

Northwest Independent School District



2026-2027 District Improvement Plan

Board Approval Date:
September 28, 2026

Value Statement

Northwest ISD Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.
Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

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Comprehensive Needs Assessment

Demographics

Summary

Northwest Independent School District has a vision of empowering learners and leaders to positively impact the world. Home to more than 33,400 students across 38 campuses, the district provides premier educational services and opportunities to families in the northwest corridor of the Dallas-Fort Worth metroplex. Just weeks into the new school year, student enrollment is already exceeding the October projection.

Over the past several years, the district's rapid growth trajectory has leveled; however, the district continues to experience enrollment growth. For example, the 2022 demographic projection indicated that the district would reach 44,203 students by the 2030-31 school year, while current projections now indicate 35,591 students by that same year. Zonda, the district's demographer, provides low-, mid-, and high-range forecasts. With enrollment projections directly impacting staffing, facilities, budgeting, and state funding, Northwest ISD is taking a conservative approach in regard to enrollment forecasts.

Northwest ISD's growth is unique in that there are large developments underway across the district. Zonda expects NISD will experience a 0.7-2% annual growth rate for the foreseeable future, with student enrollment reaching approximately 37,200 in ten years.

Ten-Year Enrollment Forecast – Spring 2026 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2021/22	27,583	2,200	8.7%
2022/23	29,248	1,665	6.0%
2023/24	30,801	1,553	5.3%
2024/25	32,022	1,221	4.0%
2025/26	32,839	817	2.6%
2026/27	33,249	410	1.2%
2027/28	33,901	652	2.0%
2028/29	34,509	608	1.8%
2029/30	35,089	580	1.7%
2030/31	35,591	502	1.4%
2031/32	35,839	248	0.7%
2032/33	36,156	317	0.9%
2033/34	36,537	382	1.1%
2034/35	36,907	369	1.0%
2035/36	37,274	367	1.0%

Managing that growth thoughtfully remains an important part of our work. This year, we welcomed students to two new traditional campuses - Floyd Barksdale Middle School in Northlake and Dr. Leigh Anne Romer Elementary School in Haslet. Thanks to the community's support of bond referendums, these new schools provide additional capacity while giving students and staff modern learning environments designed to support their success. We also opened the Dr. David Hicks Early Childhood Center, a new concept for the district featuring hands-on learning experiences and enrichment opportunities. Designed with our youngest learners in mind, it is the first of the planned early childhood centers.

With leveling enrollment and increasing educational competition, the district made the decision to open enrollment to students living outside boundary lines. The Limited Open Enrollment (LOE) program welcomed 108 students - 81 elementary and 27 secondary - at campuses with available capacity. Enrollment caps preserve space for students who may move into the attendance boundary. LOE provides an additional tool to address changing enrollment patterns, maximize existing capacity, and support long-term campus viability.

Student Demographics

Our students come to us from a wide array of backgrounds, experiences, ethnicities, and beliefs. As our student population increases, the diversity of our students and families also continues to change.

Enrollment by Ethnicity	% Enrollment
Amer. Indian/Alaskan	0.45%
Asian	8.99%
Black/African American	14.05%
Hispanic/Latino	25.76%
White	45.32%
Hawaiian/Pac Island	0.24%
Two or More	5.18%
EcoDis	20.50%
SPED	19.98%
GT	10.50%
At Risk	45.48%
ESL	10.70%
Bilingual	1.47%
Homeless	0.307%

[Data Source: Fall 2025 PEIMS Data Collection]

NISD students speak more than 76 different languages, with English, Spanish, Nepali, French, and Telugu being the most common. The district provides ongoing staffing, program, and curriculum supports to help with the unique communication and academic needs of all students.

While not unique to Northwest ISD, the district has experienced increases in the percentage of students requiring specialized educational services. The disproportionate increase in the percentage of students needing specialized services to the percentage increase in student enrollment has placed a growing strain on our education system, staffing, and district budget. Monitoring and addressing these escalating needs while managing budget constraints and staffing needs will continue to be a challenge.

Additionally, we continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. Significant efforts are critical to identifying areas of needs and closing learning gaps in each identified student group to ensure that every student achieves at high levels.

As we continue to grow and add new schools, our continuously changing demographics are contributing factors to the challenges we see in our academic data. Our schools continuously strive to quickly identify new and returning students' strengths and areas of focus. This requires teacher expertise, dedicated time, and efficient resources designed to recognize each child's needs.

Staff Demographics

As the student population grows, so does our staff to meet the growing need. Northwest ISD has more than 4,000 full-time employees.

Race	Number	Total	Percent of Staff
Asian	74.6	3,595.1	2%
Black	147.6	3,595.1	4%
Hawaiian/Pac Island	1	3,595.1	0%
Hispanic	498.5	3,595.1	14%
Am Indian/ Alaskan Native	9	3,595.1	0%
2 or More Races	44.2	3,595.1	1%
White	2,821.10	3,595.1	78%

[Data Source: Fall 2025 PEIMS Data Collection]

The passage of the VATRE enabled the district to restore some fine arts positions, reduce the student-teacher ratio at certain grade levels, and maintain current programs. The continued enrollment growth, opening of new campuses, natural staff attrition, and increase in student-teacher ratios creates an ongoing need to hire additional employees.

Northwest ISD experienced a number of campus leadership transitions due to retirements, promotions, and the opening of new campuses. As principals and assistant principals assume new or expanded roles, we recognize the continued investment in their professional growth and leadership development is essential to supporting successful campuses and strong student outcomes. The district must also continue to intentionally identify and develop aspiring leaders to build and ensure a high-quality pool of future campus leaders.

Attracting and hiring high-quality candidates remains essential to maintaining strong programs and providing high-quality learning experiences for all students. As experienced employees transition to new roles, retire, or leave the teaching profession, the district must maintain a strong pipeline of teachers, campus leaders, and other employees to meet future staffing needs. The district has an opportunity to invest in and develop current employees who are already familiar with Northwest ISD and our culture, creating a strong internal and external pipeline of future teachers and leaders.

As Northwest ISD continues to recruit and retain high-quality employees in an increasingly competitive environment, maintaining equitable and competitive compensation and benefits remains important. The district must continue to evaluate its compensation structures across employee groups, improve processes, and assess benefits and other resources provided to employees. Ongoing evaluation of the district's total compensation package can help better ensure that investments align with employee needs while supporting the district's ability to attract, value, and retain a high-quality workforce at all levels.

Strengths

- Positive community and parent support.
- Effective communications with the community of growth needs.
- Effective and ongoing process for stakeholders to evaluate and plan for the physical and programming needs of the district.
- Timely and efficient enrollment projections are maintained.
- Increase in student enrollment provides a positive increase in district revenue per current school finance structure.
- Long Term growth potential - approximately 6,400 lots already have groundwork underway, providing a strong pipeline for future residential and student growth.
- Diverse housing options - development includes a broad range of lot sizes and price points, supporting a variety of family demographics.
- NISD ranks #1 among DFW school districts for annual new-home closings, with 2,854 annual closings.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ As the school choice landscape evolves, proactively evaluating student and family interest, emerging learning models, and district capacity will help determine whether virtual learning would be a beneficial addition for personalized learning and future enrollment needs in NISD.	The expansion of school choice and growing availability of virtual schools is increasing competition for student enrollment across Texas. Exploring virtual learning now allows the district to make informed decisions before potential student interest, enrollment opportunities, and funding shift to other educational options.
2★ Student behavior needs continue to vary across campuses and student groups. While NISD's implementation of the tiered behavior framework, Emergent Tree, is well underway, continued implementation and additional training is needed to ensure all staff who interact with students have common expectations and tools to effectively respond to student behavior and maintain the learning environment.	Northwest ISD's continued growth and diverse student population bring varying behavioral needs and experiences to campuses. A consistent, tiered approach to behavior support, combined with staff capacity to implement those supports effectively, is necessary to establish districtwide standards that promote positive student outcomes.

★ = Priority

Student Learning

Summary

NISD is known for holding high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district.

LITERACY

Early Literacy was measured on mCLASS at the beginning of the year, middle of the year, and end of year. Based on this data, NISD students in K-3rd grade consistently outperformed their peers across the state and the nation on mClass at the beginning of the year, middle of the year, and end of the year assessments.

2025-2026 mCLASS			
Grade	BOY On Benchmark or Above Level	MOY On Benchmark or Above Level	EOY On Benchmark or Above Level
K	57%	66%	76%
K TX	46%	51%	67%
K Nat.	36%	51%	67%
1st	63%	66%	76%
1st TX	52%	50%	67%
1st Nat.	52%	53%	68%
2nd	63%	64%	68%
2nd TX	54%	52%	63%
2nd Nat.	56%	56%	63%
3rd	62%	59%	62%
3rd Nat.	57%	56%	59%
There is no comparison data at this time for 3rd grade.			

Literacy in other grade levels was measured by MAP throughout the year. End of year MAP assessment data demonstrated that students in grades 3-8 performed in the top third to top quarter in the national achievement percentile. Data also revealed that NISD students increased overall performance in grades 3-8 when compared to 2025 end of the year MAP assessment.

MAP ELA National Achievement Percentile		
Grade Level	2025 End of Year	2026 End of Year
3 rd	65%	73%
4 th	67%	74%
5 th	62%	74%
6 th	55%	67%
7 th	57%	70%
8 th	52%	65%

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At the end of the year, NISD students outperformed the region and state in English-Language Arts on STAAR/EOC:

ELA	% Approaehes			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District
3rd	74	75	78	51	52	56	25	25	29
4th	76	78	81	53	54	58	24	24	27
5th	79	79	83	58	58	65	34	34	40
6th	72	73	76	54	54	59	29	30	32
7th	77	77	84	54	54	65	31	21	39
8th	83	83	89	59	59	68	32	32	39
Eng I	71	71	83	55	56	69	13	13	20
Eng II	72	72	82	60	59	72	9	8	14

MATH:

End of year MAP assessment data demonstrated that students in grades 3-7 performed in the top quarter in the national achievement percentile in Math. Data also revealed that NISD students increased overall performance in grades 3-7 when compared to 2025 end of the year MAP assessment.

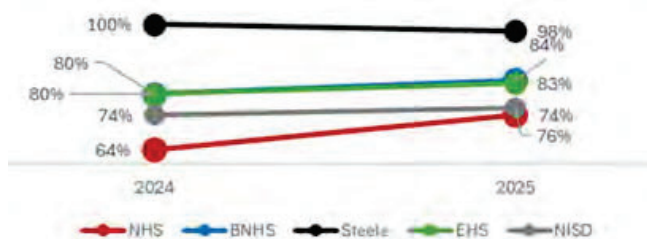
Math National Achievement Percentile		
Grade Level	2025 End of Year	2026 End of Year
3 rd	71%	76%
4 th	70%	82%
5 th	66%	82%
56 th	75%	80%
7 th	71%	75%

At the end of the year, NISD students outperformed the region and state in Math as measured by STAAR, except for 4th grade, as well as 6th grade at the Masters level.

Math	% Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District
3rd	67	68	68	44	45	46	22	22	22
4th	68	68	66	49	48	47	25	24	22
5th	74	74	76	47	56	49	20	19	20
6th	73	73	77	39	39	41	15	15	12
7th	48	49	55	29	30	37	9	9	15
8th	73	72	78	47	46	48	16	14	14
Alg I	82	80	84	54	51	58	30	28	32

COLLEGE, CAREER & MILITARY READINESS:

All 3 comprehensive high schools increased the percent of students that graduated as College, Career/Military Ready, with Northwest High School increasing by 12 percentage points, thus closing the gap significantly when comparing to the other high schools.



Strengths

During the 2026-27 school year, the following accomplishments were observed:

- Students outperformed their peers at the region, state, and national level in most all grade levels in reading and math performance as shown above. However, a decrease in performance was observed in many grade levels, especially in math. This will be a focus for the 26-27 school year.
- An increase of 109% in TSI testing was observed this year with a total of 7,405 TSI exams administered.
- 7,663 certifications were attained district-wide with 3,024 TEA Recognized Industry-Based Certifications, resulting in an increase of over 500 certifications from the 2024-2025 school year. Practicum & work-based learning course enrollment increased by 22% this year. Students with an internship placement increased by 64 students from 822 students in 2024-2025 to 886 students placed in 2025-2026.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ While Northwest ISD students demonstrate strong literacy skills overall, gaps in literacy proficiency remain across student groups and campuses. Students need consistent, high-quality literacy instruction and support to strengthen their ability to understand, analyze, and communicate through increasingly complex texts.	Northwest ISD's continued growth and increasingly diverse student population bring students to the district with a wide range of literacy skills, experiences, and instructional needs. Ensuring consistent implementation of literacy practices, aligned instructional expectations, and effective collaboration is essential to addressing these differences and accelerating student growth.
2★ While Northwest ISD students continue to demonstrate success across content areas, gaps in academic achievement and growth remain among campuses and student groups. Consistent implementation of high-quality, standards-aligned instruction, effective collaborative practices, and timely use of student data are necessary to ensure all students achieve individualized academic goals.	Northwest ISD serves a growing and increasingly diverse student population with varying academic experiences and needs. Ensuring consistent implementation of adopted curriculum, strengthening instructional practices, and developing aligned systems for collaboration and monitoring student progress are necessary to address differences in student performance and accelerate academic growth.
3★ NISD provides students with a wide range of college, career, military, and life readiness opportunities; however, gaps remain in student awareness, preparation, participation, and completion of CCMR pathways. Consistent monitoring, communication, and personalized support are needed to ensure all students have access to and are prepared for opportunities aligned with their individual goals.	Northwest ISD serves a large and diverse student population across numerous communities and campuses, making consistent communication, monitoring, and access to CCMR opportunities challenging. Differences in student interests, readiness levels, and awareness of available pathways can contribute to gaps in participation, preparation, and completion.

★ = Priority

District Processes & Programs

Summary

Instructional Programs

NISD has extensive curricular programs for all students, coupled with strong professional learning supported by the Curriculum and Instruction Department. Beginning in kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the NISD Student Support Services Department and the College and Career Readiness Department provide a variety of resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, NISD has support systems in place for students with gaps in their learning. A wide range of support systems are provided to students, that may include:

- Full Day Pre-K
- Dyslexia support
- ELL support
- MTSS student plans
- Accelerated Instruction
- Credit recovery programs

This year marks the opening of the Dr. David Hicks Early Childhood Center, the district's first school dedicated exclusively to pre-kindergarten. The center expands the district's capacity to serve its growing pre-K population while providing a specialized, play-based learning environment designed around the developmental needs of young children. By concentrating pre-K services in a purpose-built facility, NISD can offer a different model for early learning and provide staff the benefit of daycare services, while continuing pre-K opportunities available at elementary campuses across the district.

In addition, NISD offers systems for students that are performing ahead of their peers such as/but not limited to:

- CBE opportunities
- Dual Credit College opportunities
- Internships
- Math acceleration (by grade level)
- Gifted and Talented support
- Open enrollment in Pre-AP and AP course

Northwest ISD provides students with a wide range of opportunities to graduate College, Career and Military Ready (CCMR), including Advanced Placement, dual credit, OnRamps, Early College, Career and Technical Education (CTE), and industry-based certifications. Students receive support in exploring and planning for their futures, including helping students have a better understanding of military career pathways. These opportunities allow students to earn college credit, industry-recognized credentials, and real-world experiences while still in high school. Partnerships with local businesses and industry leaders further extend these opportunities by providing students with real-world experiences, workplace exposure, internships, and career-readiness skills.

For a complete listing of NISD Instructional Programs please see the district website: <https://www.nisdtx.org/departments/academics>.

Behavior Support Framework

In Northwest ISD and across the state, schools have experienced significant increases in student behavior challenges. This behavior not only disrupts the learning environment but also places additional strain on our teachers, administrators, and support staff, worsening existing concerns about staff morale.

In response to the marked increase in student behavior, Northwest ISD has implemented a Behavior Support Framework, in partnership with Emergent Tree, as part of a comprehensive strategy to improve classroom management and reduce learning disruptions. Now in its fourth year, this research-based, systemic approach provides our teachers with aligned tools, skills, and vocabulary to address classroom behaviors effectively. By integrating the Emergent Tree strategies with existing tools, we hope to

build upon the positive efforts campuses already have in place to create a culture of consistency that supports both staff and students. Currently, Tier 1 behavior supports are evident at all schools through the Behavior Support Framework, Tier 2 supports for students needing additional behavior support are evident across our elementary schools and are a focus at the secondary level this year. Tier 3 supports through the Special Education Department are evident at all of our schools with SEAC classrooms to provide effective supports for Special Education students with behavioral challenges. This year, Tier 3 supports in General Education are being piloted at five elementary schools. In addition, training for support personnel such as paraprofessionals and special education bus drivers will be provided so they are better equipped to support the students they serve.

Staff Support: Curriculum, Professional Development, and Support

While Northwest ISD recognizes teachers create magic in their classrooms through the art of teaching, NISD also takes great pride in providing a unified, well-developed curriculum. The quality of the prepared curriculum provides all teachers with a solid foundation and helps ensure continuity across the district.

Professional Development that meets the needs of our teachers is crucial to student success. From Engage to Welcome Home, Northwest ISD offers multiple opportunities for teachers and staff to receive additional training and hone their personal skills and talents, while continuously exploring researched-based instructional strategies that support our aligned and rigorous curriculum. NISD continues to offer training that meets the needs of the individual teacher by providing a diverse range of PD opportunities and often allowing personal choice. In an effort to further improve the professional development experience, teachers routinely provide feedback on professional learning experiences and future learning needs. This feedback is used to improve the structure and design of district training,

Based on feedback from principals and staff, Northwest ISD has taken great efforts to put intentional support systems in place to aid teachers in the classroom. Highlights of these systems of support include welcoming our new teachers with our mentor programs, strengthening the level of teaching through instructional coaches, and improving classroom behavior and disruption through our behavioral interventionists.

As we implement a new math curriculum in K-12 this year, support will be provided to teachers and administrators. High-quality, aligned implementation of this new curriculum is a top priority.

Communications

Northwest ISD maintains a robust set of communication methods to proactively inform and correspond with families, staff, and community members regarding district news and events. ParentSquare continues to serve as the district's primary direct communication tool at all levels, including teacher-, school- and district-level communication with families, with the tool receiving positive feedback. District-level communications methods include community and staff newsletters, social media channels, website postings, photo and video updates, and media engagement. Campuses also send regular newsletters and manage social media channels. The streamlined communications tool assists in managing a multitude of messages and keeping various messages organized and easy to locate.

Fast-Growth Planning

Thanks to the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district, Northwest ISD continues to experience enrollment growth that is anticipated to last more than 20 years. The increase in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Northwest ISD relies upon quarterly demographic reports, prepared by Zonda. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment.

Northwest ISD voters approved all three propositions of the May 2023 bond election. This approval funded \$1.995 billion worth of projects and positions NISD to adequately prepare for future growth as the projects are expected to accommodate an additional 8,400 students. As NISD monitors the growth district-wide, the district will continue to utilize proper planning as the new schools, facilities, and additions are planned and scheduled.

Financial Planning: Rebuilding Support Where it Matters Most

The passage of the November 2025 VATRE provided NISD with additional local funding to address staffing and program needs. As shared with the community the additional funding targets student-teacher ratios, restores targeted fine arts positions, as well as

maintaining current programs, staff compensation, and restoring custodial services. The 2026-27 school year began with the decreased student-teacher ratios for second, third, and fourth grades and secondary schools. With the community's support this additional funding provides greater flexibility to maintain programs, retain staff, and respond to changing student and staff needs.

Technology

Technology continues to play an important role in Northwest ISD's instructional and operational systems, providing opportunities to enhance learning, streamline processes, and support safe, efficient schools. This year the district is implementing revised technology safeguards developed with input from students, staff, and families. These will include grade-level expectations for device use, expanded content restrictions, and greater parent visibility through Lightspeed. The district continues to explore responsible uses of emerging technologies, including AI, while providing guidance and training for staff and students. Throughout the year, the technology team also works alongside campuses and departments to improve workflows, reduce administrative burdens, strengthen cybersecurity and maintain safe, reliable technology systems and infrastructure. Visit <https://screentime.nisdtx.org/> to view the safeguards and the survey feedback.

Strengths

- Northwest ISD has a strong and viable curriculum that is aligned across schools and grade levels. District and campus staff work together to continuously monitor and adjust professional learning needs to enhance instruction across the district. Structures and processes are in place to support and adapt to the needs of our teachers so they are equipped to meet the needs of our students.
- Northwest ISD developed and implemented revised technology safeguards, informed by feedback from students, staff and families, to strengthen safe, responsible, and age-appropriate technology use across the district.
- Continuous support for teacher mentors took place throughout the year, so that mentors could best support teachers.
- Northwest ISD continues to provide the proper planning strategies that allow the district to keep up with the growing communities within the district.
- Our campuses and other facilities maintain a safe and secure environment, and our staff and students are prepared to respond to events that may occur.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1★ The nation and state are experiencing teacher and labor shortages, a challenge felt by all campuses but especially those trying to bridge gaps in areas of high need. Creating intentional pathways for individuals interested in becoming educators and targeting hiring practices could expand the district's future candidate pool and strengthen access to high-quality staff.	The educator workforce pipeline continues to face challenges, while competition for qualified employees remains high. Quality staff are critical in supporting student and campus success. NISD has an opportunity to develop internal talent while also more intentionally guiding campuses in best practices to help address areas of high need.
2★ Recruiting and retaining qualified transportation employees and bus drivers continues to be challenging, creating the need for a stronger and more sustainable pipeline of transportation staff to support reliable district operations.	Transportation positions face competition from other industries and employers for qualified employees.
3★ Northwest ISD recognizes that employees need meaningful support, professional learning, resources, and efficient processes to be successful in their roles. As district needs continue to evolve, opportunities remain to strengthen systems that equip staff, reduce unnecessary workload, and ensure employees have the support needed to serve students effectively.	Northwest ISD's continued growth has created evolving needs across campuses and departments. Differences in roles, responsibilities, campus needs, and available support require ongoing evaluation and refinement of professional learning, communication, resources, and processes to ensure staff have what they need to be successful.
4★ Northwest ISD seeks to provide equitable and competitive total compensation that recognizes the contributions of employees across roles while supporting the district's ability to recruit and retain a highly effective workforce.	For years, NISD's rapid growth and budget limitations strained the district's systems and structures. An ongoing review of compensation and benefits is necessary to maintain a competitive and equitable total compensation package.

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Northwest ISD has an established advertising program that provides opportunities for local businesses to engage with district families and the community. The opening of the new stadiums and arenas creates an opportunity to refine and expand these opportunities to maximize the visibility of district facilities and strengthen business partnerships while providing an additional revenue stream.

The opening of new stadiums and competition arenas creates additional high-visibility opportunities for businesses to connect with NISD families and the broader community.

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Northwest ISD's growing geographic footprint, facilities, and operational complexity require accurate, accessible, and integrated information to support effective emergency response, communication, and district operations.

District growth and the continued development of facilities and campuses have increased the volume and complexity of information needed to support emergency response and operational decision-making. Existing systems and documentation must continue to evolve to provide accurate, centralized, and readily accessible information.

★ = Priority

Perceptions

Summary

Northwest ISD's Strategic Goals and Priorities

The vision of Northwest Independent School District is to empower learners and leaders to positively impact the world. Our beliefs, vision, mission, goals, and priorities are the foundation of our work and are embraced throughout the district. The district's core belief of putting kids first resonates throughout Northwest ISD and is recognized by parents and staff alike.



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Our Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. NISD PRIORITIES: Literacy 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards. Academic Progress 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas. College, Career, Military & Life Readiness 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.	Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. NISD PRIORITIES: Recruit 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff. Value 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community. Retain 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.	Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members. NISD PRIORITIES: Engagement 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities. Culture 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued. Safety 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Public Perception

Northwest ISD continues to maintain a solid reputation and is known for the wide range of opportunities available to students. Staff, programs, and services continue to be held in high regard, and the district's continued growth is a testament to the dedication of educators, the quality of learning opportunities, and the supportive communities we

serve. However, the educational landscape is increasingly competitive as families have more choices for their children, making it important for NISD to be intentional about maintaining the quality of the experience families receive and communicating the value and opportunities available within the district.

Parental Involvement and Engagement

Parental engagement and involvement remain a cornerstone of student success in Northwest ISD. Research consistently shows that strong family-school partnerships positively influence student behavior, academic performance, and social-emotional development. The district maintains many efforts to engage parents, seeks input and participation through various committees, and district leadership meets directly with PTA members from across the district through Superintendent Roundtable meetings.

The district's growth, wide geographic spread, and varied communities create additional challenges in building and maintaining strong parent engagement, as well as keeping families informed. Families often enter our schools with diverse experiences and varying expectations of school interactions. Ensuring our families feel connected, informed, and supported is essential to fostering a sense of belonging and shared responsibility for student success. Providing tools and resources for our families to in order to strengthen our home-school connection will be a focus this year.

Building a Positive School Climate

Building a positive school climate is a shared responsibility. As Northwest ISD continues to grow, establishing clear, consistent expectations for respectful interactions among students, staff and families is increasingly important. NISD's Code of Civility establishes a shared framework for parental rights and respectful communication and conduct. It is now incorporated into the student enrollment process, ensuring families receive these expectations as they begin their relationship with the district.

Student behavior continues to be one of the top concerns expressed during Staff Listening Sessions, and staff have also identified challenges in some parent-school interactions. NISD continues to strengthen its approach to student behavior through Emergent Tree, providing campuses with a common framework, expectations, and tiered supports to address behavioral needs. Continued implementation of Emergent Tree and communication of the Code of Civility will help reinforce shared expectations and support positive, respectful relationships across the NISD community.

Safe and Structured Environment - Systems

Northwest ISD is dedicated to providing a safe environment for students, faculty, staff, and visitors. Safety and Security has implemented a purpose-built application designed to serve as a single source of data collection and management for the Safety and Security Department's actions, activities, and responses. The application centralizes critical operational functions, including dispatch management, incident and report management, personnel management, accountability, response coordination, and mapping.

The application also captures, manages, and tabulates statistical data, providing leadership with a centralized and accurate view of departmental activity, response, and performance. As implementation continues, the system will expand to become the single source of truth for Safety and Security operations and emergency response, reducing reliance on disconnected systems, manual documentation, and decentralized information.

The application is designed to be scalable and adaptable, allowing Safety and Security to expand its capabilities as the district continues to grow. This provides a sustainable technology platform that can support the increasing volume, complexity, and operational demands associated with new campuses, facilities, personnel, and district-wide safety and security functions.

Staff Perceptions

In recent years, teacher morale has been an increasing concern in the education industry. When teachers experience low morale, it can lead to decreased job satisfaction, burnout, and eventually higher teacher turnover rates. Moreover, the teaching profession may become less attractive to potential candidates, further exacerbating teacher shortages.

Improving teacher engagement and morale is essential for the health of the education system in Northwest ISD. When

teachers are engaged in their work, they are more likely to be motivated, innovative, and resilient. Engaged teachers create a positive classroom environment, foster better student-teacher relationships, and ultimately enhance learning outcomes. Providing opportunities for professional development, giving teachers a voice in decision-making processes, and recognizing their achievements are all important steps.

Feedback from Listening Sessions and direct sources often express concerns regarding staff compensation, especially considering the cost of inflation and the increasing demands of the job. The need to address all staff compensation is a common theme. Staff, particularly teachers, sometimes share that their workload is increasing along with some frustration over data entry systems. Increases in student behavior issues, classroom disruptions, the impact of unfunded mandates, and more adds to frustrations.

Staff Listening Sessions

Annual Staff Listening Sessions continue to be a powerful and valued feedback tool, providing district leaders with direct insight into staff experiences, needs, and ideas. A number of NISD's identified opportunities for positive improvement comes directly from these conversations, helping inform actionable changes to support staff well-being, streamline processes, and address areas such as student behavior. The continued Listening Sessions reinforce NISD's commitment to listening, responding and ensuring staff feel valued and supported.

Strengths

- Northwest ISD is a well-renowned school district, known for student opportunities and educational excellence.
- Students, parents, community members, teachers, staff, and representatives of local government and industry are all important district stakeholders.
- Strong community partnerships and volunteer engagement.
- NISD staff feel supported by professional development and growth opportunities, with opportunities for choice sessions.
- Annual Staff Listening Sessions provide a powerful, valued avenue for employee feedback and directly inform many of the district's continuous improvement efforts.
- Established a districtwide Code of Civility that sets shared expectations for respectful and productive interactions and parental rights. Successfully incorporated these into the student enrollment process, reinforcing a culture of respect from the beginning of each family's relationship with NISD.
- NISD students in grades 3-12 completed a locally constructed School Climate & Bullying Survey. The Wellness Ambassadors are a part of the campus committee that evaluates the data from their School Climate & Bullying Survey.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Northwest ISD is committed to retaining highly effective employees by ensuring staff feel valued, supported, connected, and empowered to grow. Continued opportunities exist to better understand employee needs and strengthen the systems, relationships, and resources that contribute to employee satisfaction and retention.	Employees' decisions to remain with an organization are influenced by multiple factors, including relationships, workload, well-being, professional growth, recognition, compensation, and the quality of organizational support. As employee needs and expectations evolve, NISD must intentionally gather feedback and strengthen systems that support a positive employee experience.
2★ NISD serves a large and diverse community, and stakeholders have varying levels of awareness of district programs, resources, opportunities, and ways to provide feedback. Strengthening communication and engagement systems is necessary to ensure families and community members have timely, accessible information and meaningful opportunities to participate in the educational experience.	NISD's geographic size, continued growth, and diverse communities create challenges in consistently reaching and engaging all stakeholders. As district programs, resources, and expectations continue to evolve, communication must be intentional, accessible, and responsive to the varying needs and preferences of families and community members.
3★ NISD students and families benefit from meaningful connections with businesses and local partners; however, opportunities remain to expand career learning, service, and leadership experiences that connect students and provide meaningful real-world experiences.	Northwest ISD is located within a growing and economically diverse region with numerous businesses, organizations, and community partners. Likewise, student enrollment continues to grow with increasing diversity and individual needs.
4★ Northwest ISD recognizes that every interaction with a student, family, staff member, or community member shapes their experience and perception of the district. While many positive experiences occur every day, opportunities remain to create a more consistent, exceptional experience across all campuses and departments.	While NISD is proud of the positive experiences provided across the district, excellence requires continuous improvement. Differences in roles, responsibilities, processes, and individual approaches can result in varying stakeholder experiences, creating an opportunity to establish shared expectations and systems that elevate customer service.

5
★

Families play an important role in supporting student safety and wellbeing. While Northwest ISD has established safety procedures and resources, opportunities remain to strengthen family awareness and understanding of these protocols and the actions taken during an emergency.

Northwest ISD's size, continued growth, and diverse community create an ongoing need to consistently communicate and reinforce safety procedures, resources, and expectations so families are prepared to respond appropriately during emergency situations.

★ = Priority



Goals

Goal 1 Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1

Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1

Increase overall student literacy proficiency by systematically expanding academic vocabulary knowledge, strengthening students' ability to comprehend, analyze, and engage with increasingly complex texts across all content areas.

Strategy's Expected Result/Impact: Increased student literacy proficiency and reading comprehension; improved academic vocabulary and ability to access, analyze, and apply increasingly complex texts across content areas.

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Executive Director for Teaching & Learning

Problem Statements: Student Learning 1

Strategy 2

Implement a systematic, districtwide approach to explicit revising and editing instruction that integrates language conventions daily into authentic reading and writing contexts, supported by targeted professional development and progress monitoring.

Strategy's Expected Result/Impact: Increased student literacy proficiency through written performance.

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Executive Director for Teaching and Learning

Problem Statements: Student Learning 1

Strategy 3

Enhance instructional leadership capacity in principals to provide support, feedback, and resources for teachers that enables them to strengthen students' ability to make meaning out of complex texts.

Strategy's Expected Result/Impact: Strong Tier One instruction and increased student literacy proficiency and reading comprehension.

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Executive Directors for Elementary and Secondary Education

Problem Statements: Student Learning 1

Strategy 4

Strengthen alignment and collaboration between classroom teachers, special education teachers, interventionists, and instructional coaches to ensure strong systems are in place to address the needs of all student groups.

Strategy's Expected Result/Impact: Increased student literacy proficiency across all student groups.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for Special Education, Student Services, and Teaching and Learning

Problem Statements: Student Learning 1

Performance Objective 2

Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1

Increase student performance in mathematics by providing high levels of support, ongoing professional learning, and collaboration for our principals as they work diligently to ensure aligned and effective implementation of the adopted mathematics curriculum.

Strategy's Expected Result/Impact: Increased student performance in mathematics across all grade levels.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for Teaching and Learning; Executive Directors in Elementary and Secondary Education

Problem Statements: Student Learning 2

Strategy 2

Ensure high-level instruction with aligned implementation of the adopted mathematics curriculum by providing ongoing professional learning, coaching, and instructional support for all math teachers.

Strategy's Expected Result/Impact: Increase in math achievement with strong implementation of new math curriculum.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for Teaching and Learning

Problem Statements: Student Learning 2

Strategy 3

Increase student achievement in all content areas and elevate instructional quality by strengthening Professional Learning Community leadership through a shared vision, common language, and planning protocols to ensure aligned instructional practices that meet both rigorous academic standards and individualized student goals.

Strategy's Expected Result/Impact: Improved student achievement in all content areas through strong collaboration in PLCs.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for Teaching and Learning; Executive Directors for Elementary and Secondary Education

Problem Statements: Student Learning 2

Strategy 4

Improve student achievement and growth in all content areas by developing aligned processes to monitor student progress and support all student groups to close academic achievement gaps so that all campuses improve their accountability rating by at least one letter grade.

Strategy's Expected Result/Impact: Improved student achievement and academic growth, reduced achievement gaps among student groups, more consistent progress monitoring across campuses, increased accountability ratings.

Staff Responsible for Monitoring: Assistant Superintendent for C&I

Problem Statements: Student Learning 2

Strategy 5

Closely monitor implementation of Campus Improvement Plans, including all Local Improvement Plan components for designated schools, to ensure ongoing progress is being made across all campuses through Quarterly Checks with follow-up action steps if progress is not made.

Strategy's Expected Result/Impact: Effective implementation of all Campus and Local Improvement Plans.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for Elementary and Secondary Education.

Problem Statements: Student Learning 2

Performance Objective 3

College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1

Increase CCMR readiness on every secondary campus by strengthening processes for monitoring CCMR data and enhancing quarterly communication touchpoints with principals, teachers, parents, and students.

Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for CCR

Problem Statements: Student Learning 3

Strategy 2

Increase the percentage of students meeting TSI college readiness indicators by strengthening student preparation and personalized support systems to improve student success.

Strategy's Expected Result/Impact: Increase in the % of students who meet TSI readiness.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for CCR

Problem Statements: Student Learning 3

Strategy 3

Develop a comprehensive military career awareness initiative that provides students with exposure to military career pathways.

Strategy's Expected Result/Impact: Increase in awareness of military careers in high school students.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for CCR

Problem Statements: Student Learning 3

Strategy 4

Identify barriers to program retention and recruitment in order to increase CTE complete status in all programs of study through a needs-assessment for each CTE program.

Strategy's Expected Result/Impact: Increase in CTE complete status across the district.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for CCR

Problem Statements: Student Learning 3

Strategy 5

Explore and consider virtual school opportunities by examining current trends, student and family interest, and district data to determine potential options for expanding flexible learning opportunities for Northwest ISD.

Strategy's Expected Result/Impact: Deeper understanding of virtual school opportunities and needs of the district.

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Chief Technology Officer

Problem Statements: Demographics 1

Goal 2

Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1

Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1

Develop a Grow Our Own Educator framework to create a sustainable pathway for individuals who are interested in becoming a certified educator.

Strategy's Expected Result/Impact: Completed Grow Our Own Educator framework, increased access to certification pathways, stronger recruitment of future educators.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Problem Statements: District Processes & Programs 1

Strategy 2

Develop and implement a recruitment strategy specifically to recruit transportation employees and driver trainees.

Strategy's Expected Result/Impact: Increased transportation applicant pool, increased number of driver trainees, improved hiring and onboarding efficiency.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Problem Statements: District Processes & Programs 2

Strategy 3

Support campus success and accountability outcomes by providing targeted recruitment and hiring support that increases access to high-quality candidates in areas of high need.

Strategy's Expected Result/Impact: Improved recruitment outcomes, strengthened campus staffing, increased support for campus success and accountability outcomes.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Problem Statements: District Processes & Programs 1

Performance Objective 2

Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to

Strategy 1

Review and develop a digital process and compensation plan for Extra Duty pay that will allow the district to use Red Rover for extra duty timekeeping and pay.

Strategy's Expected Result/Impact: Streamlined extra-duty timekeeping and compensation processes, increased accuracy and transparency of extra-duty pay.

Staff Responsible for Monitoring: Chief Financial Officer

Problem Statements: District Processes & Programs 3

Strategy 2

Continue to refine the total compensation plan to ensure equity across pay grades, especially with regards to hourly employees.

Strategy's Expected Result/Impact: Increased pay equity across classifications and pay grades, improved compensation consistency for hourly employees, increased transparency and competitiveness of total compensation.

Staff Responsible for Monitoring: Chief Financial Officer

Problem Statements: District Processes & Programs 4

Strategy 3

Provide additional district-provided benefits that are available to all employees and dependents living in their homes. Monitor usage to ensure best use of funds while continuing to look at other benefit options.

Strategy's Expected Result/Impact: Increased employee access to valuable benefits, strengthened total compensation package.

Staff Responsible for Monitoring: Chief Financial Officer

Problem Statements: District Processes & Programs 4

Strategy 4

Engage principals in ongoing, collaborative professional learning processes focused on improving instructional leadership and student outcomes.

Strategy's Expected Result/Impact: Strengthening of instructional leadership capacity of campus leaders and increase in student achievement.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors of Elementary and Secondary Education

Problem Statements: District Processes & Programs 3

Strategy 5

Develop a feedback process throughout the implementation of the adopted mathematics curriculum in order to use teacher insights to inform professional learning, resources, and instructional support.

Strategy's Expected Result/Impact: Strong implementation of new math curriculum and increase in student performance in mathematics.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for Teaching and Learning

Problem Statements: District Processes & Programs 3

Strategy 6

Provide ongoing professional learning opportunities for centralized support staff to strengthen support provided to teachers and staff across all campuses in order to meet the needs of all students.

Strategy's Expected Result/Impact: Strengthened support for staff across all campuses and increase in student achievement.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for Teaching and Learning, Special Education, and Student Services

Problem Statements: District Processes & Programs 3

Strategy 7

Continuously seek ways to provide efficient processes that value the workload of staff across all campuses.

Strategy's Expected Result/Impact: Improved workflow processes to lessen the workload of staff.

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Chief Technology Officer

Problem Statements: District Processes & Programs 3

Performance Objective 3

Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1

Strengthen employee retention by implementing proactive strategies that identify the factors influencing employees' decisions to remain with the district through the use of stay interviews.

Strategy's Expected Result/Impact: Increased employee retention, greater insight into factors influencing employee decisions.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Problem Statements: Perceptions 1

Strategy 2

Develop and implement a districtwide employee wellness plan.

Strategy's Expected Result/Impact: Improved employee well-being and engagement, increased access to wellness resources.

Staff Responsible for Monitoring: Chief Financial Officer, Assistant Superintendent for Human Resources, Exec. Dir. of Athletics

Problem Statements: Perceptions 1

Strategy 3

Provide top-notch customer service from all district departments to teachers and staff members to ensure ongoing support.

Strategy's Expected Result/Impact: Improved employee support and satisfaction, more consistent service across departments.

Staff Responsible for Monitoring: Cabinet

Problem Statements: Perceptions 1

Strategy 4

Provide and enhance a wide array of purposeful and differentiated professional growth opportunities for teachers and staff members to foster a sense of value and fulfillment.

Strategy's Expected Result/Impact: Enhanced professional learning opportunities for all staff.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director the Teaching and Learning

Problem Statements: Perceptions 1

Goal 3

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1

Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1

Implement a districtwide marketing campaign that highlights areas of importance as recommended by district families and community members.

Strategy's Expected Result/Impact: The district marketing campaign will result in increased awareness of district opportunities and strengths.

Staff Responsible for Monitoring: Exec. Dir. of Communications

Problem Statements: Perceptions 2

Strategy 2

Conduct biennial Family Survey to provide parents and guardians with opportunities for feedback regarding continuous school and district improvement.

Strategy's Expected Result/Impact: Completion of Family Survey will result in updated data regarding community perceptions of Northwest ISD and its schools.

Staff Responsible for Monitoring: Exec. Dir. of Communications

Problem Statements: Perceptions 2

Strategy 3

Provide families with additional information about parental tools and involvement opportunities with feedback components to gauge each tools' effectiveness and potential for improvement.

Strategy's Expected Result/Impact: Increased family awareness and use of parental tools and involvement opportunities, with family feedback informing ongoing improvements.

Staff Responsible for Monitoring: Exec. Dir. of Communications; Chief Technology Officer

Problem Statements: Perceptions 2

Strategy 4

Provide tools and resources for school leaders to share with families to strengthen the school-home partnership.

Strategy's Expected Result/Impact: Enhanced partnership between school and parents.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for Student Services

Problem Statements: Perceptions 2

Strategy 5

Strengthen business partnership opportunities for students, as well as service and leadership opportunities within our communities.

Strategy's Expected Result/Impact: Increased opportunities for students to gain valuable workforce and leadership experiences.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Director for CCR

Problem Statements: Perceptions 3

Performance Objective 2

Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1

Provide high-quality customer service to all stakeholders to ensure all voices are heard and valued.

Strategy's Expected Result/Impact: Increased stakeholder satisfaction and trust, more consistent customer service experiences.

Staff Responsible for Monitoring: Cabinet

Problem Statements: Perceptions 4

Strategy 2

Establish and maintain strong advisory committees and community partnerships to engage parents and community stakeholders in providing valuable feedback and engagement opportunities.

Strategy's Expected Result/Impact: Enhanced opportunities for stakeholders to engage with the district and provide valuable feedback.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for CCR and Special Education

Problem Statements: Perceptions 3

Strategy 3

Update the district's advertising program and opportunities with the opening of new stadiums

and competition arenas to provide more opportunities for local businesses to engage district families.

Strategy's Expected Result/Impact: The district advertising program overhaul will result in additional opportunities for local businesses to engage Northwest ISD families and grow community connections.

Staff Responsible for Monitoring: Exec. Dir. of Communications; Exec. Dir. of Athletics

Problem Statements: District Processes & Programs 5

Performance Objective 3

Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1

Full implementation of Tier 1 Behavior Framework supports across all campuses, with clearly communicated Tier 1 Campus Operating Procedures; continue work on implementing Tier 2 Behavior Framework supports across all campuses; continue work on implementing Tier 3 Solid Roots Behavior supports for students receiving special education support for behavior; and begin piloting Tier 3 Behavior Framework supports for other students needing additional behavior support at some elementary campuses.

Strategy's Expected Result/Impact: Improved student behavior across all types of learners.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for Elementary and Secondary Education, Student Services, Special Education, and Teaching and Learning

Problem Statements: Demographics 2

Strategy 2

Provide professional learning and support for teachers, administrators, paraprofessionals, and transportation staff on student behavior needs and effective ways to respond to and support students.

Strategy's Expected Result/Impact: Strong support for students with behavioral needs across all settings.

Staff Responsible for Monitoring: Assistant Superintendent for C&I; Executive Directors for Student Services and Special Education

Problem Statements: Demographics 2

Strategy 3

Inform families of Northwest ISD's Standard Response Protocol, or SRP, through a communications campaign including written and visual messages, to increase awareness of actions taken in emergency events.

Strategy's Expected Result/Impact: Promotion of the district's Standard Response Protocol will result in increased awareness of safety initiatives and procedures.

Staff Responsible for Monitoring: Exec. Dir. of Communications, Chief of Facilities, Exec. Dir of Safety & Security

Problem Statements: Perceptions 5

Strategy 4

Implement a Records Management System and Computer-Aided Dispatch, including the development of a comprehensive 360deg districtwide mapping documentation.

Strategy's Expected Result/Impact: Enhance districtwide records management to ensure accurate, timely, and accessible situational information while implementing a comprehensive 360deg districtwide mapping document.

Staff Responsible for Monitoring: Chief of Facilities, Exec. Dir of Safety & Security

Problem Statements: District Processes & Programs 6 - Perceptions 5



Addendums

District Improvement Plan Requirements

The detailed strategies of the 2026-2027 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the usual scope of school operations.

Requirements	NISD Action
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	• Literacy and Math Lab courses provide students with additional intervention time. Teachers of these classes have additional professional development to meet these students' needs, set goals, and progress monitor to best identify the needs and next steps for students struggling. • Courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses support these students' language needs.
2. Evidence-based practices that address the needs of students for special programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)]	Student Services a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided, and parents can access information at https://mindwise.org/parents/. Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed, including areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.

	c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught to report, including how to use the district's anonymous tip line in reporting undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 Each campus has a committee to address bullying by focusing on prevention efforts and health and wellness initiatives. Campus Safe and Supportive School Teams conduct threat assessments utilizing Sentinel and the processes within. d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia receive training in MTA (Multisensory Teaching Approach) and Reading by Design with continued job-embedded support throughout the year to provide additional professional learning for teachers. e. High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as: ● NISD's online Edgenuity program ● Board approved correspondence courses (Texas Tech K-12 or UT K-12) ● Texas Virtual School Network (TXVSN) ● Credit by exams (Texas Tech K-12 or UT K-12) ● Summer school High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons: ● Excessive academic struggles
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	• Returning from DAEP/probation/parole • Returning from inpatient/outpatient facility • Behavioral risk factors including drugs/alcohol • Conflict resolution/anger management • Qualifies for McKinney-Vento • In the custody or care of DFPS • Follow-up care for suicidal ideation, suicidal attempt, or self-harm Intervention counselors provide further opportunities for individual counseling, group counseling, or peer support programs. NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.
3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	NISD uses technology with an emphasis on intentional use, instructional purpose, and student responsibility. Each student has access to a district-issued Chromebook or, in some CTE programs, a Windows laptop. Specialized technology and assistive devices are provided based on individual student needs and accommodations. • Canvas serves as the district learning management system for grades 6–12 and is used to provide students consistent access to digital instructional resources and learning activities. • District digital tools and resources are reviewed for alignment with curriculum, instructional goals, student needs, privacy and security requirements, and appropriate use of technology. • The district continues to strengthen safeguards around student technology use, including access to games, video, messaging, generative AI, and other tools that may distract from instruction. This is shared with the community through screentime.nisdtx.org. • Responsible and age-appropriate use of artificial intelligence is incorporated into district planning, staff learning, and the

	development of student expectations. That is communicated to stakeholders through ai.nisdtx.org. Teachers and staff receive ongoing support and training through the following: • Face-to-face new hire orientation that focuses on district-wide operations tools needed for immediate use. • Online Canvas course that focuses on job specific training and responsive to their existing knowledge base. • Campus-based support may include targeted professional development, coaching, co-teaching, model teaching, and classroom support. • Staff receive ongoing communication about approved digital tools, changes to district systems, responsible technology use, cybersecurity, and emerging technologies such as artificial intelligence. • Professional learning and support are adjusted throughout the year based on system data, instructional priorities, campus needs, and staff feedback.
4. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy]	• NISD staff are required to complete annual trauma-informed care & grief training See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA.
5. Staff development for professional staff of the district [TEC 11.252(3)(F)]	• NISD offers a “Welcome Home” conference for all new to NISD teachers. This allows us to provide differing pathways to new to NISD teachers depending on experience. • Provide ESL Supplement Test Prep support for teachers to be successful taking the ESL Certification test. • Provide New Teacher Academy during the school year to provide new teachers with ongoing job-embedded support throughout the year. • Teacher Support Specialists are meeting with new teachers to offer support and guidance throughout the school year.

	● Provide District PLCs and curriculum previews throughout the school year to support teachers with upcoming curricular units. ● Staff have the opportunity to complete the Professional Learning Surveys to gather feedback and improve PD. ● The staff development plan is discussed with DEIC and presented to the NISD Board of Trustees annually.
6. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	Actions: ● Cross train STEM Science and Math content teachers in PLTW core training. ● Ensure all Math and Science CTE teachers have completed TEA Math & Science + CTE Integration Courses. ● Ensure all CTE educators have access to industry-standard, relevant and ongoing professional development opportunities and training. ● All students grades 8-12 will have completed a career interest survey. ● All 8th grade students will complete professional communications and receive career education and research support in these courses. ● All district communication concerning programs of studies is made available to the public. ● All programs of studies are aligned to postsecondary opportunities and workforce expectations. ● All students in grades 7-12 have access to Career and Technical education. ● Students are provided opportunities to earn dual credit in CTE programs of study. ● All students in grades 8-12 will have access to career education resources through Naviance that includes educational requirements, salary, connected careers, and career-related activities.
7. Accelerated education [TEC 11.252(c)(3)(H)]	Accelerated education - ● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. ● Support for students accelerating across

	school levels (i.e., elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.
8. Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)] and [TEC 33.005]	NISD counselors implement a comprehensive counseling program as described in the Texas Model for Comprehensive School Counseling Programs that includes the four components: ● Guidance curriculum ● Responsive services ● Individual planning ● System support
9. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	● The Board adopted the TASB Model for SCOC. ● Staff training is provided for Behavior MTSS, including the development of a campus Behavior Support System at each campus. ● Board Policies and the SCOC guide staff on responses to inappropriate student conduct. ● Discipline responses to student conduct are consistent with state and federal law and the SCOC. ● Transition plans are put in place for students returning from DAEP or JJAEP. ● Counselors and the Title IX Coordinator support staff and students as needed.
10. Dating violence [TEC 37.0831]	The Title IX Coordinator supports students involved in dating violence. NISD staff are trained in recognizing and responding to dating violence: ● Statistics and information ● NISD local policy, harassment ● Definition and examples ● Reporting procedures ● Safety planning NISD students (parent opt-in required) are trained in recognizing and responding to dating violence: ● Healthy relationships vs.

	• unhealthy relationships • Examples of abuse • Requesting help NISD administrators utilize supportive measures, a stay-away agreement, and disciplinary consequences for students, when necessary.
11. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student, and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]	• NISD provides training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: - Factors indicating a child is at risk for sexual abuse or other maltreatment - Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment - Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional - Techniques for reducing a child's risk of sexual abuse or other maltreatment - Community organizations that have relevant existing research-based programs that can provide training or other education for school district or open-enrollment charter school staff members, students, and parents • NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish. • NISD provides anti-victimization programming for elementary students through Alliance for Children's, P.S. It's My Body. (Requires parent opt-in.) • Elementary parents receive a letter regarding the P.S. It's My Body Program with resources on the district website. • ALL parents have access to the following Child/Sexual Abuse resources on the district website: - Statistics - Prevention techniques - Warning signs of possible sexual abuse - Myths about child sexual abuse - How to respond to an outcry of abuse - Child/sexual abuse resources

	● NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help. (Requires parent opt-in.) ● Employees are provided training in sex trafficking. Parents may also opt-in for their secondary children to receive lessons in this area. ● See Addendum - Northwest ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.
12. Strategies for recruiting highly effective teachers	HR ● University and professional job fairs. ● Host District job fairs and interview fairs. ● Leverage online platforms and social media to advertise educator profession. ● Competitive salaries and insurance benefits. ● Almost Home student teacher program. ● Grow Our Home Program CCR: ● Strategically seek applicants who meet current requirements for dual credit through Tarrant County College. ● Advertise career opportunities with Career and Technical Teacher organizations, i.e., VATAT, CTAT, ACTE, etc. ● Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.
13. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about a. higher education admissions and financial aid opportunities b. the TEXAS grant program and the Teach for Texas grant program c. the need for students to make informed curriculum choices to be prepared for success beyond high school d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)] e. policy addressing sexual abuse and	● All 8th grade students take a year-long course to explore college and career pathways, including CTE, advanced academics and creating their 4-year plan. ● All secondary students are provided with information, assistance, and advisement concerning FASFA. ● As required by the State of Texas, graduating students must complete and submit the FAFSA or the applicable opt-out form. Students and families are provided information and support to understand and complete this graduation requirement.

other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]; and f. trauma-informed care policy [TEC 11.252(a)(10)] and [TEC 38.036] g. duties of peace officers, school resource officers, and security officers [TEC 37.081]	● Graduating students must also satisfy the state Direct Admissions graduation requirement by participating in Direct Admissions through MyTexasFuture or completing the applicable opt-out process. Students and families are provided information and support for creating and using a MyTexasFuture account, completing the Direct Admissions process, and understanding available college admission opportunities. ● Students and families are also provided information about Texas Free College Application Week and assistance in taking advantage of eligible application fee waivers and application opportunities during the designated week. ● All K-12 students have access to Naviance for age-appropriate college and career exploration, planning, and postsecondary preparation. ● College and Career Facilitators are available at all comprehensive high school campuses to assist students with college, career, and military readiness planning and the pursuit of postsecondary opportunities. ● High school counselors meet one-on-one with students annually with additional classroom guidance and senior meetings. ● See item 11 above for information provided students, parents, and staff regarding maltreatment of children and sexual abuse. ● See item 4 above for information regarding trauma-informed care. ● NISD contracts with local entities to provide school resource officers. ● See Addendum - Northwest ISD Board Policy CKE (Legal), CKEA (Legal), CKEB (Legal), CKEC (Legal), and CKEC (Local).
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14. Freedom from bullying policy and procedures	● NISD students and staff are trained in bullying and cyber-bullying: preventing, identifying, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use various reporting methods, including the district’s anonymous tip line reporting system to report undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 ● The district implemented TEA’s minimum standards for bullying prevention. ● See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)
15. Evaluation of planning policies, procedures, and staff development	● NISD’s District Education Improvement Council reviews and approves the district’s staff development and professional learning plan every year. ● The Professional Learning District Effectiveness Report is annually presented to the Board of Trustees, sharing professional development opportunities offered and outcomes.
16. State Compensatory Education Program	● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include MTSS strategies, coordination with general education instruction, accelerated instruction, homebound services, and summer school opportunities. ● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, At-risk teachers, MTSS interventionists, truancy intervention counselors, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists.

17. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]	● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last day of academic school year as required by the Texas Education Agency. ● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, childcare assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. ● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.
18. Migrant Student Recruitment & Identification and Service Plan As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].	● Work with Region XI to identify migrant students. ● Progress monitor migrant students monthly.
Title 1, Part A	● District level parental involvement activities, training and support through Parents As Teachers program. ● Additional staff provided to Title 1 campuses (CIT, intervention specialists, behavior interventionists). ● Parenting education. ● Services to homeless students
Title I, Part C	● Work with Region XI if support for Migrant students is needed.

Title II	● New teacher induction program ● Professional development and training for instructional leaders ● ESL certification reimbursement ● Private non-profit school partnership ● New Teacher Coordinator positions ● Private non-profit school partnerships
Title III	● ESL/Bilingual Instructional coaches ● Bilingual Parents As Teachers & Newcomers staff ● Parent liaison ● Adult ESL Classes ● Summer language programs
Title IV	● Provide resources for classroom management ● Enrichment summer camps for FRL

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)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received 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	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document 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	TX-061911	Action Plan		Mallory Jones
District Name:		School Year	Date:	
Northwest ISD		2026-2027	9/22/26	

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 determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: September 25th, 2026.

LEA Assurance		ESC 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 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	 Mallory Jones (Sep 22, 2026 14:06:19 CDT)	ESC Reviewer Signature
Date	09/22/2026	Date Review Complete
		09/23/2026

School Year:	<u>2026-2027</u>	PFS Action Plan
Region:	District Number:	District Name:
<u>11</u>	TX-061911	Northwest ISD

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):
Academic Support: Provide targeted tutoring and supplemental instruction to help migratory students meet state academic standards and close any educational gaps.	Objective 1: Implement targeted summer tutoring (Project Smart) for Priority for Service students
Progress Monitoring: Continuously monitor the academic progress and educational needs of PFS migratory students to ensure appropriate support is provided based on identified needs.	Objective 2: Provide access early learning for students 3-5 years of age through Pre-K or ABB services
	Goal: Continuous Progress Monitoring
	Objective 1: Utilize universal screener data at the beginning, middle, and end of the year to monitor the academic progress of PFS students and identify students requiring additional academic support.
	Objective 2: Review universal screener results and other available data points to determine the effectiveness of interventions and adjust supports based on identified student needs.

School Year:	<u>2026-2027</u>	PFS Action Plan
Region:	District Number:	District Name:
<u>11</u>	TX-061911	Northwest ISD

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.			
▪ 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.	September-June on or before the 30th day of the month Prior to September 30th	ESC Region 11 MEP / TX-NGS Data Specialist LEA MEP Contact	TX-NGS PFS Report Plan Reviewed and signed by both LEA and ESC Region 11 MEP Staff
Additional Activities			
▪ Monthly MEP Reviews: Compile current student data and progress on our NISD Migrant Tracking Roster	Monthly	Lilia Vasquez Mallory Jones	Migrant Roster PFS Student Progress Report District Tracking Roster

School Year:	<u>2026-2027</u>	PFS Action Plan
Region:	District Number:	District Name:
<u>11</u>	TX-061911	Northwest ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
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.	September-June	LEA MEP Contact or other appropriate district staff and/or ESC Region 11 MEP	TX-NGS Report
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	September-June	LEA MEP Contact or other appropriate district staff	Family Contact Log
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.	Once per semester or as needed	LEA MEP Contact or other appropriate district staff or ESC Region 11 MEP	Family Contact Log Student Progress Review Form
Additional Activities			
Campus Communication & Collaboration: Communicate data updates with campus administrators & counselors for our Migrant students. Ensure appropriate supports are in place, as needed, to respond to monthly progress tracking.	Monthly	Lilia Vasquez Mallory Jones	Migrant Roster PFS Student Progress Report District Tracking Roster

School Year:	<u>2026-2027</u>	PFS Action Plan
Region:	District Number:	District Name:
<u>11</u>	TX-061911	Northwest ISD

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.			
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.	September-May	LEA MEP Contact and/or ESC Region 11 MEP	TX-NGS PFS Report Participation of MEP Activities Log Project SMART Participation Log
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.	Year-Round September-August	LEA MEP Contact and/or ESC Region 11 MEP	TX-NGS PFS Report Supplemental Student Count Family Contact Log Project SMART Participation Log
The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September-May	LEA MEP Contact and/or ESC Region 11 MEP	TX-NGS Reports Local Needs Assessment District Survey
Additional Activities			
Review PFS student data during beginning-, middle-, and end-of-year universal screener windows to identify needs and provide priority access to appropriate MEP instructional and support services.	September - May	LEA MEP	PFS Student Report

Northwest: NEW Updated PFS Action Plan 2026-2027

Final Audit Report

2026-09-23

Created:	2026-09-22
By:	Griselda Antu (gantu@esc11.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAr3wCLEWz6_jg-CAN__Wg7VFJQbqKI-0J

"Northwest: NEW Updated PFS Action Plan 2026-2027" History

-  Document created by Griselda Antu (gantu@esc11.net)
2026-09-22 - 6:32:07 PM GMT- IP address: 151.186.160.68
-  Document emailed to Lilia Vasquez (lilia.vasquez@nisdtx.org) for signature
2026-09-22 - 6:35:10 PM GMT
-  Email viewed by Lilia Vasquez (lilia.vasquez@nisdtx.org)
2026-09-22 - 6:35:15 PM GMT- IP address: 185.66.136.93
-  Document signing delegated to Mallory Jones (mallory.jones@nisdtx.org) by Lilia Vasquez (lilia.vasquez@nisdtx.org)
2026-09-22 - 6:40:58 PM GMT- IP address: 198.183.252.185
-  Document emailed to Mallory Jones (mallory.jones@nisdtx.org) for signature
2026-09-22 - 6:40:59 PM GMT
-  Email viewed by Mallory Jones (mallory.jones@nisdtx.org)
2026-09-22 - 6:41:03 PM GMT- IP address: 119.13.211.172
-  Document e-signed by Mallory Jones (mallory.jones@nisdtx.org)
Signature Date: 2026-09-22 - 7:06:22 PM GMT - Time Source: server- IP address: 198.183.252.186 - Signature Appearance Selected: DRAW
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2026-09-22 - 7:06:23 PM GMT
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2026-09-23 - 2:13:43 PM GMT- IP address: 104.47.73.126

 Document e-signed by Nydia Salinas (nsalinas@esc11.net)

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BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LOCAL)

**Public Information
Coordinator**

After Election or
Appointment

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

**Reporting
Continuing
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

**pen eeting Act
raining**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act raining**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act [PIA]). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the PIA. The attorney general may require a board member to complete the course of training if the attorney general determines that the district has failed to comply with a requirement of the PIA. *Gov't Code 552.012(b), (b-1), (c)* [See GBAA regarding public information coordinator training.]

**E Re uired
raining**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for school board development [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. All board trainings and continuing education under 19 Administrative Code 61.1 shall comply with state law. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (j)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(f)*

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

An education service center (ESC) board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(g)*

Annually, the SBOE shall commend those local board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend local board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG], or any other tool approved by the commissioner.

19 TAC 61.1(l), (m)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(i)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(k); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board, including its oversight relationship to administrators, as outlined in the framework for school board development. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for school board development and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider, below, and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for school board development. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least 10 hours of continuing education in fulfillment of assessed needs.

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 103.1401 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates inter-

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active activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above]. The registration process shall include documentation of the provider's training and/or expertise in the activities and areas covered in the framework for governance leadership. An updated registration shall be required of a provider of continuing education every three years.

A district that provides continuing education exclusively for its own board members is not required to register.

19 TAC 61.1(c)

[See 19 Administrative Code 61.1(c) for information about registration requirements for providers.]

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*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(e).

A school district or individual may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(e)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

**Prohibition on
Political Advocacy**

A provider of training may not engage in political advocacy during the training sessions under 19 Administrative Code 61.1. For purposes of this prohibition, "political advocacy" means supporting or opposing political candidates, a particular party, or a group of candidates who hold a particular political viewpoint or position, specifically or by unmistakable implication, with the intent to influence the outcome of an election or appointment, and/or supporting or opposing any measure with the intent to influence the outcome of a legislative, rulemaking, or other policy process or measure. Political advocacy shall not include discussions on fostering legislative relationships, legislative or rulemaking processes, or legislative or policy updates. *19 TAC 61.1(d)*

Note: For cybersecurity training requirements, see CQB(LEGAL). For artificial intelligence training requirements, see CQD(LEGAL).

Team Building

The superintendent's participation in team building sessions as part of the board's continuing education [see BBD] shall represent one component of the superintendent's ongoing professional development. *19 TAC 61.1(b)(4)(G)*

Identifying and Reporting Abuse

An individual who holds a superintendent certificate that is renewed on or after January 1, 2021, must complete at least 2.5 hours of training every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children, in accordance with Education Code 21.054(h). For purposes of this provision, "other maltreatment" has the meaning assigned by Human Resources Code 42.002. *19 TAC 232.11(g)(2); Education Code 21.054(h)*

PLANNING AND DECISION-MAKING PROCESS

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**Planning and
Decision Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirement**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

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Required Plan

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

**Shared Services
Arrangement for
DAEP Services**

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

**District
Improvement Plan**

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a) [See AIA]*

**Availability to
TEA**

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

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make the plan available to TEA on request. *Education Code 11.252(b)*

*Required
Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Evidence-based practices that address the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
 - f. Staff development for professional staff of a district.

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- g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
- 4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
 - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - c. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
- 6. Staff responsible for ensuring the accomplishment of each strategy.
- 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
- 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
- 9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
- 10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law
Enforcement
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.0 1(d)(1)* [See CKE]

Discipline
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.0 3(a)* [See FNC]

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Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0 31</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0 32(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i> Each campus improvement plan must: 1. Assess the academic achievement for each student in the school using the achievement indicator system. 2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A. 3. Identify how the campus goals will be met for each student. 4. Determine the resources needed to implement the plan. 5. Identify staff needed to implement the plan. 6. Set timelines for reaching the goals. 7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement. 8. Include goals and methods for violence prevention and intervention on campus. 9. Provide for a program to encourage parental involvement at the campus.

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10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

PLANNING AND DECISION-MAKING PROCESS

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The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. Input shall be gathered from the District-level committee, and the Superintendent or designee shall inform the Board of the planning process. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data is gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

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**Armed Security
Officer Required**

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer;
3. A commissioned peace officer employed as security personnel under Education Code 37.081;
4. A reserve deputy sheriff appointed under Local Government Code 85.004 who is a peace officer as described by Code of Criminal Procedure 2A.001;
5. A reserve police officer appointed under Education Code 37.0816 who is a peace officer as described by Code of Criminal Procedure 2A.001 [see CKEA]; or
6. An honorably retired peace officer, as that term is defined by Government Code 614.121, who has:
 - a. Kept their commission as a peace officer in active status; and
 - b. Fulfilled all applicable requirements under Occupations Code 1701.351 (continuing education), 1701.3525 (active shooter response training), and 1701.357 (weapons proficiency).

**Good Cause
Exception**

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

Expiration

A good cause exception claimed by the board expires on the first anniversary of the date the exception is claimed.

Renewal

On the expiration of the exception, the board must reevaluate whether the board is able to comply with this requirement and, if not, renew the claim for an exception and the alternative standard.

**Alternative
Standard**

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or

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2. A school district employee or a person with whom the district contracts who carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A) and who either:
 - a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; or
 - b. Not later than the 90th day after the date on which the employee or person begins duties as a security officer, completes training deemed appropriate by the district, in consultation with the district's police department, or, if the district does not have a police department, a local law enforcement agency, in:
 - (1) Active shooter response, which must be provided by an instructor certified by the Advanced Law Enforcement Rapid Response Training Center at Texas State University — San Marcos;
 - (2) School safety and emergency management;
 - (3) Crisis intervention;
 - (4) Incident command;
 - (5) First aid administration;
 - (6) Mental health; and
 - (7) Qualifications relating to the carrying or use of a firearm.

Documentation

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

Education Code 37.0 14

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To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

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2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and
3. Commission peace officers.

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ or contract with, as applicable, the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.0 1(a), (a-1); 37 TAC 35.141

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.0 1(d), (d-1), (d-4)

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<i>Prohibited duties</i>	A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel: 1. Routine student discipline or school administrative tasks; or 2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel. This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to: 1. The assigned duties of the officer or security personnel; or 2. An incident involving student behavior or law enforcement. <i>Education Code 37.0 1(d-2), (d-3)</i>
Refusal or Removal from District Property	A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. <i>Education Code 37.105(a); 19 TAC 103.1207 [See GKA]</i>
Active Shooter Response Training	A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period. A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263. A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training. <i>Education Code 37.0 12</i>
School-Based Law Enforcement Proficiency	School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. <i>37 TAC 21 .3(d)(5); ccu ations Code 1701.263(b)</i>
Officer Providing Volunteer Security Services	A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may: 1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

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2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

Occupations Code 1702.333(d)

**Immunity from
liability**

“Retired peace officer” has the meaning assigned by Occupations Code 1701.3161.

“Security personnel” includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.07

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. 2 TAC 110.10

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**Authorized
Firearm**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited).
Att. Gen. . GA-1051 (2014)

**Role of Persons
Carrying a Firearm**

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

Education Code 37.0 9

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(LOCAL)

**School Resource
Officer**

To implement the District's comprehensive safety programs, the District has entered into a memorandum of understanding (MOU) with each local law enforcement agency that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

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

Authority and Duties

A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU, a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
8. Carry out all other duties in accordance with the MOU.

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(LOCAL)

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.

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

Contracted security officer

To assist with implementing the District's comprehensive safety programs, the District has entered into an agreement with a security services contractor for security officers in accordance with law. Contracted security officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

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

Authorization

Pursuant to its authority under state law, the Board may authorize contracted security officers to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each contracted security officer shall have immunities as provided by law.

Each specifically authorized contracted security officer shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved officer. The written authorization shall specify the District premises and other property where the contracted security officer is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific contracted security officer's authorization to possess a firearm on District property under this policy.

In addition, authorization for a specific contracted security officer to possess a firearm on District property under this policy shall be automatically revoked if the agreement with the security services contractor expires or is severed.

Duties

A contracted security officer shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.

In the scope of their services as contracted security personnel, each security officer shall:

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1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Carry out all other duties in accordance with the agreement.

Training

The District shall ensure that each contracted security officer receives specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.

In addition, each contracted security officer shall receive training in the following:

1. Student mental health, including suicide awareness;
2. Trauma-informed care;
3. Age-appropriate responses;
4. Child abuse identification and reporting;
5. Bullying, cyberbullying, harassment, and dating violence;
6. Special accommodations for students with disabilities (including behavior de-escalation techniques);
7. Confidentiality; and
8. Board policies and District regulations.

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Note: For general provisions applicable to district security personnel, including district peace officers, see CKE.

For information on mental health leave, quarantine leave, and line of duty leave for peace officers, see DEC.

Powers and Duties
Code of Criminal
Procedure

Any peace officer commissioned by the board must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement (TCOLE). *Education Code 37.0 1(h)*

Officers commissioned by a board are peace officers. *Code of Criminal Procedure 2A.001()*

It is the duty of every peace officer to preserve the peace within the officer's jurisdiction. To effect this purpose, the officer shall use all lawful means. *Code of Criminal Procedure 2A.051(1)*

The peace officer shall perform the duties listed in Code of Criminal Procedure 2A.051.

Determined by the
Board

A district peace officer shall perform law enforcement duties for the district as determined by the board. *Education Code 37.0 1(d), (d-1)* [See CKE(LEGAL)]

The board may authorize any officer commissioned by the board to enforce rules adopted by the board. Education Code Chapter 37, Subchapter D (protection of buildings and grounds) is not intended to restrict the authority of each district to adopt and enforce appropriate rules for the orderly conduct of the district in carrying out its purposes and objectives or the right of separate jurisdiction relating to the conduct of its students and personnel. *Education Code 37.103*

In a peace officer's jurisdiction, a peace officer commissioned by the board:

1. Has the powers, privileges, and immunities of peace officers;
2. May enforce all laws, including municipal ordinances, county ordinances, and state laws;
3. May take a child into custody in accordance with Family Code Chapter 52 [see GRA] or Code of Criminal Procedure 45A.453; and
4. May dispose of cases in accordance with Family Code 52.03 or 52.031.

Education Code 37.0 1(b); Family Code 52.01(a)(3)

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The board shall determine the scope of the on-duty and off-duty law enforcement activities of district peace officers. A district must authorize in writing any off-duty law enforcement activities performed by a district peace officer.

A district peace officer may provide assistance to another law enforcement agency. A district may contract with a political subdivision for the jurisdiction of a district peace officer to include all territory in the jurisdiction of the political subdivision.

Education Code 37.0 1(c), (e)

Public Information
Officer for
Emergency
Communications

The district police department shall employ or appoint a person whose duties include communicating with the public during a disaster regarding the disaster as the department's public information officer. The public information officer must obtain certification in emergency communications from the Texas Division of Emergency Management and complete continuing education on emergency communications under Government Code Chapter 418, Subchapter K. [For more information about the training required for public information officers, see CK.] *Gov't Code 411.3735(a), (b)*

C hief of Police

The chief of police of a district police department shall be accountable to the superintendent and shall report to the superintendent. District police officers shall be supervised by the district chief of police or the chief's designee and shall be licensed by TCOLE. *Education Code 37.0 1(f)*

**R e s e r v e P o l i c e
o f f i c e r**

The board may authorize the chief of police to appoint reserve police officers for the district. The board may limit the number of reserve police officers the chief may appoint.

Chief of Police
Discretion

A reserve police officer serves at the discretion of the chief of police and may be called into service at any time that the chief considers it necessary to have additional officers to preserve the peace and enforce the law.

Authority

The chief of police may authorize a reserve police officer who holds a permanent peace officer license issued under Occupations Code 1701 (peace officers) to carry a weapon or act as a peace officer at all times or may limit the authority of the reserve police officer to carry a weapon or act as a peace officer to only those times during which the reserve police officer is engaged in the actual discharge of official duties.

A reserve police officer who does not hold a permanent peace officer license issued under Occupations Code 1701 (peace officers) may act as a peace officer only if the officer has fulfilled all applicable continuing education and training requirements under Occupa-

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	tions Code 1701.351 and 1701.3525 and during the actual discharge of official duties.
Rights, Privileges, and Duties	A reserve police officer on active duty at the call of the chief of police and actively engaged in assigned duties has the same rights, privileges, and duties as any other peace officer of the state. A reserve police officer is not exempt from Occupations Code 1702 (private security).
Ineligibility for Benefits	A reserve police officer is not eligible for participation in any program provided by TEA or the board that is normally considered a financial benefit of full-time employment or for any pension fund created by statute for the benefit of full-time paid peace officers. <i>Education Code 37.0 16</i>
at and ond	A peace officer assigned to duty and commissioned by a board shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. <i>Education Code 37.0 1(h)</i>
Preemplo ment Procedure	Before a law enforcement agency may hire a person licensed under Occupations Code 1701 (law enforcement officers), the agency must, on a form and in the manner prescribed by the TCOLE: 1. Obtain the person's written consent for the agency to review the information required to be reviewed under Occupations Code 1701.451; 2. Request from TCOLE and any other applicable person information required to be reviewed under Occupations Code 1701.451; and 3. Submit to TCOLE confirmation that the agency, to the best of the agency's ability before hiring the person: a. Contacted each entity or individual necessary to obtain the information required to be reviewed under Occupations Code 1701.451; and b. Except as provided below, obtained and reviewed as related to the person, as applicable, the information listed in Occupations Code 1701.451(a)(3)(B).
Confirmation Form	The head of a law enforcement agency or the agency head's designee shall review and sign each confirmation form required under Occupations Code 1701.451 before submission to TCOLE. The failure of an agency head or the agency head's designee to comply

with this subsection constitutes grounds for suspension of the agency head's license under Occupations Code 1701.501.

The confirmation form submitted to TCOLE is not confidential and is subject to disclosure under Government Code Chapter 552 (Public Information Act).

Exception

If an entity or individual contacted for information required to be reviewed under Occupations Code 1701.451 refused to provide the information or did not respond to the request for information, the confirmation submitted to TCOLE must document the manner of the request and the refusal or lack of response.

Duty to Provide Information

If a law enforcement agency receives from a law enforcement agency a request for information under Occupations Code 1701.451 and the person's consent on the forms and in the manner prescribed by TCOLE, the agency shall provide the information to the requesting agency.

ccu ations Code 1701.451

**Reporting
Re uirement**

When a person licensed by TCOLE separates from an agency, the agency shall, within 7 business days:

Separation Report

1. Submit a separation report (Form F5) to TCOLE; and
2. Provide a copy to the licensee in a manner prescribed by Occupations Code 1701.452 (Employment Termination Report).

37 TAC 217.7(b)

An agency must retain records kept under 37 Administrative Code 217.7 while the person is appointed and for a minimum of five years after the licensee's separation date with that agency. The records must be maintained under the control of the agency head or designee in a format readily accessible to TCOLE. *37 TAC 217.7(d)*

**Misconduct
Investigation Report**

The chief administrator of a law enforcement agency must submit a report of a completed investigation of an allegation of misconduct, as defined in the TCOLE model policy required by Occupations Code 1701.4522(a)(1) [see Misconduct Investigation and Hiring, below], that may result in suspension, demotion, or termination of the licensee on a form prescribed by TCOLE:

1. For alleged criminal misconduct for which criminal charges are filed against a licensee, to TCOLE within 30 days after the investigation is completed on a form; and

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2. For alleged administrative misconduct, to TCOLE in a timely manner, but not later than 30 days after the licensee's separation from the law enforcement agency.

If the investigative findings or disciplinary action taken are appealed, the chief administrative officer must notify TCOLE that the matter is under appeal and notify TCOLE of the disposition of an appeal within 30 days after receipt of the decision.

The chief administrator must include documentation of the completed investigation in the licensee's personnel or department file, as appropriate. *37 TAC 211.29(o)*

Personnel File

The chief administrator of a law enforcement agency must maintain a personnel file and department file for each licensee appointed with the law enforcement agency and submit to TCOLE a complete copy of the personnel file of a licensee within 30 days after separation of the licensee from the law enforcement agency in a manner prescribed by TCOLE and upon request as part of an ongoing investigation relating to the licensee. *37 TAC 211.29()*

Memoranda of Understanding

A district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies. *Education Code 37.0 1(g)*

Required Policies

Use of Force/Duty
to Render Aid

Not later than the 180th day after the date TCOLE provides the model policies described by Occupations Code 1701.269(b), each law enforcement agency in this state shall adopt a policy on the topics described by that subsection. A law enforcement agency may adopt the model policies developed by TCOLE under that subsection. *Occupations Code 1701.270*

Medical and
Psychological
Exams

Each law enforcement agency in this state shall adopt the model policy described by Occupations Code 1701.167(a) or a substantively similar policy. A policy adopted by a law enforcement agency under that subsection must be submitted to TCOLE, and the commission shall maintain a copy of the policy. *Occupations Code 1701.167(b)*

Active Shooter
Incident

A law enforcement agency must have an active shooter policy, including a detailed written policy based on current best practices for responding to an active shooter incident at a primary or secondary school facility and a recommendation for the frequency at which simulated emergency drills should be conducted, in accordance with minimum standards established by TCOLE. *Occupations Code 1701.163*

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Misconduct
Investigation and
Hiring

A law enforcement agency shall adopt the model policy adopted by TCOLE as described by Occupations Code 1701.4522(a) or a substantively similar policy establishing procedures applicable to a law enforcement agency investigating alleged misconduct by a license holder employed by the agency and hiring a license holder. A policy adopted by a law enforcement agency in accordance with the requirements of Occupations Code 1701.4522 must be submitted to TCOLE and TCOLE shall maintain a copy of the policy. *ccu ations Code 1701.4522(a), (d)*

Note: TCOLE model policies, including those described above, are available on the TCOLE [Model Policies](#) website.¹ The TCOLE forms are available on the TCOLE [Forms and Applications](#) website.²

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ool and alli tic
ield

A law enforcement agency must make available to officers at least one breaching tool and one ballistic shield in accordance with minimum standards established by TCOLE. *ccu ations Code 1701.163* [For requirement that district campuses possess breaching tools and ballistic shields, see CSA.]

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If the Texas Facilities Commission determines that the state's efforts to secure its international border and combat transnational crime will sufficiently benefit from the donation of the surplus motor vehicles and other law enforcement equipment of the Department of Public Safety to a school district located in an economically disadvantaged area of this state, it may transfer the property to the district at a price or for other consideration agreed to by the commission and the district.

A school district that receives surplus property may not sell the property before the second anniversary of the date the property is received and may not use the property for a purpose other than in the performance of law enforcement duties by peace officers, school resource officers, or security personnel as described by Education Code 37.081.

Gov't Code 2175.30

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"Drone" means an unmanned aircraft, watercraft, or ground vehicle or a robotic device that:

1. Is controlled remotely by a human operator; or
2. Operates autonomously through computer software or other programming.

Each law enforcement agency that uses or intends to use a drone for law enforcement purposes shall:

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1. Adopt a written policy regarding the agency's use of force by means of a drone, before the agency first uses a drone, and update the policy as necessary; and
2. Not later than January 1 of each even-numbered year, submit the policy to TCOLE in the manner prescribed by TCOLE.

Code of Criminal Procedure 2B.0253

[For additional information on unmanned aircraft systems, see GKA.]

**Body-Worn Camera
Program**

For the purpose of this provision, "body-worn camera" means a recording device that is capable of recording, or transmitting to be recorded remotely, video or audio; and worn on the person of a peace officer, which includes being attached to the officer's clothing or worn as glasses.

A law enforcement agency that operates a body-worn camera program shall adopt a policy for the use of body-worn cameras that must ensure that a body-worn camera is activated only for a law enforcement purpose and must include guidelines and provisions required by Occupations Code 2B.0106(b).

A policy may not require a peace officer to keep a body-worn camera activated for the entire period of the officer's shift.

A policy must require a peace officer who is equipped with a body-worn camera and actively participating in an investigation to keep the camera activated for the entirety of the officer's active participation in the investigation unless the camera has been deactivated in compliance with that policy.

Before a law enforcement agency may operate a body-worn camera program, the agency must provide training to peace officers who will wear the body-worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body-worn cameras.

Occupations Code 2B.0101(1), .0106, .0107

**Prohibited Release
of Recording**

A law enforcement agency may not release any portion of a recording made in a private space, or of a recording involving the investigation of conduct that constitutes a misdemeanor punishable by fine only and does not result in arrest, without written authorization from the person who is the subject of that portion of the recording or, if the person is deceased, from the person's authorized representative.

A recording is confidential and excepted from the requirements of the Public Information Act if the recording was:

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1. Not required to be made under Occupations Code Subchapter N or another law or under a policy adopted by the law enforcement agency; and
2. Does not relate to a law enforcement purpose.

“Private space” means a location in which a person has a reasonable expectation of privacy, including a person’s home.

Occupations Code 2B.0101(1), .0112(f), (h)

Motor Vehicle Stop

A peace officer who stops a motor vehicle for an alleged violation of a law or ordinance shall report to the law enforcement agency that employs the officer information relating to the stop, including the information required by Code of Criminal Procedure 2B.0054(a).

The chief administrator of a law enforcement agency is responsible for auditing these reports to ensure that the race or ethnicity of the person operating the motor vehicle is being reported.

Code of Criminal Procedure 2B.0054

A law enforcement agency shall compile and analyze the information contained in each report received by the agency. Not later than March 1 of each year, each law enforcement agency shall submit a report containing the incident-based data compiled during the previous calendar year to TCOLE. *Code of Criminal Procedure 2B.0055*

Civil Penalty

If the chief administrator of a local law enforcement agency intentionally fails to submit the incident-based data as required by Code of Criminal Procedure 2B.0055, the department is liable to the state for a civil penalty in an amount not to exceed \$5,000 for each violation. *Code of Criminal Procedure 2B.005 (a)*

Racial Profiling

A peace officer may not engage in racial profiling. *Code of Criminal Procedure 2B.0052*

Each law enforcement agency that employs peace officers who make traffic stops in the routine performance of the officer’s official duties shall adopt a detailed written policy on racial profiling that complies with Code of Criminal Procedure 2B.0053(b). *Code of Criminal Procedure 2B.0053*

Mental Health Crisis or Substance Abuse Intervention

A law enforcement agency shall make a good faith effort to divert a person suffering a mental health crisis or suffering from the effects of substance abuse to a proper treatment center in the agency’s jurisdiction if:

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1. There is an available and appropriate treatment center in the agency's jurisdiction to which the agency may divert the person;
2. It is reasonable to divert the person;
3. The offense that the person is accused of is a misdemeanor, other than a misdemeanor involving violence; and
4. The mental health crisis or substance abuse issue is suspected to be the reason the person committed the alleged offense.

This requirement does not apply to a person who is accused of specified offenses involving intoxication.

Code of Criminal Procedure 16.23

**Administration of
Epinephrine**

A law enforcement agency may acquire and possess epinephrine delivery systems and a peace officer may possess and administer an epinephrine delivery system in accordance with Occupations Code Chapter 1701, Subchapter O. *Occupations Code 1701.702(a)* [See FFAC regarding district maintenance and administration of epinephrine delivery systems.]

An epinephrine delivery system is a medical delivery device approved by the United States Food and Drug Administration that delivers a dose of epinephrine intended for use to treat anaphylaxis, including an epinephrine auto-injector and an epinephrine nasal spray.

Occupations Code 1701.701(2-a)

**Officer Involved
Injury or Death**

"Officer-involved injury or death" means an incident during which a peace officer discharges a firearm causing injury or death to another.

Not later than the 30th day after the date of an officer-involved injury or death, the law enforcement agency employing an officer involved in the incident must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2A.206(b).

Code of Criminal Procedure 2A.206

Not later than the 30th day after the date of the occurrence of an incident in which, while a peace officer is performing an official duty, a person who is not a peace officer discharges a firearm and causes injury or death to the officer, the law enforcement agency employing the injured or deceased officer at the time of the incident

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must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2A.207(a). *Code of Criminal Procedure 2A.207(b)*

Failure to Report

A law enforcement agency that fails to submit the required report on or before the seventh day after the date the agency received notice of failure to report from the office of the attorney general, is liable for a civil penalty in the amount of \$1,000 for each day after the seventh day that the agency fails to submit the report. Beginning on the day after the date of receiving notice of failure to report, a law enforcement agency that, in the five-year period preceding the date the agency received the notice, has been liable for a civil penalty is liable for a civil penalty for each day the agency fails to submit the required report in the amount of \$10,000 for the first day and \$1,000 for each additional day that the agency fails to submit the report. *Code of Criminal Procedure 2A.20 (b), (c)*

**Complaint Against
Peace Officer**

To be considered by the head of the district's police department, a complaint against a district peace officer must be in writing and signed by the person making the complaint. A copy of the complaint shall be given to the officer within a reasonable time after it is filed. Disciplinary action may not be taken against the officer unless a copy of the signed complaint is given to the officer. The officer may not be indefinitely suspended or terminated based on the subject matter of the complaint unless the complaint is investigated and there is evidence to prove the allegation of misconduct. *Gov't Code 614.021-.023; Colorado Count v. Staff*, 510 S. 3d 435 (Te . 2017); *Att . Gen. . GA-251 (2004)*

On the commencement of an investigation by a law enforcement agency of a complaint by an individual who believes that a peace officer employed by the agency has engaged in racial profiling with respect to the individual in which a video or audio recording of the occurrence on which the complaint is based was made, the agency shall promptly provide a copy of the recording to the peace officer who is the subject of the complaint on written request by the officer. *Code of Criminal Procedure 2B.0053(b)(3), (c)*

[See DGBA, FNG, and GF for appeals.]

**Legal
Representation**

A district shall provide a district employee who is a peace officer with legal counsel without cost to the employee to defend the employee against a suit for damages by a party other than a governmental entity if legal counsel is requested by the employee, and the suit involves an official act of the employee within the scope of the employee's authority.

To defend the employee against the suit, the district may provide counsel already employed by it or may employ private counsel.

An employee may recover from a district that fails to provide counsel as required the reasonable attorney's fees incurred in defending the suit if the trier of fact finds that the fees were incurred in defending a suit covered by these provisions and the employee is without fault or that the employee acted with a reasonable good faith belief that the employee's actions were proper.

ocal Gov't Code 1 0.002(b)-(d)

¹ TCOLE Model Policies:

<https://www.tcole.texas.gov/content/model-policies>

² TCOLE Forms and Applications:

<https://www.tcole.texas.gov/content/forms-and-applications>

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SCHOOL MARSHALS

CKEB
(LEGAL)

Note: For general provisions applicable to district security personnel, including school marshals, see CKE.

Board Authority The board may appoint one or more school marshals for each campus. *Education Code 37.0 11(a)*

Definition A school marshal is a person who is appointed to serve as a school marshal by the board under Education Code 37.0811, is licensed under Occupations Code 1701.260, and has powers and duties described by Code of Criminal Procedure 2A.008. *Occupations Code 1701.001()*

Eligibility The board may select for appointment as a school marshal an applicant who is an employee of the district and certified as eligible for appointment under Occupations Code 1701.260. *Education Code 37.0 11(b)*

TCOLE Licensing To be eligible for appointment as a school marshal, an applicant shall:

1. Successfully complete all prerequisite Texas Commission on Law Enforcement (TCOLE) training;
2. Pass the state licensing exam;
3. Be employed and appointed by an authorized school district; and
4. Meet all statutory requirements, including psychological fitness.

37 TAC 227.3(a); Code of Criminal Procedure 2A.00 (b)

A school marshal training program is open to any employee of a district who holds a license to carry a handgun issued under Government Code Chapter 411, Subchapter H. *37 TAC 227.5(a)*

TCOLE shall license an eligible person who:

1. Completes required training to the satisfaction of TCOLE staff; and
2. Is psychologically fit to carry out the duties of a school marshal as indicated by the results of the psychological examination administered under Occupations Code 1701.260(d).

Occupations Code 1701.260(f)

Psychological Fitness In order for an individual to enroll in any school marshal licensing training, obtain a school marshal license, or renew or reapply for a

school marshal license, they must first demonstrate psychological fitness through a psychological examination.

The psychological examination shall be conducted by a professional selected by the district. The professional shall be either a psychologist licensed by the Texas State Board of Examiners of Psychologists or a psychiatrist licensed by the Texas Medical Board. The psychologist or psychiatrist must be familiar with the duties of a school marshal.

The examination must be conducted pursuant to professionally recognized standards and methods. The examination process must consist of:

1. A review of the duties and responsibilities of a school marshal as developed by TCOLE;
2. At least two instruments, one which measures personality traits and one which measures psychopathology; and
3. A face-to-face interview conducted after the instruments have been scored.

The individual must be declared by that professional, on a form prescribed by TCOLE, to be in satisfactory psychological and emotional health to carry out the duties of a school marshal in an emergency shooting or situation involving an active shooter.

If, after examination, the professional declines to declare the individual as psychologically fit, the individual must report the outcome to TCOLE on a form prescribed by TCOLE.

An examination for license renewal or reactivation must be conducted within 90 days of the date of the application for license renewal or reactivation.

37 TAC 227.4

Reimbursement for
Training

The board may, but shall not be required to, reimburse the amount paid by the applicant to participate in the training program under Occupations Code 1701.260. *Education Code 37.0 11(b)*

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A district shall:

1. Submit and receive approval for an application to appoint a person as a school marshal;
2. Upon authorization, notify TCOLE using approved format prior to appointment;

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3. Report to TCOLE, within seven days, when a person previously authorized to act as a school marshal is no longer employed with the district;
4. Report to TCOLE, within seven days, when a person previously authorized to act as a school marshal is no longer authorized to do so by the district, TCOLE standards, another state agency, or under other law;
5. Immediately report to TCOLE a school marshal's violation of any TCOLE standard, including the discharge of a firearm carried under the authorization of these provisions outside of a training environment; and
6. Immediately report to TCOLE any indication, suspicion, or allegation that a school marshal is no longer psychologically fit to carry out the duties of a school marshal.

For five years, the district must retain documentation that the district has met all requirements under law in a format readily accessible to TCOLE. This requirement does not relieve a district from retaining all other relevant records not otherwise listed.

37 TAC 227.1

Po er and utie

A school marshal may make arrests and exercise all authority given to peace officers under the Code of Criminal Procedure, subject to written regulations adopted by the board and may only act as necessary to prevent or abate the commission of an offense that threatens serious bodily injury or death of students, faculty, or visitors on school premises.

A school marshal may not issue a traffic citation for a violation of the Transportation Code.

Code of Criminal Procedure 2A.00 (c), (d)

Reporting
Requirements

Once appointed, a school marshal shall:

1. Immediately report to TCOLE and the district any circumstance which would render them unauthorized to act as a school marshal by virtue of their employment with the district, failure to meet the standards of TCOLE, another state agency, or under law;
2. Immediately report to TCOLE any violation of applicable TCOLE standards, including any discharge of a firearm carried under the authorization of these provisions outside of training environment; and

3. Comply with all requirements under law, including Education Code 37.0811.

37 TAC 227.3(b)

Fit for Duty Review

When TCOLE receives a report or other reliable information that a school marshal may no longer be psychologically fit to carry out the duties of a school marshal, TCOLE may:

1. Issue an emergency suspension order; or
2. Require a fit for duty review upon identifying factors that indicate the licensee may no longer be able to perform the duties of a school marshal safely and effectively.

TCOLE shall provide written notice of the psychological examination to the license holder not later than the 10th business day before the deadline to submit to the examination. Written notice shall include the reasons for the examination.

The examination shall be conducted by a psychiatrist or psychologist chosen by the licensee.

To facilitate the examination of any licensee, TCOLE will provide all appropriate documents and available information.

The examining practitioner will provide TCOLE with a report indicating whether the school marshal is fit for duty. If the school marshal is unfit for duty, the practitioner will include the reasons or an explanation why the individual is unfit for duty.

A second examination may be ordered by TCOLE if it questions the practitioner's report. The examination will be conducted by a psychiatrist or psychologist appointed by TCOLE. If the report of the appointed practitioner disagrees with the report of the initial practitioner, the final determination as to the school marshal's fitness shall be decided by the executive director of TCOLE.

A school marshal who fails a psychological examination shall have their license suspended until the executive director orders it reinstated.

Any school marshal ordered to undergo a fit for duty review shall comply with the terms of the order and cooperate fully with the examining practitioner.

37 TAC 227.6

**handgun
Possession**

A school marshal may carry or possess a handgun on the physical premises of a school, but only:

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1. In the manner provided by written regulations adopted by the board; and
2. At a specific school as specified by the board.

Accessing Handgun A school marshal may use a handgun the school marshal is authorized to carry or possess only under circumstances that would justify the use of deadly force under Penal Code 9.32 or 9.33.

Board Regulations A board's written regulations must provide that a school marshal may:

1. Carry a concealed handgun on the school marshal's person;
2. If wearing a uniform identifying the marshal as a school marshal, openly carry a handgun on the school marshal's person; or
3. Possess the handgun on the physical premises of a school in a locked and secured safe or other locked and secured location.

The written regulations must also require that a handgun carried or possessed by a school marshal be loaded only with frangible duty ammunition approved for that purpose by TCOLE.

Inactive Status A district employee's status as a school marshal becomes inactive on:

1. Expiration of the employee's school marshal license under Occupations Code 1701.260;
2. Suspension or revocation of the employee's license to carry a handgun;
3. Termination of the employee's employment with the district; or
4. Notice from the board that the employee's services as school marshal are no longer required.

Education Code 37.0 11(c)-(f)

Identity Confidential The identity of a school marshal is confidential and is not subject to a request under the Public Information Act, except that the person's name, date of birth, and handgun license number, and the address of the person's place of employment must be provided by TCOLE to:

1. The director of the Department of Public Safety;
2. The district;

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3. The chief law enforcement officer of the local municipal law enforcement agency if the person is employed at a campus of a district located within a municipality;
4. The sheriff of the county if the person is employed at a campus of a district that is not located within a municipality; and
5. The chief administrator of any school district-commissioned peace officer, if the person is employed at a district that has commissioned peace officers.

If a parent or guardian of a student enrolled at a school inquires in writing, the district shall provide the parent or guardian written notice indicating whether any employee of the school is currently appointed as a school marshal. The notice may not disclose information that is confidential.

Education Code 37.0 11(g), (h); ccu ations Code 1701.260(j)

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A school marshal is not entitled to state benefits normally provided by the state to a peace officer. *Code of Criminal Procedure 2A.00 (e)*

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A district may enter into a memorandum of understanding with another district, open-enrollment charter school, or private school under which a school marshal appointed to a campus of the district may temporarily act as a school marshal at a campus of the other school for the duration of an event occurring at the campus of the other school at which both schools are participating. The memorandum of understanding must comply with the requirements for written regulations under Education Code 37.0811 [see Handgun Possession, above] and may be used to satisfy the requirement for written regulations or written authorization under Penal Code 46.03(a)(1) to allow that school marshal to carry a firearm on the premises of the school at which the event occurs. *Education Code 37.0 131*

Note: For general provisions applicable to district security personnel, including school resource officers, see CKE.

Definition	A school resource officer is a peace officer who is assigned by the officer's employing political subdivision to provide a police presence at a public school, safety or drug education to students of a public school, other similar services. The term does not include a peace officer who provides law enforcement at: 1. A public school only for extracurricular activities; or 2. A public school event only for extracurricular activities. <i>ccu ations Code 1701.601</i>
Licensing Required	A peace officer who is a visiting school resource officer in a public school must be licensed as provided by Occupations Code Chapter 1701. <i>ccu ations Code 1701.602</i>
Memorandum of Understanding Required	A memorandum of understanding for the provision of school resource officers must be in the form of an interlocal contract under Government Code Chapter 791 (Interlocal Cooperation Act).
Cost Allocation	The memorandum of understanding must use a proportionate cost allocation methodology to address any costs or fees incurred by the district or the local law enforcement agency, county, or municipality, as applicable. The cost allocation methodology may allow a local law enforcement agency, county, or municipality, as applicable, to recoup direct costs incurred as a result of the contract but may not allow the agency, county, or municipality to profit under the contract.
Funding	A district that enters into a memorandum of understanding for the provision of school resource officers may seek funding from federal, state, and private sources to support the cost of providing school resource officers. <i>Education Code 37.0 1(a-2), (a-3), (a-4)</i>
Firearm Accident Prevention Program	A peace officer who is a visiting school resource officer in a public elementary school shall at least once each school year offer to provide instruction to students in a firearms accident prevention program, as determined by the district. A firearms accident prevention program must include the safety message, "Stop! Don't Touch. Leave the Area. Tell an Adult.", and may include instructional materials from the National Rifle Association Eddie Eagle Gun Safe Program, including animated videos and activity books. <i>ccu ations Code 1701.603</i>

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The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

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Staff Development	
Educator	The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.
Principal	The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB] <i>Education Code 21.451(a), (a-1)</i>
Professional Development Policy	A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must: 1. Be guided by the recommendations for training in the clearinghouse; 2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and 3. Include a schedule of all training required for educators or other school personnel at the district or school. To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy. <i>Education Code 21.4515(a), (b)</i>
Requirement for training	In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development: 1. Incorporates proactive instructional planning techniques using a framework that: a. Provides flexibility in the ways: (1) Information is presented; (2) Students respond or demonstrate knowledge and skills; and (3) Students are engaged; b. Reduces barriers in instruction; c. Provides appropriate accommodations, supports, and challenges; and

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- d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-2), (b), (c)

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and
3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services

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Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

*Instruction of
Students with
Disabilities*
Definition

“Student with a disability” means a student who is:

1. Eligible to participate in a school district’s special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(3-a)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)-(f)

*Suicide
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by the Texas Education Agency (TEA) and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

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Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

A district may satisfy a requirement to implement a program in the area of substance abuse prevention and intervention by providing instruction related to youth substance use and abuse education under Education Code 38.040. [See EHAC]

Education Code 3 .351(e), (g), (g-1), (h); 19 TAC 153.1013

Staff Development
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

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**Child Abuse
Trafficking and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 3 .0041(c)-(f); 19 TAC 103.1401(d)

**Trauma Informed
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 3 .036(c)*

Mental Health

A district shall require each district employee who regularly interacts with students enrolled at the district to complete an evidence-

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based mental health training program designed to provide instruction to participants regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety.

A district may not require a district employee who has previously completed mental health training offered by a local mental health authority under Health and Safety Code 1001.203 to complete the required training.

Education Code 22.904

To complete the required evidence-based mental health training program, personnel who regularly interact with students shall participate and complete the general training program, participate and complete the training program related to local school district practices and procedures, and submit and maintain supporting documentation of completion. *19 TAC 153.1015(b)*

Records

School districts shall require each district employee to provide the certificate of completion of the general training program to the school district.

Documentation of the training program related to local school district practices and procedures may be satisfied when the employee submits to the district an acknowledgement form signed by the employee who received the current training and a copy of the local procedures and practices that are published in the district handbook and/or district improvement plan.

Documentation of training for the mental health training program must be kept by the school district and made available to TEA upon request, which may include a reporting process, for the duration of the employee's employment with the district.

19 TAC 153.1015(f)(1)-(3)

Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

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learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.01 1

e t Admini tration

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

C ber securit

At least once each year, each employee of a district must complete a cybersecurity training program certified under Government Code 2063.102. *Gov't Code 2063.103(a)*

Notwithstanding Government Code 2063.103 above, only the district's cybersecurity coordinator is required to complete the cybersecurity training on an annual basis. Any other school district employee required to complete the cybersecurity training shall complete the training as determined by the district, in consultation with the district's cybersecurity coordinator. *Education Code 11.175(h-1)* [See CQB]

**Artificial Intelligence
raining**

At least once each year, an employee of a school district must complete an artificial intelligence training program certified under Government Code 2054.5193. *Gov't Code 2054.5191(a)*

Notwithstanding Government Code 2054.5191, only the district's cybersecurity coordinator is required to complete the artificial intelligence training on an annual basis. Any other district employee required to complete the artificial intelligence training shall complete the training as determined by the district, in consultation with the district's cybersecurity coordinator. *Education Code 11.175(h-1)* [See CQD]

pecial Program

Teacher Literacy
Achievement
Academies
(Reading
Academies)

A district shall ensure that:

1. Not later than the 2022-23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022-23 school year or a subsequent school year has attended a

teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 2 .0062(a)(2)

[See EHAB for kindergarten-grade 3 reading standards.]

**Mathematics
Achievement
Academy**

Each school district shall ensure that not later than the 2030-31 school year, each classroom teacher that provides instruction in mathematics to students in kindergarten through third grade and each principal, assistant principal, mathematics instructional coach, and mathematics interventionist at a campus with one of those grade levels has attended a teacher mathematics achievement academy developed under Education Code 21.4553 and each classroom teacher and principal initially employed in such a grade level or at a campus for the 2030-31 school year or a subsequent school year has attended a teacher mathematics achievement academy developed under Education Code 21.4553 by the end of the teacher's or principal's first year of placement in that grade level or campus. *Education Code 2 .0071(a)(2)*

**Gifted and Talented
Education**

A district shall ensure that:

1. Prior to assignment in the program or within one semester of assignment, teachers who provide instruction and services that are a part of the program for gifted/talented students [see EHBB] have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted/talented students;
2. Teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of six hours annually of professional learning in gifted/talented education; and
3. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options with an update after legislative sessions.

19 TAC 9.2

**Elective Bible
Course**

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully

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	complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. <i>Education Code 21.459(f)</i>
Texas English Language Proficiency Assessment System Training	The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. <i>Education Code 21.4571(b), (c)</i>
Automated External Defibrillator and CPR	A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must participate in the instruction in CPR and the use of an AED. Identified employees must receive and maintain certification in CPR and the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association. <i>Education Code 22.902</i>
Extracurricular Activity Safety	The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy: 1. A coach, trainer, or sponsor for an extracurricular athletic activity; and 2. A director responsible for a school marching band. The safety training program must include: 1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League; 2. Current training in: a. Emergency action planning;

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- b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
 - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

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

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

steroid

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

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Conclusion

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

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL that provides for not less than two hours of training in the subject matter of concussions, including evaluation, prevention, symptoms, risks, and long-term effects.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course concerning the subject matter of concussions that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR).

3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL for coaches or that meets the requirements set by TDLR for athletic trainers, or a course concerning the subject matter of concussions that has been approved for continuing education credit by the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 3 .15

**Seizure Recognition
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 3 .033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

**trauma Informed
Care Polic**

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

The policy must address:

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

Education Code 3 .036(a)-(b)

training

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

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

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

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

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

Education Code 3 .036(c)-(d), (f)

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

**trauma Informed
Care Program**

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

Training

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

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

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(LEGAL)

**Policy and Program
to Address Equal
Abuse Trafficking
and Maltreatment**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 3 .004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 3 .0041(a)*

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

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

19 TAC 103.1401(b)(3)

Definition

Child Abuse

“Abuse” includes the following acts or omissions by a person:

1. Mental or emotional injury to a child that results in an observable and material impairment in the child’s growth, development, or psychological functioning;
2. Causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child’s growth, development, or psychological functioning;
3. Physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm;
4. Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child;

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CHILD ABUSE AND NEGLECT

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(LEGAL)

5. Sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or disabled individual under Penal Code 21.02, indecency with a child under Penal Code 21.11, improper relationship between educator and student under Penal Code 21.12, sexual assault under Penal Code 22.011, or aggravated sexual assault under Penal Code 22.021;
6. Failure to make a reasonable effort to prevent sexual conduct harmful to a child;
7. Compelling or encouraging the child to engage in sexual conduct as defined by Penal Code 43.01, compelling or encouraging the child in a manner that constitutes an offense of trafficking of persons under Penal Code 20A.02(a)(7) or (8), solicitation of prostitution under Penal Code 43.021, or compelling prostitution under Penal Code 43.05(a)(2);
8. Causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Penal Code or pornographic;
9. The current use by a person of a controlled substance as defined by Health and Safety Code Chapter 481, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child;
10. Causing, expressly permitting, or encouraging a child to use a controlled substance as defined by Health and Safety Code Chapter 481;
11. Causing, permitting, encouraging, engaging in, or allowing a sexual performance by a child as defined by Penal Code 43.25;
12. Knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked in a manner punishable as an offense under Penal Code 20A.02(a)(5), (6), (7), or (8), or the failure to make a reasonable effort to prevent a child from being trafficked in a manner punishable as an offense under any of those sections; or
13. Forcing or coercing a child to enter into a marriage.

Abuse does not include the refusal by a person responsible for a child's care, custody, or welfare to affirm a child's perception of the child's gender, including a refusal to use a child's preferred name

or pronouns, regardless of whether the child's name has been legally changed or to affirm a child's expressed sexual orientation.

Neglect

“Neglect” means an act or failure to act by a person responsible for a child’s care, custody, or welfare evidencing the person’s blatant disregard for the consequences of the act or failure to act that results in harm to the child or that creates an immediate danger to the child’s physical health or safety.

Neglect includes:

1. The leaving of a child in a situation where the child would be exposed to an immediate danger of physical or mental harm, without arranging for necessary care for the child, and the demonstration of an intent not to return by a parent, guardian, or managing or possessory conservator of the child;
2. The following acts or omissions by a person:
 - a. Placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child’s level of maturity, physical condition, or mental abilities and that results in bodily injury or an immediate danger of harm to the child;
 - b. Failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting an immediate danger of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child;
 - c. The failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused;
 - d. Placing a child in or failing to remove the child from a situation in which the child would be exposed to an immediate danger of sexual conduct harmful to the child; or
 - e. Placing a child in or failing to remove the child from a situation in which the child would be exposed to acts or omissions that constitute abuse as defined above at items 5-9 committed against another child;
3. The failure by the person responsible for a child’s care, custody, or welfare to permit the child to return to the child’s home without arranging for the necessary care for the child after the child has been absent from the home for any reason,

including having been in residential placement or having run away; or

4. A negligent act or omission by an employee, volunteer, or other individual working under the auspices of a facility or program, including failure to comply with an individual treatment plan, plan of care, or individualized service plan, that causes or may cause substantial emotional harm or physical injury to, or the death of, a child served by the facility or program as further described by rule or policy.

Neglect does not include:

1. The refusal by a person responsible for a child's care, custody, or welfare to permit the child to remain in or return to the child's home resulting in the placement of the child in the conservatorship of the department if:
 - a. The child has a severe emotional disturbance;
 - b. The person's refusal is based solely on the person's inability to obtain mental health services necessary to protect the safety and well-being of the child; and
 - c. The person has exhausted all reasonable means available to the person to obtain the mental health services described at item b, above;
2. Allowing the child to engage in independent activities that are appropriate and typical for the child's level of maturity, physical condition, developmental abilities, or culture; or
3. A decision by a person responsible for a child's care, custody, or welfare to:
 - a. Obtain an opinion from more than one medical provider relating to the child's medical care;
 - b. Transfer the child's medical care to a new medical provider;
 - c. Transfer the child to another health care facility;
4. The refusal by a person responsible for a child's care, custody, or welfare to administer or consent to the administration of a psychotropic medication to the child, or to consent to any other psychiatric or psychological treatment of the child, unless the refusal presents a substantial risk of death, disfigurement, or bodily injury to the child or results in an observable and material impairment to the growth, development, or functioning of the child;

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5. Choosing a recognized alternative health-care treatment or therapy for the child that could be considered as new, emerging, or nonstandard, unless the treatment or therapy presents a substantial risk of death, disfigurement, or bodily injury to the child or results in an observable and material impairment to the growth, development, or functioning of the child; or
6. The refusal by a person responsible for a child's care, custody, or welfare to affirm a child's perception of the child's gender, including a refusal to use a child's preferred name or pronouns, regardless of whether the child's name has been legally changed or to affirm a child's expressed sexual orientation.

Famil Code 261.001(1), (1-a), (4)

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

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

19 TAC 103.1401(a)

ut to Report

Report by Any
Person

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

Report by Any
Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 24 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

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

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

Famil Code 261.101(b)

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Abuse of Persons
with Disabilities

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

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

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

uman Resources Code 4 .051, .052, .054

Adult Victims of
Abuse

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

**Restriction on
Reporting**

Psychotropic Drugs
and Psychological
Testing

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

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

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

Content of Report

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

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;

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3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
 - a. Home address; or
 - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Famil Code 261.102, .104

**Confidentiality of
Report**

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

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

**Abuse and neglect
involving school
personnel and those
Responsible for Care**

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

All other reports shall be made to:

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

Famil Code 261.103(a); 19 TAC 103.1401(b)(1)-(2)

"Law enforcement agency" means:

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1. The Department of Public Safety;
2. The police department of a municipality;
3. The sheriff's office of a county; or
4. A constable's office of a county.

Famil Code 261.001(3-a)

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

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Famil Code 261.001(5)

**Reporting Abuse
Neglect or
Exploitation in a
AEP**

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

**Immunity from
Liability**

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

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment

	action against a professional who makes a good faith report of abuse or neglect. <i>Famil Code 261.110(b)</i> [See DG]
Criminal Offense Failure to Report	A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law. A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect. <i>Famil Code 261.109</i>
False Report	A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. <i>Famil Code 261.107(a)</i>
Coercion	A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. <i>Penal Code 39.06</i>
Civil Liability	A school district that is grossly negligent or reckless, or engages in intentional misconduct, in hiring, supervising, or employing a professional school employee is liable for an act or omission that is committed by the employee against a student enrolled in the school and that is failure to report suspected child abuse or neglect under Family Code 261.101 [see Duty to Report, above]. <i>Civil Practice and Remedies Code 11 .001</i>
EC Disciplinary Action	The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 22A.051, 22A.052, 22A.301, and 19 Administrative Code 249.14(d)-(f). <i>19 TAC 249.15(b)(4)</i>

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

Investigation

Reports to District

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

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Famil Code 261.406(b)*

Interview of Student

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

Interference with
Investigation

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

Confidentiality

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

Reporting Policies

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 103.1401(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 24 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 103.1401(b)(1)*

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

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

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Oral reports made to DFPS are recorded;
5. Confidentiality provisions relating to a report of suspected child abuse or neglect, including the following:
 - a. The requirement for the individual making the report to provide his or her name and telephone number;
 - b. The requirement for the individual making the report to provide his or her home address or, if the individual making the report is a school employee, agent, or contractor, provide his or her business address and profession; and
 - c. The limited circumstances under which the identity of the individual making a report may be disclosed;
6. Any disciplinary action that may result from noncompliance with a district's reporting policy; and

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7. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 103.1401(b)(2)

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

The policies must:

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

19 TAC 103.1401(b)(5)-()

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 103.1401(c)* [See also DH and GRA]

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

Required Poster

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

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)¹ for more information on reporting abuse, neglect, and exploitation.

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

protective Services Abuse Hotline telephone number should be in bold print.

Education Code 3 .0042; 19 TAC 103.1401(e)-(f)

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

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**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 24 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

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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 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.

Restriction 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 law enforcement agency, as defined in law;
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.

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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.

**Consequences of 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
Investigation**

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>

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Definition

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Polic

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

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

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

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

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

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

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

Education Code 37.032

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

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

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

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

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

Minimum Standard In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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

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

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

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

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Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parent	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.

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