3 Cards, Window Decal, Sponsored Giveaway

Key Strategic Action 1

Alvarado ISD will create advertising to promote non-Alvarado ISD committees' involvement with school related events and activities, as in the Excellence Club.

Strategy's Expected Result/Impact: Increase involvement and revenues by 50 percent from \$74,500 to \$112,500.

Staff Responsible for Monitoring: District Leadership Team, Director of Institutional Advancement, and Campus Administrators.

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Priority 4 Financial Stewardship and Stability

Strategic Objective 1

4.1 Ensure Strong Financial Stewardship and Sustainability

Evaluation Data Source: 4.1.1 Summary of Finance, PEIMS, and Tax Data

4.1.2 Expense Report across the district

4.1.3 Grant Report to Offset the Use of Fund Balance

Key Strategic Action 1

Alvarado ISD will balance the district budget by increasing revenue and reducing expenditures throughout the school year (4.1.1)

Strategy's Expected Result/Impact: Increase advertising revenues by 20%.

Staff Responsible for Monitoring: District Leadership Team, Director of Institutional Advancement, and Campus Administrators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will balance the district budget by increasing revenue and reducing expenditures throughout the school year (4.1.3)

Strategy's Expected Result/Impact: Increase attendance percentage from 94.11% to 94.25%.

Staff Responsible for Monitoring: District Leadership Team, Campus Administrators, and Educators.

Formative Reviews

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Key Strategic Action 3

Alvarado ISD will balance the district budget by increasing revenue and reducing expenditures throughout the school year (4.1.2)

Strategy's Expected Result/Impact: Obtain three additional competitive grants to reduce expenditures.

Staff Responsible for Monitoring: District Leadership Team, Director of Institutional Advancement, and Campus Administrators.

Formative Reviews

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Key Strategic Action 4

Alvarado ISD will balance the district budget by increasing revenue and reducing expenditures throughout the school year (4.1.1)

Strategy's Expected Result/Impact: Pass a VATRE

Staff Responsible for Monitoring: Alvarado ISD Educators

Formative Reviews

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Strategic Objective 2

4.2 Systematic, Long-Range Facility Planning

Evaluation Data Source: 4.2.1 Scholar enrollment reports and demographic study

4.2.2 List of Facility Safety Concerns

4.2.3 List of deferred maintenance items

Key Strategic Action 1

Alvarado ISD will monitor scholar enrollment to avoid capacity at each elementary campus (4.2.1).

Strategy's Expected Result/Impact: Monitor enrollment to determine boundaries based on demographics annual report presented to School Board.

Staff Responsible for Monitoring: District Leadership Team, Campus Administration and Educators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will maintain current facilities (4.2.3).

Strategy's Expected Result/Impact: Address deferred maintenance items.

Staff Responsible for Monitoring: AISD Educators

Formative Reviews

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Strategic Objective 3

4.3 Operational Effectiveness and Efficiency

Evaluation Data Source: 4.3.1 Efficiency and/or staffing audits

4.3.2 Transportation Efficiency audits

Key Strategic Action 1

Alvarado ISD will complete an energy efficiency audit by the end of school year 2026 (4.3.1).

Strategy's Expected Result/Impact: Address inefficiencies from the energy efficiency audit by June 2026.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Key Strategic Action 2

Alvarado ISD will complete a staffing audit by the end of school year 2026 (4.3.2).

Strategy's Expected Result/Impact: Increase the number of employees with their CDL from 66 to 72 by May 2026.

Staff Responsible for Monitoring: District Leadership, Campus Administrators, and Educators.

Formative Reviews

February

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Key Strategic Action 3

Alvarado ISD will complete a financial efficiency audit by the end of school year 2026 (4.3.3).

Strategy's Expected Result/Impact: Decrease the number of buses over 10 years old from 59% to 42% by August 2028.

Staff Responsible for Monitoring: District Leadership Team and Campus Administrators.

Formative Reviews

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Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Alvarado ISD will ensure scholars make measurable progress towards meeting or exceeding challenging state standards through systematic progress monitoring, high-quality instructional programs, and targeted supports for at-risk scholars. The district is committed to using data-driven decision making to improve instructional practices and scholar outcomes [Section 1112(b)(1)].

1. Curriculum across all grade levels and content areas will be aligned to state academic standards.
2. District Curriculum Guide and vetted resources will identify priority standards and learning targets.
3. Educators will unpack standards into measurable objectives to guide instruction and assessments.
4. Instructional materials and resources will be reviewed regularly to ensure rigor, relevance, and alignment.

1.2 Identifying students who may be at risk for academic failure;

Alvarado ISD will use a comprehensive, data-driven approach to identify scholars who may be at risk of academic failure. Multiple measures will be used to ensure timely identification and equitable access to supports.

1. Universal Screening (Renaissance STAR)
2. District Assessments (CTBA)
3. Academic Performance Indicators (mCLASS and CIRCLE)
4. Attendance
5. Student Support Team (SST)

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Alvarado ISD will provide additional assistance to individual scholars as determined to meet their academic need.

1. Tutoring
2. Tier 2 Instructional Computer programs (Renaissance Freckle)
3. Scheduling specific courses



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 Signature of Assurance

**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.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

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 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 principal, 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.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

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 law and 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>

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:

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

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

Employee Report

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

Definition of District
Officials

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

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.

Alvarado ISD
School District Police Department

LAW ENFORCEMENT DUTIES AND RESPONSIBILITIES

- Monitor assigned areas of the school district to deter crime, enforce laws, and maintain order.
- Respond promptly to calls for service, including emergency situations, and take appropriate action to resolve incidents.
- Conduct thorough investigations of criminal activity, accidents, and other incidents as assigned.
- Collaborate with school administrators, teachers, and staff to develop and implement innovative safety and security procedures and initiatives.
- Establish and maintain positive relationships with students, parents, and community members to foster trust and a culture of safety.
- Deliver engaging presentations on topics related to safety, crime prevention, and community policing to students and staff.
- Provide assistance and support during school events, extracurricular activities, and emergency drills.
- Maintain accurate records and reports related to law enforcement activities, incidents, and investigations.
- Stay informed about current laws, regulations, and best practices in law enforcement through ongoing training and professional development.
- Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
- Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
- Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.
- Testify in court as needed.
- Work cooperatively with other police agencies to share information and provide other assistance.

Safety

- Help provide traffic control at athletic events, school closings or openings, or at any other time.
- Provide protection to or escort district personnel as needed.
- Operate all equipment including firearms according to established safety procedures.
- Use sound judgment and effectively communicate with and elicit information from emotionally distraught students, staff, parents, and citizens.
- Follow district safety protocols and emergency procedures.

Other

- Ability to pass a comprehensive background investigation, drug screening, and psychological evaluation.
- Commitment to upholding the highest standards of professionalism, ethics, and integrity in law enforcement.

**Trauma-Informed
Care Program**

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

Training

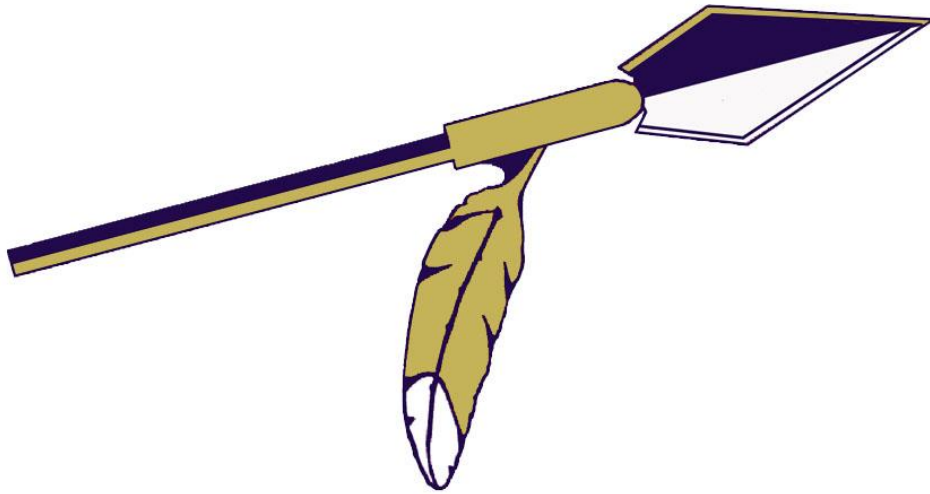
The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

Alvarado Independent School District

Anti-Bullying and Harassment

Policies & Procedures Manual

Emergency Preparedness and Crisis Management Team



Inspiring and Empowering Learners!

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Introduction

Alvarado ISD strives to provide all students, faculty, and staff with a safe and orderly working and learning environment. AISD is aware that bullying is a problem in our society and Alvarado ISD is not immune to this problem. We are committed to prohibiting bullying to the best of our ability and teaching our students to be resilient in situations involving bullying and/or harassment.

The Alvarado Independent School District Board of Trustees has adopted a district policy prohibiting “harassment,” which typically addresses many of the behaviors that also constitute bullying. The district’s discrimination, harassment, and retaliation policy is FFH (LOCAL). A bullying policy was also adopted, as demonstrated within this manual and board policy FFI (LOCAL). These policies and administrative procedures: (1) prohibit bullying; (2) prohibit retaliation against any person, witness, or another person who in good faith provides information regarding bullying; (3) establish a procedure for providing notice of an incident of bullying to parent or guardian within a reasonable period; (4) establish the actions a student should take to obtain assistance and intervention in response to bullying; (5) set out available counseling options for a student who is a victim of, is witness to, or engages in bullying; (6) establish reporting and investigation procedures; (7) prohibits school officials from disciplining a student who is the victim of bullying, for the student’s use of reasonable self-defense in response to bullying; and (8) require that the discipline of a student with disabilities for bullying complies with federal law, including the Individuals with Disabilities Education Act (IDEA). Both policies are accessible at www.alvaradoisd.net.

AISD recognizes that it takes the combined efforts of the faculty, staff, administration, parents, students, and community to significantly reduce the instances of bullying and harassment. Please share with your student the importance of notifying an adult at school if they are being bullied. Too often, schools are notified about a bullying situation after it is too late. By letting the school know early we can work together to resolve the situation. We also strongly encourage you to let your children know that you will not tolerate any type of bullying behavior from them. Parents and students can report bullying and harassment on the “bully report” link on our AISD Smartphone App, by calling the Bully Hotline (817)783-1185, or by notifying an AISD employee.

Bullying Defined

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

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

What is Cyber-Bullying?

Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. “Cyber-bullying” is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyber-stalking. Adult cyber -harassment or cyber-staling is never called cyber -bullying. Frequently internet social media sites are utilized for bullying. Please remind your children that there are consequences for the words they write and the images they post. We have provided a link below that is a great resource for teaching your children about the proper use of social media and networking sites.

<http://onguardonline.gov/>

Bullying Prohibited

AISD policy prohibits bullying and promotes a bully/harassment free learning environment. AISD students and parents were provided with a pledge to not bully in the student handbooks this year. AISD has a multifaceted approach to preventing bullying through education, training, and counseling efforts such as, presentations from the Texas School Safety Center and AISD Anti Bully Week presentations by the Alvarado High School FCCLA. The district anti-bully plan will continually be evaluated at the district emergency preparedness meetings.

Retaliation Prohibited

Alvarado ISD prohibits retaliation against any person, witness, or another person who in good faith provides information regarding bullying. Teachers, counselors, and campus administrators will explain the consequences of retaliation, as outlined in AISD board policy, the faculty and staff handbook, and the student handbook. The faculty and staff address any instances of possible retaliation and will notify campus administration and counselors of these situations.

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.*

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, counselor, principal, or other District employee. Anonymous reporting of a bullying incident can be conducted through the Alvarado ISD Smart Phone App, the Alvarado ISD Web Site, and the Alvarado ISD phone Hotline (817) 783-1185.

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.

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. Anonymous reporting of a bullying incident can be conducted through the Alvarado ISD Smart Phone App, the Alvarado ISD Web Site, and the Alvarado ISD phone Hotline (817) 783-1185.

Reports of bullying may also be directed to the:

Assistant Superintendent of Administrative Services
Alvarado ISD Administration Building
PO Box 387102 S. Bill Jackson Drive, Alvarado, TX 76009
(817) 783-1042

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. Campus administrators will notify parents within 3 school days of determination of a case of bullying.

District Action

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

Discipline: A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. As stated in Board Policy FFI (Local) under the sub title of "Discipline", campus and district personnel will take into consideration if reasonable self-defense by a victim in response to bullying prior to determining discipline.

Self-Defense would be defined as:

1. The student must not have been involved in provoking the situation
2. The student must be in a situation that the danger is imminent, meaning there is no convenient or reasonable mode of escape

The student must use only the force necessary to protect themselves against the aggressive student. The force must be reasonable and in proportion to the force being used. Reasonable force is defined as the degree of force which is not excessive and is appropriate in protecting oneself.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

Students who are Victims of Bullying

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the Board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred.

Students who Engage in Bullying

The Board may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004.

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. Counseling options for students involved in a bully incident include:

Campus Licensed Social Worker

- Elementary and Intermediate School: Ms. Melissa Goldthwaite, LMSW & Ms. Tina Herrera, LMSW
- High School: Ms. Lisa Landry, LCSW

Campus Counselors

- Junior High School: Ms. Shelly Castania
- High School: Ms. Haven Isclaw

District Special Education Counselor: Mr. Russell Payne

Other, as deemed appropriate by the campus administration

Improper Conduct

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

Confidentiality

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

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, www.alvaradoisd.net, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Additional Resources for Parents, Students, Community Members & Teachers

The following websites provide resources for parents and community members about bullying and online safety:

<http://onguardonline.gov/>

<http://www.stopbullying.gov/>

http://www.common sense media.org/educators/cyberbullying-toolkit?utm_source=twitter&utm_medium=social&utm_campaign=edu

APPENDIX

PLEDGE TO END BULLYING AND HARASSMENT

Everyone has the right to feel physically and emotionally safe at school. As members of the Alvarado ISD community, we must do everything we can to treat others with respect and to accept everyone regardless of our differences.

Bullying happens when, at school, at a school-related or -sponsored activity, or in a District-operated vehicle, a student or group of students engage in intentional behavior meant to harm another student or place a student in fear of harm. It can take many forms, such as verbal or physical aggression, and can even occur electronically, which is called cyber-bullying. It involves an imbalance of power between the students and disrupts the school environment.

Examples of bullying and other harassment include threats, taunting, teasing, assault, demands for money, stealing someone's property, name-calling, rumor spreading, and isolating a student from others and could be based on a person's race, gender, color, disability, or other factors.

The District will discipline any student who engages in bullying, harassment, or other related misconduct. Consequences of this behavior may include removal from the classroom to a disciplinary placement, a change in classroom, or even a change in campus. Severe behavior may result in expulsion, and law enforcement will be contacted if a student is thought to have engaged in illegal conduct.

It is important to review the District's policies at FFH and FFI that address prohibited conduct and bullying.

Student's responsibility:

"I commit that I will not bully or harass my peers and understand that, if I do engage in this behavior, I will be subject to consequences. If I witness bullying or any other type of harassment, I will report it to my parent, a teacher, or another school employee."

Student Signature: _____ Date: _____

Parent/Guardian's responsibility:

"I will encourage my child to report any instances of bullying to school personnel, and, as a partner with the District in the safety and acceptance of all students, will report any concerns I have with the way my child is being treated or if my child reports to me possible bullying and harassment of other students."

Parent Signature: _____ Date: _____

Appendix A
Alvarado ISD
Bullying, Discrimination & Harassment
ORDER TO CEASE AND DESIST FORM

_____, a current AISD Student, is hereby directed to cease and desist all bullying, discrimination, and/or harassment behaviors against a student(s) in the Alvarado Independent School District. ANY action that causes a student to feel threatened, belittled, afraid, ashamed, angry, hurt, or upset in any other way must cease. The academic environment is intended to promote the free exchange of ideas where students can help each other learn, The Student Code of Conduct, however, specifically forbids the use of language that is destructive to the learning environment. Students are prohibited from using menacing or fighting words, profane or obscene language, and any other bullying, discriminating and/or bullying language.

Verbal Aggression:

- Name calling, Mocking or Teasing
- Intimidating phone calls
- Spreading Rumors
- Threats

Intimidation:

- Publically challenging someone to do something
- Stealing a persons' belongings

Emotional:

- Tormenting
- Threatening Gestures
- Intentionally Excluding someone
- Hiding or Taking Things
- Ridicule

Physical Aggression:

- Unwanted Touching, such as hitting, tripping, pinching, etc.

Sexual Inappropriate Behavior:

- Touching
- Dirty Jokes or Sexual Language
- Unwanted Flirting taken to the Extreme

Racial or Religious:

- Derogatory Comments
- Forcing Unwanted Beliefs or Opinions on Someone

Written: Threatening or inappropriate drawings, paintings, notes, electronic post or texts

I acknowledge and I am aware of this order and that I have been told I will face more serious consequences if these actions continue.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

School Representative: _____ Date: _____

Appendix B
 Alvarado ISD
 Bullying, Discrimination & Harassment
STUDENT REPORT FORM

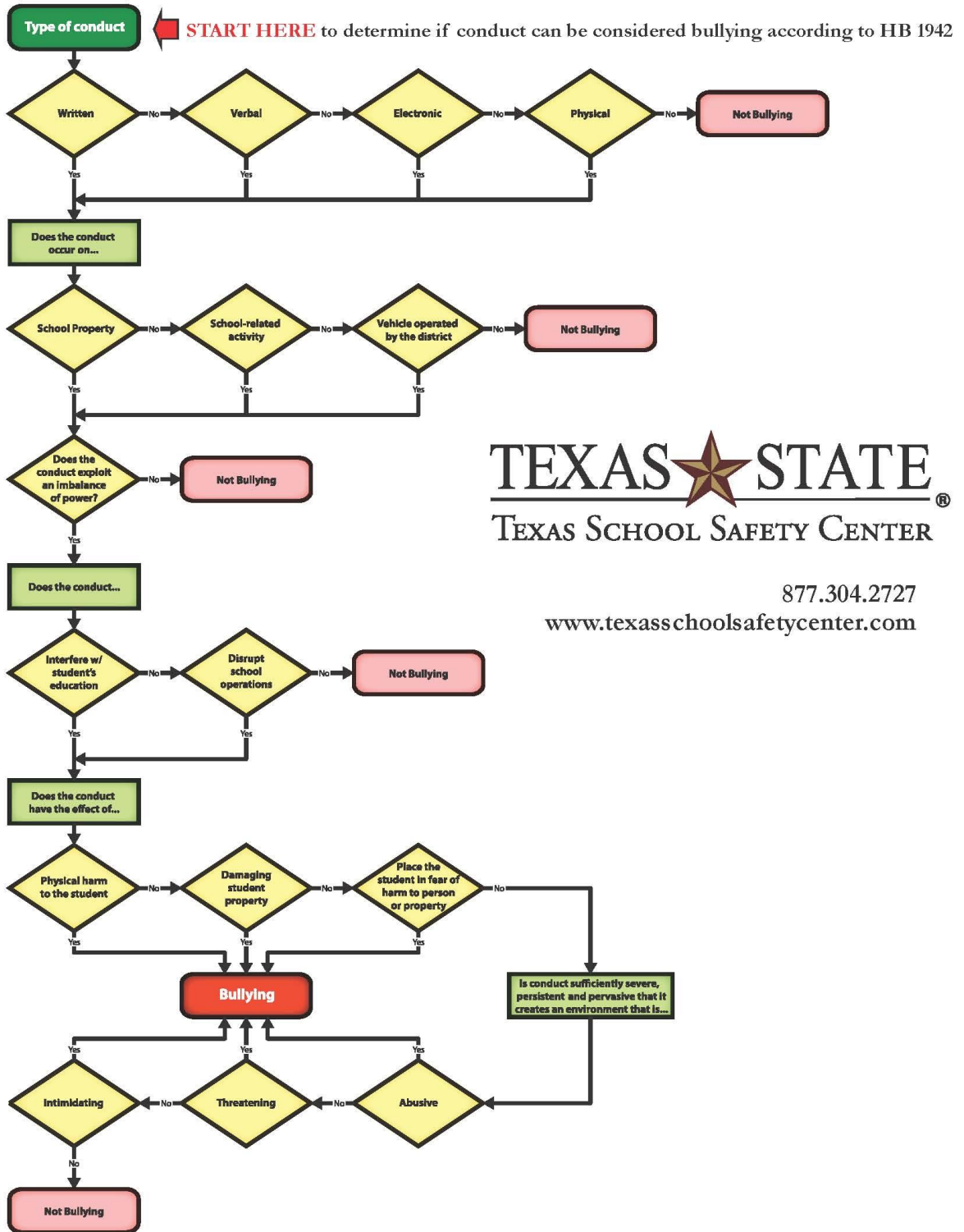
Note to Person Reporting: This form will be confidentially maintained in accordance with the Family Educational Rights and Privacy Act (FERPAP) and will not be shared with anyone except those working to assist in this important matter.

Name of Person Reporting (Complainant):	Grade:
Name of Alleged Victim:	Grade:
Name of Alleged Accused:	Grade:

Date of Incident:	Time:	Location:
-------------------	-------	-----------

What happened?	Describe what happened:
Please tell us if physical force or threats were used?	Please Describe:
What did the alleged victim do?	
Was anyone else involved? If so, who?	
Were there any witnesses? If so, Who?	
Describe what happened immediately before the incident?	
How often has this happened?	
You may attach any documentation to this report as needed.	

Appendix C



TEXAS STATE
 TEXAS SCHOOL SAFETY CENTER[®]

877.304.2727
www.texaschoolsafetycenter.com

Appendix D

**Alvarado ISD Bully, Harassment, or Intimidation
Incident Investigation Report**

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

Name of person investigating alleged incident: _____

Today's date ____/____/____ Campus/department _____

Person Reporting Incident: _____

Telephone ____-____-____ Email _____

Name(s) of person(s) reporting alleged incident(s) *(if not the alleged victim)*:

- Student Student (witness/bystander) Parent/guardians Close adult relative staff member

Date alleged incident(s) was (were) reported: _____

Name(s) of alleged victim(s) *(Note: Student reports may be anonymous; specify if anonymity is requested)*

2. Name(s) of alleged bully(ies)	Age	School (if know)	Is he/she a student?	Action Taken
			<input type="checkbox"/> yes <input type="checkbox"/> No	
			<input type="checkbox"/> yes <input type="checkbox"/> No	
			<input type="checkbox"/> yes <input type="checkbox"/> No	
Total Number of Alleged offenders				

INVESTIGATION

Date(s) and time(s) of alleged incident(s): _____

Where did the alleged incident(s) occur (choose all that apply):

- On school property? At a school-sponsored activity? On a school bus?
 Yes No Yes No Yes No

If on school property list the specific location of alleged incident(s): _____

Is (Are) the alleged incident(s) recurring or first-time incident(s)? _____

Describe the alleged incident(s) as reported *(attach separate sheets if necessary)*: _____

- Any bullying, harassment, or intimidation that involves physical aggression
 Getting another person to hit or harm the student
 Teasing, name-calling, making critical remarks, or threatening, in person or by other means

Appendix E

- Demeaning and making the victim the object of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating (bullying), extorting, or exploiting
- Spreading Harmful rumors or gossip
- Electronic communication (specify) _____
- Other (specify) _____

What actions were taken to investigate this incident? (Choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Interviewed student victim | <input type="checkbox"/> Interviewed student victim's parent/guardian |
| <input type="checkbox"/> Interviewed alleged offender(s) | <input type="checkbox"/> Interviewed alleged offender's parent/guardian |
| <input type="checkbox"/> Interviewed witnesses | <input type="checkbox"/> Examined physical evidence |
| <input type="checkbox"/> Witness statements collected in writing | <input type="checkbox"/> Conducted student record review |
| <input type="checkbox"/> Interviewed school nurse | <input type="checkbox"/> Obtained copy of police report |
| <input type="checkbox"/> Reviewed any medical information available | |
| <input type="checkbox"/> Interviewed teachers and/or school staff | |
| <input type="checkbox"/> Other (specify) _____ | |

Did the alleged incident(s) occur in the presence of a witness or witnesses?

- Yes No

If yes, name(s) of witness or witnesses: _____

[On a separate sheet, for each witness, indicate whether the witness or witnesses named above were interviewed (if not, provide a reason explaining why), the date of the interview, and any applicable findings and/or documentation and attach to this form.]

Do(es) the alleged incident(s) meet the definition of bullying?

- Yes No

Please explain (*attach separate sheets if necessary*): _____

If bullying has been confirmed:

Did the victim(s) use reasonable self-defense? Yes No

If yes, explain: _____

Notification to parents of victim(s):

Parent Name(s): _____ Date Notification Sent: _____

Notification to parents of student(s) who engaged in bullying:

Parent Name(s): _____ Date Notification Sent: _____

Appendix E

[Attach incident report form; statements from the (alleged) victim, (alleged) bully, and witnesses; and a copy of the notifications sent to the parents of the victim(s), the student(s) who engaged in bullying, and any student witnesses.]

Notification of available counseling options to:

- Victim(s) Name: Date:
Student(s) who engaged in bullying Name: Date:
Witness(es): Name: Date:
Name: Date:
Name: Date:

District Action (mark all that apply):

[For each District action selected, specify below the District's plan. For example, if the District's action is corrective, specify the type of training or education program, in accordance with the District's local policy, the District plans to use.]

- None were required, this was a false allegation
None, the incident did not warrant any corrective action
Student conference
Student warning
Letter of apology
Mediation
Counseling
Parent letter
Parent phone call
Parent conference
Detention
Transfer
In-school suspension
Out-of-school suspension
Expulsion

Other (specify)

Date investigation completed:

Date investigation report submitted to Superintendent or designee:

Investigator's Signature (if not the principal):

Date:

Principal's Signature:

Date:

Appendix E

NOTICE TO PARENT OF BULLYING INCIDENT

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

This letter is to notify you that following an investigation in accordance with District policy and procedures, _____ School District has determined that your child has engaged in bullying. The District shall take appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action to address the conduct. District policy prohibits bullying and all bullying incidents are taken seriously. Please see FFI for further information, including information addressing appeal.

The following counseling options are available to assist your child:

- Campus Social Worker
- Campus Counselor
- District Special Education Counselor
- District Licensed Specialist in School Psychology

In addition to the counseling options available above to assist your child, the District has the right to transfer your child in accordance with policies and procedures at FDB.

Principal's signature: _____ Date: _____

Appendix F

NOTICE TO PARENT OF BULLYING INCIDENT

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

This letter is to notify you that following an investigation in accordance with District policy and procedures, Alvarado ISD has determined that your child has been a victim of bullying. For additional information about the incident, please contact the principal at the number below. District policy prohibits bullying and all bullying incidents are taken seriously. Please see FFI for further information, including information addressing appeal.

The following counseling options are available to assist your child:

- Campus Social Worker
- Campus Counselor
- District Special Education Counselor
- District Licensed Specialist in School Psychology

In addition to the counseling options available above to assist your child, you have the right to request that your child be transferred in accordance with policies and procedures at FDB.

Principal's signature: _____ Date: _____

Principal's phone number: _____

Appendix F

NOTICE TO PARENT OF BULLYING INCIDENT

(WITNESS)

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

This letter is to notify you that following an investigation in accordance with District policy and procedures, Alvarado Independent School District has determined that your child witnessed a bullying incident. District policy prohibits bullying and all bullying incidents are taken seriously. Please see FFI for further information, including information addressing appeal.

The following counseling options are available to assist your child:

- Campus Social Worker
- Campus Counselor
- District Special Education Counselor
- District Licensed Specialist in School Psychology

Principal's signature: _____ Date: _____

Alvarado ISD 2024-2025 High Quality Pre-Kindergarten Family Engagement Plan

Alvarado ISD, in accordance with HB 3 High-Quality Pre-Kindergarten guidelines, created a High-Quality Pre-K Family Engagement Plan to promote partnership between our school, families, and community to support the early learning and development of our youngest learners in Pre-K. AISD’s educators are responsible for encouraging and supporting initiatives, activities, and practices that enhance the success of Pre-K scholars’ learning and achievement.

Alvarado ISD Pre-Kindergarten Family Engagement Plan

Components of Pre-K Family Engagement Plan	Evidence of Pre-K Family Engagement (activities, events, practices and details)
<p>1. Facilitate Family-to-Family Support:</p>	<p>Pre-Kindergarten educators will work together to provide parents with opportunities to participate in district and campus initiatives and activities including:</p> <ul style="list-style-type: none"> ● Pre-K and Kindergarten Round Up ● Parent Orientation ● “Meet the Teacher” Night ● Back-to-School Bash ● Classroom/Campus Volunteering Opportunities ● Parent Teacher Conferences ● Pioneer PTA Involvement ● Representation on Alvarado ISD District Site Base Management Team ● Bilingual Parent Representation at Language Proficiency & LPACs ● Parent Square translation feature that allows parents to get notifications/information in their preferred language ● District and Campus Family Events <ul style="list-style-type: none"> ○ Academic Learning Events ○ Book Fairs ○ Parents’ and Grandparents’ Day ○ Indian Reading Friend Day ○ Holiday Parties ○ Field Day ○ End of Year Pre-K Awards Program ○ District Parent Education Events

<p>2. Establish a Network of Community Resources</p>	<p>AISD partners with local service agencies to help provide additional support to Pre-K families:</p> <ul style="list-style-type: none"> ● USDA Summer Feeding Program ● Alvarado Helping Hands for Jesus Food Bank ● Alvarado Lions Club ● Alvarado Santa's Helpers Clothing and Angel Tree ● Johnson County United Way ● Lighthouse Therapy ● Affirming Texas Families ● Summer Reading Program at Alvarado Public Library ● Local Church Backpack Buddies <p>The school nurse and social workers can provide additional resources/referrals to other agencies.</p> <p>Additional academic and social-emotional parent resources offered to parents at SST, 504, ARD or LPAC meetings for scholar and family support.</p> <p>Translation of information via Parent Square.</p> <p>AISD partners with local daycare facilities, local preschools, and other outside agencies that provide services to help meet the diverse needs of our early childhood scholars.</p>
<p>3. Increase Family Participation in Decision-Making</p>	<p>Pre-K families are invited to participate and serve on the following:</p> <ul style="list-style-type: none"> ● Parent Teacher Association (PTA) ● Campus Site Based Management Committee <ul style="list-style-type: none"> ○ Create/Revise Improvement Plans ○ Title I - School/Parent/Scholar Compact ● District Site Based Management Committee ● Language Proficiency Assessment Committee (LPAC) <p>Parents complete the following:</p> <ul style="list-style-type: none"> ● District Family Engagement Survey ● Parent & Volunteer Surveys ● Intake questionnaires at Enrollment ● Parent Square Communication Account ● Skyward Family Access Account

<p>4. Equip Families with Tools to Enhance and Extend Learning</p>	<p>Pre-K families will be encouraged to attend opportunities that enhance and extend learning, use home activities provided by the school that are age and developmentally appropriate, and to assist in preparing scholars for Kindergarten. Tools provided to parents include:</p> <ul style="list-style-type: none"> ● CLI Progress Monitoring Reports three times a year (BOY, MOY, and EOY). ● Parent conferences at the beginning of year, after the first 9 weeks of school and at other times of the year as necessary. ● Parent Information, Flyers, homework packets, and a list of Pre-K and Kindergarten skill expectations. ● Summer Reading Program at Public Library ● Pre-K Round-Up. ● Family Newsletters, School Calendar, Parent Square Notifications, Email, and Facebook. ● Bilingual Summer Learning Opportunities ● Transition tour events for Pre-K scholars and families prior at Pre-K and Kindergarten Round Up.
<p>5. Developing Staff Skills in Evidence-Based Practices that Support Families in Meeting their Children’s Learning Benchmarks.</p>	<p>AISD will provide professional development for Pre-K educators to aid them in:</p> <ul style="list-style-type: none"> ● understanding how to positively communicate with families and support them with strategies to meet the social-emotional and academic needs of their children. <p>Teachers will participate and collaborate together in:</p> <ul style="list-style-type: none"> ● Weekly PLC Meetings ● CLI/CIRCLE Training ● Conscious Discipline refresher opportunities ● 15 hours of child development related professional development annually
<p>6. Evaluate Family Engagement Efforts and Using Results for Continuous Improvement</p>	<p>Family engagement efforts are evaluated annually:</p> <ul style="list-style-type: none"> ● Formal & Informal Evaluations giving parents a voice as a follow-up to training, workshops, meetings and family engagement activities. ● Seek parental input during parent conferences and school activities. ● Survey parents annually on the effectiveness of the Pre-K Program. ● Survey results are used in planning, developing and

	implementing pre-k activities <ul style="list-style-type: none"> ● Pre-K teachers complete self-evaluation annually. ● Review/Revise Family Engagement Plan Annually
--	--

HB 4 – Definitions of Family and Family Engagement:

Family: Adults responsible for the child’s care and children in the child’s life who support the early learning and development of the child.

Family Engagement: The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience, supports the whole child, and is both culturally responsive and linguistically appropriate.

Family Engagement Plan Development Committee Members: Pre-K teachers and paraprofessionals, GES CIT Pre-K representative, PTO Pre-K representative, Pioneer principal & counselor.

Contact Person for Families: Donna Gatlin, principal; Leticia Barrera, bilingual teacher.

Alvarado ISD will use this Family Engagement Plan to promote a shared responsibility to increase and enhance the collaboration of Educators, parents and community members. Efforts will be focused on improving the education of all scholars and helping them become lifelong learners who will be successful in this ever-changing world.



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have received a grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are average for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Students whose data in TX-NGS shows No Other Preschool Support.

The PFS Action Plan template is provided by TEA to assist districts in documenting efforts that are being conducted on behalf of Priority for Service students.

The PFS Action Plan template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the *TMEP Portal*.

Region:	District Number:	Priority for Service (PFS)	Completed By:
11	126-901	Action Plan	Dr. Lori Nunez
District Name:	School Year	Date:	
Alvarado Independent School District	2025-2026	September 4, 2025	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

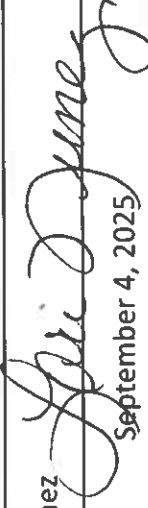
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
LEA Staff Signature Dr. Lori Nunez 	ESC Reviewer Signature
Date September 4, 2025	Date Review Complete

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	126-901	Alvarado Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>Goal 1: By May 2026, 90% of PFS students identified as performing below grade level in reading or math will demonstrate academic growth as measured by district benchmark assessments or STAAR performance.</p> <p>Goal 2: By June 2026, 100% of PFS students and their families will receive at least two direct contacts focused on academic progress, high school graduation, or postsecondary planning, as documented in program records.</p>	<p>Objective 1.1: Within 30 days of enrollment, 100% of PFS students will have an individualized support plan developed in coordination with campus staff, based on academic records, teacher input, and assessment data.</p> <p>Objective 2.1: By May 2026, host a minimum of two-family engagement events specifically targeting PFS families to share strategies for supporting academic success and connecting with available services.</p> <p>Objective 2.2: By April 2026, ensure that 100% of PFS students in grades 8–12 receive a documented graduation plan review and, if needed, referrals to TxCAN, MSIX services, or Out-of-School Youth (OSY) support.</p>

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	126-901	Alvarado Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	By the last working Friday of every month.	ESC TxNGS Specialist	<ul style="list-style-type: none"> PFS reports from NGS uploaded to LEA OneDrive Folders
Additional Activities	Aug 13 – Sept 15	LEA MEP Contact	The plan will be reviewed and signed by an ESC MEP staff member
Additional Activities			
<ul style="list-style-type: none"> The district will review each PFS student's grade progress report, attendance and discipline report. 	Quarterly	Migrant Coordinator	Copy of Reports

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	126-901	Alvarado Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	August – July	LEA MEP contact ESC MEP contact	<ul style="list-style-type: none"> MEP Update TX-NGS Monthly Report Project Smart Data (as applicable)
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	August- July	LEA MEP contact	<ul style="list-style-type: none"> Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	2 times per semester	LEA MEP contact ESC MEP contact (as needed)	<ul style="list-style-type: none"> Priority for Students Progress Review Form Attendance Records Contact Log
Additional Activities			
<ul style="list-style-type: none"> MEP staff will meet with elementary and migrant counselors at the end of every six week period to make sure PFS students are on track for promotion to the next grade level. MEP staff will meet with High School counselors at the end of every six week period to make sure PFS students are on track for graduation 	August- July	LEA MEP contact and assigned counselor	PFS Progress Review Forms, Sign in Sheets

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	126-901	Alvarado Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. 	August-July	LEA MEP contact	<ul style="list-style-type: none"> PFS Student Report Participation in MEP Activities Project Smart Participation Report
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August-July	LEA MEP Contact ESC MEP Contact	<ul style="list-style-type: none"> PFS Progress Review Form LEA PFS Action Plan
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August-July	LEA MEP Contact	PFS student review forms Communications Log
Additional Activities			
<ul style="list-style-type: none"> The Migrant Coordinator will collaborate with the campus to provide additional instructional support as needed for PFS students such as, but not limited to: <ul style="list-style-type: none"> Tutoring Summer School Interventions and Activities School Supplies 	August-July	Migrant Coordinator and Campus Contact	<ul style="list-style-type: none"> Activity log School Supply Distribution Form Sign in Sheets