Gainesville Independent School District



2026-2027 District Improvement Plan

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Mission Statement

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

Vision

Reaching every student every day to be learners and leaders.

Value Statement

Equity

We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve

Excellence

We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.

Diversity

We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do

Innovation

We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action

Partnership

We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families, and community.

Safe and Comfortable Environment

We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all students.

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Comprehensive Needs Assessment

Demographics

Summary

(Please see TAPR Report for 2024-2025 in the addendums section for specific demographic information regarding testing, attendance, graduation, etc.)

Gainesville Independent School District is located in North Texas, just minutes from the Texas/Oklahoma border. We serve a community of about 18,300 residents. The district educates approximately 3,100 students at one high school (Gr 9-12), one middle school (Gr 7-8), one intermediate school (Gr 5-6), two elementary schools: (Edison Gr PK-1) (Chalmers Gr 2-4), and one Head Start campus (PK 3- PK4). The school district community supports and demands excellence in its educational programs. It is an educational community where many citizens are engaged in education, especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas
- Texas Woman's University
- North Central Texas College

GISD staff consists of a little more than 500 employees, including teachers, administrators, support staff, custodians, maintenance and transportation workers, and cafeteria personnel. All are committed to providing a high-quality learning environment for the students.

Of the 375 instructional staff, 11% are in educational aide positions

25.8% teachers have 1-5 years of experience

20.2% teachers have 6-10 years of experience

The average years of experience of our principals is 5.4 years

The total student enrollment at Gainesville ISD is 3,097. We serve an ethnically diverse student population consisting of:

66.5% economically disadvantaged

63.3% Hispanic,

25.7% White,

4.2% African-American, and

6.8% Other.

Additional demographics include:

67.8% At Risk

32.5% Emergent Bilingual

3.6% Immigrant

14% Special Education

4.3% Gifted and Talented

71.5% Title 1

0.6% Homeless (McKinney Vento eligible)

Strengths

Gainesville ISD works to retain teachers and continues to provide quality professional development. We believe when our staff continues to learn and grow professionally, they are able to directly impact the positive success of students and their achievement in the classroom.

Teachers in Gainesville ISD have an average of 11.4 years of experience and 5 of those years have been spent in Gainesville ISD.

Enrollment remains consistant, meaning we do not have many students leave the district.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Accelerate academic outcomes for all student groups by providing targeted, discipline-specific instructional coaching tailored to the unique methodologies required by Special Education and Emergent Bilingual educators.	There is a need for teachers to meet the unique needs of SPED and EB students specifically. The majority of our student population is hispanic. The data shows we are not seeing this special population of students perform at grade level or beyond.

★ = Priority

Student Learning

Summary

Gainesville ISD was rated as a D district in 2025. The breakdown by campus is:

Gainesville High School received a C

Gainesville Junior High received a D

Gainesville Intermediate School received a C

Chalmers Elementary received an F

In the area of Student Achievement, our district's performance is evaluated based on three critical components: STAAR performance, College, Career, and Military Readiness, and Graduation Rate. These components collectively contribute to our district's overall scaled score, which currently stands at 65. This score reflects our students' proficiency and readiness in these key areas, indicating areas where we can focus our efforts to enhance educational outcomes.

Furthermore, I am pleased to report that our district has achieved a commendable Graduation Rate Score of 95. This score is a testament to the dedication of our educators and the perseverance of our students, ensuring that a significant majority of our students successfully complete their high school education. It highlights our commitment to supporting students through to graduation, preparing them for their next steps in college, careers, or military service.

Under Domain Two, School Progress, our district's performance was evaluated using two critical measures: Academic Growth in Reading and Math, and Relative Performance. The Academic Growth measure assesses the progress our students are making in Reading/ELA and Math, reflecting the effectiveness of our instructional strategies and interventions. Our final score in this area was a 64, indicating the level of improvement our students have achieved over the assessment period.

The Relative Performance score, also a 64, provides insight into how our students' progress compares to that of students in similar districts. This score takes into account Student Achievement, as measured by STAAR Performance and College, Career, and Military Readiness (CCMR), and considers the economic challenges faced by our students. By comparing our performance to schools with similar levels of student poverty, we gain a clearer understanding of our strengths and areas for growth in supporting economically disadvantaged students.

In the area of Closing the Gap, our district received an overall scaled score of 61, which reflects our efforts and challenges in ensuring equitable educational outcomes for all students. This score is derived from several critical components, including Grade-Level Performance, which assesses how well students are meeting academic standards at their respective grade levels. Additionally, the Graduation Rate is a key factor, indicating the percentage of students who successfully complete their high school education within a standard timeframe. English Language Proficiency is also considered, measuring the progress of students who are English language learners in acquiring language skills necessary for academic success. Lastly, the College, Career, and Military Readiness (CCMR) component evaluates how well we are preparing students for post-secondary success, whether that be in higher education, the workforce, or military service. Each of these elements is vital in understanding and addressing the educational disparities that exist within our student population.

At GISD, we place a strong emphasis on utilizing both formative and summative data to inform our instructional strategies and develop comprehensive student plans. By analyzing this data, we are able to tailor our teaching methods to better meet the individual needs of our students, ensuring that each child receives the support necessary to succeed academically.

Our curriculum-based assessments are collaboratively created by teacher teams and are designed to evaluate students'

understanding of the curriculum at the conclusion of each grading period. This collaborative approach allows teachers to share insights and strategies, ultimately enhancing the quality of instruction and ensuring that assessments are aligned with the curriculum.

Teachers at GISD utilize summative assessment data, such as AP testing and STAAR/EOC testing results, from the previous year to inform their instructional planning at the beginning of each grade. This data-driven approach enables educators to identify areas where students may need additional support and to adjust their teaching strategies accordingly, fostering a more effective learning environment.

The district also uses assessment data to strategically form classes, ensuring that students are placed in environments where they can receive the appropriate level of support. This thoughtful class formation is crucial in providing a balanced and supportive educational experience for all students.

GISD is committed to the practice of Data-Driven Instruction, which serves as a structured framework for examining data, reviewing student progress, and analyzing the rigor and complexity of test questions. This practice allows us to identify areas for improvement and plan targeted reteach opportunities, ultimately enhancing student learning outcomes and academic achievement.

As a district, we are steadfast in our commitment to ensuring that every student receives the support they need to thrive academically. This commitment is particularly focused on students who require additional assistance due to their unique learning needs, including our Emergent Bilingual students, Special Education students, and those identified as Gifted and Talented. By tailoring our educational strategies to meet these diverse needs, we aim to provide an inclusive and supportive learning environment for all.

Professional development remains a cornerstone of our educational strategy, with a particular emphasis on enhancing skills in reading, writing, and math. By prioritizing these fundamental areas, we equip our educators with the tools and knowledge necessary to deliver high-quality instruction that meets the varied needs of our student population. This ongoing professional growth is essential for maintaining the high standards of teaching and learning within our district.

To ensure that our educational strategies are effective, Gainesville ISD is committed to the continuous monitoring of student progress through regular classroom assessments and evaluations. This data-driven approach allows us to identify areas where students excel and where they may need additional support, enabling us to make informed decisions that enhance student learning outcomes.

Leadership development is another critical focus area, as we recognize the vital role that strong leadership plays in supporting teachers and fostering a positive classroom environment. By investing in the development of our educational leaders, we aim to empower them to guide and mentor their colleagues effectively, ultimately leading to improved teaching practices and student success.

Strengths

GISD has effectively leveraged the LIFT grant to enhance the support provided to our district and campus leaders, as well as our classroom teachers. This funding has allowed us to implement targeted interventions and resources that are crucial for the professional development and growth of our educational staff. By investing in these areas, we ensure that our educators are well-equipped to meet the diverse needs of our students and foster an environment of continuous improvement.

Our commitment to Professional Learning Communities (PLCs) and Instructional Leadership Teams (ILTs) remains steadfast, with regular meetings that facilitate collaboration and shared learning among educators. Instructional coaches and campus leaders play a pivotal role in guiding these efforts, working closely with teachers to refine instructional practices and enhance student learning outcomes. This collaborative approach ensures that our teaching strategies are informed by the latest educational research and best practices.

We are dedicated to conducting a thorough analysis of student achievement data to inform our instructional strategies and interventions. By delving deeper into this data, we can identify trends, address gaps, and tailor our approaches to better support student success. This data-driven focus is integral to our mission of improving educational outcomes for all students.

In the area of College, Career, and Military Readiness (CCMR), we are proud to report an increase in the number of industry-based certifications and Texas Success Initiative (TSI) completions. More students are successfully passing Industry-Based Certifications

(IBCs) and completing pathways, which is a testament to our commitment to preparing students for post-secondary success. These achievements reflect our dedication to equipping students with the skills and credentials necessary to thrive in their chosen careers and further education.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Ensure all students have access to grade-level expectations by aligning Tier I instruction directly to the depth and complexity of the TEKS (Texas Essential Knowledge and Skills) and expanding teacher capacity to deliver rigorous daily lessons.	Teachers struggle to unpack the complex state standards. They need more specialized tools to help students reach high achievement without lowering our expectations.
2 ★	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.
3 ★	Elevate classroom support and student achievement by designing and implementing specialized, high-quality professional development tailored to the unique instructional needs of district paraprofessionals.	Paraprofessionals serve multiple students with little to no knowledge of academics and behaviors. They should be seen as valuabled and be included in the academic environment. They many times have no clear understanding of their role and responsibilities.

★ = Priority

District Processes & Programs

Summary

At Gainesville ISD, we are committed to recruiting the most qualified and dedicated educators and support staff to ensure that our students receive the highest quality education and support. Our recruitment efforts are focused on identifying individuals who are not only skilled in their respective fields but also passionate about fostering a nurturing and effective learning environment for our students. We believe that having the best teachers, coaches, principals, and support staff is crucial to the success of our students and the overall educational experience we provide.

To enhance our recruitment efforts, Gainesville ISD has established active partnerships with area universities. These partnerships are instrumental in attracting a diverse teaching force that reflects the varied backgrounds and experiences of our student body. By collaborating with higher education institutions, we aim to bring in educators who are well-prepared to meet the diverse needs of our students and contribute positively to our school community.

Despite our efforts, we face the ongoing challenge of competing with nearby, larger districts that offer higher pay scales for teachers. This proximity to districts with more substantial financial resources presents a significant hurdle in our ability to attract and retain high-quality educators. However, we remain steadfast in our commitment to providing competitive compensation and a supportive work environment to retain our talented staff. We are continuously exploring innovative strategies to address this challenge and ensure that Gainesville ISD remains an attractive option for educators who are dedicated to making a difference in the lives of our students.

The Curriculum and Instruction Department is dedicated to enhancing both instructional and leadership practices by fostering a collective and collaborative approach centered on essential practices. A key component of this initiative is the implementation of standards-based, aligned instruction through the Professional Learning Communities (PLC). This approach ensures that teaching methods are consistent and aligned with educational standards, promoting a unified and effective learning environment.

The unit planning process is meticulously guided by district curriculum documents, common unit assessments, and the unit learning progression. This structured approach ensures that all instructional units are coherent and aligned with district expectations, providing a clear roadmap for educators to follow in delivering high-quality education.

To ensure the successful implementation of standards-based, aligned instruction, we are committed to monitoring and coaching with a focus on growth. This involves providing specific and actionable feedback to educators, which is essential for continuous improvement and professional development. By focusing on growth, we aim to foster an environment where educators are supported in refining their instructional practices.

Teachers play a crucial role in this process by collaboratively crafting success criteria and short-cycle formative assessments. These tools are instrumental in guiding, monitoring, and tracking student learning progress. Additionally, they empower students to take an active role in their education by allowing them to monitor their own progress toward achieving the learning targets and success criteria.

Through a data analysis protocol, both leaders and teachers utilize data from common unit assessments to inform and enhance individual and collective practices. This data-driven approach is vital for identifying students who require additional time and support for learning, ensuring that all students have the opportunity to succeed. By leveraging data effectively, we can make informed decisions that lead to improved educational outcomes for all students.

In GISD, our **Instructional Technology Program** is designed to ensure that instruction is the driving force behind the integration of technology within our educational framework. By creating modern learning environments, we are able to facilitate creativity and collaboration among students and educators alike. This approach supports the development of professional learning communities where best practices can be shared and 21st-century skills can be seamlessly integrated into classroom practice. Our program is committed to enabling students to engage with learning in relevant, real-world contexts, ensuring that they have equitable access to high-quality learning tools, technologies, and resources. This commitment not only enhances the educational experience but also prepares our students to thrive in an increasingly digital world.

At GISD, we have implemented a comprehensive suite of Teacher Support Programs designed to foster the professional growth and development of our educators. These initiatives include a mentoring program, a New Teacher Academy, and an Aspiring Leaders Academy, all of which are tailored to provide ongoing support and cultivate highly effective teaching practices. Our focus

is particularly on equipping teachers to meet the needs of our most at-risk students, ensuring that every child receives the quality education they deserve.

The various Teacher Support Programs we offer are grounded in research-based practices and strategies. These programs are meticulously crafted to enhance the effectiveness of teaching across all classrooms, every day. By integrating these evidence-based approaches, we aim to promote a culture of continuous improvement and excellence in teaching.

Our New Teacher Induction Program, along with the Mentoring Program, provides essential guidance and support to educators who are new to our school community. These initiatives are complemented by ongoing professional development opportunities and job-embedded Professional Learning Communities (PLCs), which are integral to our commitment to lifelong learning and professional excellence. Through these efforts, we strive to create an environment where teachers feel supported, valued, and empowered to excel in their roles.

As a district, we recognize the significant burden placed on certain employees within our district due to the extensive size and scope of our operations. The task of updating multiple policies, procedures, and handbooks is a substantial one, often falling disproportionately on a few individuals. For the 2026-2027 school year, we are prioritizing the exploration of strategies to distribute these responsibilities more evenly among various stakeholders. By doing so, we aim to alleviate the workload on these employees and ensure a more efficient and collaborative approach to maintaining our district's operational standards.

Strengths

At GISD, we are committed to fostering an environment where teachers can thrive and excel. Our variety of teacher support programs are meticulously designed to develop and retain effective educators. Through district-wide Professional Learning Communities, we provide a robust framework that encourages professional growth. These communities facilitate collaborative instructional planning and adjustments, ensuring that our teaching strategies are both innovative and responsive to the needs of our students. Furthermore, they emphasize student-centered data analysis, allowing teachers to tailor their approaches to maximize student success.

We pride ourselves on offering a diverse array of special programs and academic opportunities that cater to the varied interests and talents of our students. These programs are crafted to challenge and engage students, providing them with the skills and knowledge necessary to excel in their academic pursuits and beyond. By offering such a wide range of opportunities, we ensure that every student can find a path that aligns with their passions and aspirations.

The establishment of the Superintendent Student Advisory Committee at the high school campus is a testament to our commitment to student voice and leadership. This committee serves as a vital conduit for students to share their insights and perspectives directly with the Superintendent. By valuing and incorporating student feedback, we are able to make informed decisions that enhance the educational experience and address the needs and concerns of our student body.

Our School Health Advisory Committee (SHAC) plays a crucial role in advising the district on health and wellness policies and procedures. This committee is instrumental in ensuring that our schools promote a healthy and safe environment for all students and staff. By focusing on comprehensive health and wellness strategies, SHAC helps us implement policies that support the physical, emotional, and mental well-being of our school community.

At the district level, the collaboration among directors and the Superintendent is a cornerstone of our operational success. These meetings provide a structured platform where departmental issues are openly discussed, fostering a culture of transparency and mutual support. By coming together, we are able to pool our collective expertise to collaboratively resolve challenges, ensuring that our strategies are well-informed and effective. Additionally, these sessions are invaluable for addressing any questions that may arise, allowing us to clarify uncertainties and align our efforts towards common goals. The feedback we receive during these discussions is particularly valuable, as it offers insights that help us refine our practices and enhance our educational offerings. This collaborative approach not only strengthens our district's leadership but also ensures that we are responsive to the needs of our students and community.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.
2 ★	Maximize district funding allocations by improving the Average Daily Attendance (ADA) rate through targeted attendance monitoring and aggressive chronic absenteeism reduction strategies.	Many parents do not understand the importance of attendance. There continues to be a lack of buy-in between parent and school. Students tend to have no real consequences when attendance becomes excessive.

★ = Priority

Perceptions

Summary

At Gainesville ISD, we recognize that the success of our district is a collaborative effort that involves students, parents, staff, and the broader community. Each group plays a vital role in shaping the educational experiences and outcomes of our students, and we are committed to fostering an environment where all voices are heard and valued.

To ensure we are meeting the needs and expectations of our community, we actively collect data through various channels such as district and campus committees, planning teams, and surveys. These tools allow us to gauge community perceptions and gather feedback that is essential for informed decision-making and strategic planning.

We are dedicated to developing community engagement programs that provide our stakeholders with a deeper understanding of our district's goals, challenges, and achievements. By doing so, we aim to build strong partnerships that support student success and enhance the educational experience for all.

Maintaining transparency and open dialogue with students, parents, staff, and the community is a top priority for Gainesville ISD. We believe that open communication is key to gaining valuable insights and sharing important information, which ultimately strengthens the trust and collaboration between the district and our stakeholders.

We prioritize the engagement of families and the community in every facet of the educational journey. This commitment is evident through our diverse range of extracurricular activities, including athletics and fine arts, which provide students with opportunities to explore their interests and talents beyond the classroom. Additionally, we host family nights at our elementary schools to foster a strong connection between home and school, and we offer college and career planning at our secondary schools to prepare students for their future endeavors. Our open houses across all campuses further invite families and community members to be active participants in our educational environment.

We are dedicated to cultivating a community of leaders who work collaboratively, recognizing and valuing the collective intelligence of each member. This collaborative spirit is directed towards enhancing student outcomes, ensuring that every decision and action is aligned with the goal of student success. Leadership development is a cornerstone of our approach, with opportunities available both at the central office and on campus. Teachers are encouraged to step into leadership roles as team leaders and committee chairpersons, which not only supports their professional growth but also lays a strong foundation for continuous improvement within our district.

As a district, we prioritize understanding and improving our culture and climate, which is why we conduct surveys throughout the year. These surveys provide us with valuable insights into the positive aspects of our school culture that we should continue to reinforce, as well as identify any harmful elements that require our attention and change. By systematically analyzing this data, we can make informed decisions that enhance the overall environment for our students, staff, and community.

Each academic year, we conduct several key surveys to gather comprehensive feedback. The Employee Exit Survey allows us to understand the experiences of departing staff members, providing us with critical information on areas where we can improve our support and retention strategies. Facility Surveys help us assess the physical environment of our school, ensuring that our infrastructure meets the needs of our students and staff and supports effective learning.

Additionally, Parent and Community Surveys are instrumental in capturing the perspectives of those who are integral to our school community. These surveys help us gauge satisfaction levels and identify areas where we can strengthen our partnerships with families and the wider community. The BrightBytes Technology Survey, which includes input from students, teachers, and parents, is essential in evaluating our technology integration and digital learning strategies. This feedback ensures that we are effectively leveraging technology to enhance educational outcomes and prepare our students for the future.

Strengths

Our district excels in actively soliciting feedback from a diverse range of stakeholder groups, which is a cornerstone of our commitment to continual improvement. By engaging with students, parents, teachers, and community members, we ensure that our educational strategies and policies are reflective of the needs and aspirations of our community. This collaborative approach not only fosters a sense of shared responsibility but also drives meaningful changes that enhance the educational experience for

all students.

Furthermore, our district has been commended by parents for the effective communication outlets we employ to keep them informed about activities, events, and issues within the district. By utilizing a variety of communication channels, we ensure that parents are well-informed and engaged in their children's education. This transparency and openness not only build trust but also strengthen the partnership between the school and families, ultimately contributing to the success of our students.

Our district is committed to expanding learning opportunities for parents, recognizing the invaluable role they play in their children's education. By providing these opportunities, we aim to equip parents with the skills necessary to effectively support their child's learning journey. This initiative allows parents to engage in hands-on practice with their children, with the added benefit of having trainers and teachers available to offer guidance and constructive feedback. This collaborative approach not only enhances the educational experience for students but also fosters a strong partnership between parents and the school, laying the foundation for sustained involvement and support in the years to come.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Cultivate an inclusive school community by removing communication barriers and creating diverse, culturally responsive opportunities for all parents to engage in school decision-making and campus activities.	Some parents do not feel comfortable engaging in school decision making and campus activities. Communication tends to be the common barrier.
2 ★	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Ensure all students have access to grade-level expectations by aligning Tier I instruction directly to the depth and complexity of the TEKS (Texas Essential Knowledge and Skills) and expanding teacher capacity to deliver rigorous daily lessons.	Teachers struggle to unpack the complex state standards. They need more specialized tools to help students reach high achievement without lowering our expectations.
2 ★	Accelerate academic outcomes for all student groups by providing targeted, discipline-specific instructional coaching tailored to the unique methodologies required by Special Education and Emergent Bilingual educators.	There is a need for teachers to meet the unique needs of SPED and EB students specifically. The majority of our student population is hispanic. The data shows we are not seeing this special population of students perform at grade level or beyond.
3 ★	Elevate classroom support and student achievement by designing and implementing specialized, high-quality professional development tailored to the unique instructional needs of district paraprofessionals.	Paraprofessionals serve multiple students with little to no knowledge of academics and behaviors. They should be seen as valuabled and be included in the academic environment. They many times have no clear understanding of their role and responsibilities.
4 ★	Maximize district funding allocations by improving the Average Daily Attendance (ADA) rate through targeted attendance monitoring and aggressive chronic absenteeism reduction strategies.	Many parents do not understand the importance of attendance. There continues to be a lack of buy-in between parent and school. Students tend to have no real consequences when attendance becomes excessive.
5 ★	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.
6 ★	Cultivate an inclusive school community by removing communication barriers and creating diverse, culturally responsive opportunities for all parents to engage in school decision-making and campus activities.	Some parents do not feel comfortable engaging in school decision making and campus activities. Communication tends to be the common barrier.

7 ★	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.
8 ★	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Student Learning:
At GISD, our academic focus centers on individualized student growth and shared accountability, sustained by a collaborative environment that provides the necessary resources for all learners to succeed.

Performance Objective 1 ☑ High Priority

Increase the percentage of students scoring at the "Meets Grade Level" or "Masters Grade Level" threshold on STAAR/EOC assessments across all tested subject areas by 5% annually.

Evaluation Data Source: 3-8 STAAR scores at Meets and Masters levels, EOCs in grades 9-12 at Meets and Masters levels

Strategy 1 ☑ Results Driven Accountability

Revise district scope and sequence documents to include explicit exemplars of "grade-level mastery" for high-priority TEKS, illustrating exactly what a student product looks like when it hits the required depth.

Strategy's Expected Result/Impact: Equity across classrooms: Every student in the district accesses the same high standard of execution, regardless of their assigned school or teacher. Elimination of "under-teaching": Teachers move past low-level compliance tasks because the exemplar clearly defines the required cognitive complexity and rigor.

Staff Responsible for Monitoring: District and Campus Leaders, Campus Instructional Coaches

Problem Statements: Student Learning 1

Funding Sources: State Compensatory Education Allotment,

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Strategy 2 ☑ Results Driven Accountability

Deploy a unified, non-evaluative Tier 1 Instructional Walkthrough Rubric across all campuses. This ensures that principals, assistant principals, and instructional coaches are looking for the exact same indicators of TEKS alignment and rigor.

Strategy's Expected Result/Impact: Consistent feedback for teachers: Teachers receive cohesive, predictable guidance because principals, assistant principals, and coaches are completely aligned on what "good instruction" looks like. Calibrated leadership teams: Campus administrators stop operating in silos; standardizing the rubric forces leadership teams to calibrate their expectations during shared walks.

Staff Responsible for Monitoring: District and Campus Leadership

Problem Statements: Student Learning 1, 2

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Strategy 3

Include paraprofessionals in professional development that highlights the exact vocabulary, critical thinking depth, and multi-step problem-solving required for high-tier performance.

Strategy's Expected Result/Impact: Increased student stamina: Training paraprofessionals on the actual depth of high-tier tasks empowers them to push students through productive struggle, building the stamina needed for grade-level assessments. Stronger instructional partnerships: Inclusion in professional development bridges the gap between teachers and paraprofessionals, creating a unified, collaborative team that plans and reflects using a shared instructional language.

Staff Responsible for Monitoring: District and Campus Leadership

Problem Statements: Student Learning 3

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Ensure all students have access to grade-level expectations by aligning Tier I instruction directly to the depth and complexity of the TEKS (Texas Essential Knowledge and Skills) and expanding teacher capacity to deliver rigorous daily lessons.	Teachers struggle to unpack the complex state standards. They need more specialized tools to help students reach high achievement without lowering our expectations.
2	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.

3	Elevate classroom support and student achievement by designing and implementing specialized, high-quality professional development tailored to the unique instructional needs of district paraprofessionals.	Paraprofessionals serve multiple students with little to no knowledge of academics and behaviors. They should be seen as valuabled and be included in the academic environment. They many times have no clear understanding of their role and responsibilities.

Performance Objective 2 ☑ High Priority

Ensure 100% of core content teachers successfully complete professional development pathways focused on unpacking the TEKS and executing rigorous formative assessments by the conclusion of the first semester.

Evaluation Data Source: PLC sign in sheets, Professional Development log in Eduphoria

Strategy 1 ☑ Results Driven Accountability

Utilize campus instructional coaches to run short-cycle coaching bursts (observation - bite-sized feedback - practice - re-observe) specifically for teachers struggling to execute rigorous Tier 1 lessons.

Strategy's Expected Result/Impact: Increased feedback retention: Replacing long lists of critiques with one "bite-sized" action step allows teachers to master one teaching habit at a time. Stronger coaching culture: Normalizing brief, low-stakes observations and live practice reduces teacher anxiety and builds trust in instructional coaches.

Staff Responsible for Monitoring: District and Campus Leaders, Campus Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 2 ☑ Results Driven Accountability

Pair coaches with struggling teachers for 1:1 modeling and co-planning sessions.

Strategy's Expected Result/Impact: The gradual release model (Coach Models- Co-Teaches- Teacher Executes) allows struggling teachers to build confidence and muscle memory in a low-stakes environment. Providing intensive, shoulder-to-shoulder support transforms a struggling teacher's experience from isolated frustration to supported growth, increasing retention.

Staff Responsible for Monitoring: District and Campus Leaders,Campus Instructional Coaches

Problem Statements: Student Learning 1, 2

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Accelerate academic outcomes for all student groups by providing targeted, discipline-specific instructional coaching tailored to the unique methodologies required by Special Education and Emergent Bilingual educators.	There is a need for teachers to meet the unique needs of SPED and EB students specifically. The majority of our student population is hispanic. The data shows we are not seeing this special population of students perform at grade level or beyond.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Ensure all students have access to grade-level expectations by aligning Tier I instruction directly to the depth and complexity of the TEKS (Texas Essential Knowledge and Skills) and expanding teacher capacity to deliver rigorous daily lessons.	Teachers struggle to unpack the complex state standards. They need more specialized tools to help students reach high achievement without lowering our expectations.
2	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of students identified for intervention will receive targeted Multi-Tiered System of Supports (MTSS) with documented progress monitoring.

Evaluation Data Source: MTSS Data in Branching Minds, MAP Growth Data, Read 180 Data, Local and state assessment data

Strategy 1 ☑ Results Driven Accountability

Use a centralized digital platform (Branching Minds) where student intervention plans are housed and easily accessed.

Strategy's Expected Result/Impact: Seamless student transitions: When students change classrooms, grade levels, or campuses, their complete intervention history, progress monitoring charts, and accommodations travel with them instantly. Increased intervention fidelity: School and district leaders can log in to audit whether intervention plans are actually being implemented on schedule and whether the selected strategies match the student's diagnosed deficit.

Staff Responsible for Monitoring: District and Campus Leadership, MTSS oversight from SPED department

Problem Statements: Demographics 1 - District Processes & Programs 1

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Strategy 2 ☑ Results Driven Accountability

Run 6 weeks administrative health checks: Use the Branching Minds district/campus dashboard to review high-level compliance metrics (e.g., % of plans with up-to-date logging) with principals and interventionists.

Strategy's Expected Result/Impact: Proactive problem-solving culture: Shifting from annual audits to tight 6-week cycles establishes a routine where principals and interventionists systematically look at system health, making continuous adjustments part of their operational norm.

Staff Responsible for Monitoring: Campus Principals, Campus Interventionists, and SPED department overseeing MTSS

Problem Statements: Demographics 1 - District Processes & Programs 1

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Accelerate academic outcomes for all student groups by providing targeted, discipline-specific instructional coaching tailored to the unique methodologies required by Special Education and Emergent Bilingual educators.	There is a need for teachers to meet the unique needs of SPED and EB students specifically. The majority of our student population is hispanic. The data shows we are not seeing this special population of students perform at grade level or beyond.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

Goal 2

Recruitment and Retention:
GISD is dedicated to cultivating a premier workforce by executing continuous, year-round recruitment strategies and fostering a supportive culture that retains top-tier talent. Every district interaction serves as a vital opportunity to attract and sustain members of the GISD family.

Performance Objective 1

☑ **High Priority**

Achieve a 95% or higher satisfaction rating on post-onboarding surveys completed by newly hired staff regarding their recruitment, selection, and initial district orientation experience.

Evaluation Data Source: Post Onboarding Survey results

Strategy 1

Leverage Frontline Central to centralize and automate new hire and onboarding compliance tracking.

Strategy's Expected Result/Impact: Automated notification workflows: System-generated email reminders automatically prompt new hires about incomplete items, shifting the burden of chasing down paperwork from HR staff to the automated system. Zero-delay paperwork processing: New hires can securely complete, sign, and submit required state and federal onboarding forms (such as W-4s, I-9s, and employee handbooks) digitally before their official start date.

Staff Responsible for Monitoring: Human Resources Department

Problem Statements: District Processes & Programs 1

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Strategy 2

Launch a personalized "Welcome to GISD": The hiring principal and department team will send a short video greeting or a handwritten postcard within 48 hours of contract signing.

Strategy's Expected Result/Impact: Elevated campus loyalty over competing offers: When a candidate receives an authentic welcome from their direct supervisor and future peers, they form an emotional connection that makes them significantly less likely to entertain late offers from neighboring districts.

Staff Responsible for Monitoring: Campus Leadership Teams, Human Resources Director

Problem Statements: District Processes & Programs 1

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

Performance Objective 2 ☑ High Priority

Ensure that 90% or more of all projected certified classroom teacher vacancies for the upcoming school year are filled with highly-qualified candidates prior to July 31st annually.

Evaluation Data Source: Frontline Reporting for newhires, Ascender Position Management Reporting for vacancies

Strategy 1

Require current staff to complete non-binding "Intent to Return" forms by February 1st. Offering a small incentive for 100% campus completion.

Strategy's Expected Result/Impact: Early start on the hiring market: HR can immediately open high-priority job postings and secure top-tier talent in high-needs areas (like Bilingual, SPED, and Secondary Math/Science) while other districts are still waiting for springtime resignations.

Staff Responsible for Monitoring: Human Resources Director

Problem Statements: Student Learning 2 - District Processes & Programs 1

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Strategy 2

Once a candidate signs in the spring, send bi-weekly touchpoints (e.g., campus welcome videos, digital onboarding checklists, district swag) so they feel connected and do not back out before July 31st.

Strategy's Expected Result/Impact: Drastic reduction in late-summer resignations: Constant communication fills the "engagement void" between contract signing and day one, closing the window where candidates feel forgotten and open to looking at other offers. Early warning indicator for HR: If a candidate stops responding to the bi-weekly touchpoints or logging into their checklists, HR receives an immediate red flag that the candidate may be wavering, allowing the district to intervene or post the position before July 31st.

Staff Responsible for Monitoring: Human Resources Department, Campus Leadership

Problem Statements: Student Learning 2

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

Performance Objective 3 ☑ High Priority

Cultivate a supportive culture for novice educators by maintaining a 95% or higher satisfaction rating on the end-of-year new teacher survey, thereby increasing year-one teacher retention to 80%.

Evaluation Data Source: Frontline Reporting, Ascender Position Management Reporting

Strategy 1 ☑ Results Driven Accountability

Utilize instructional coaches to conduct weekly, non-evaluative coaching cycles (co-planning, modeling, and real-time feedback) completely separate from the T-TESS evaluation process.

Strategy's Expected Result/Impact: More accurate T-TESS scores over time: While the coach does not evaluate the teacher, their weekly support directly improves the teacher's daily execution; consequently, when administrators conduct official T-TESS observations, they naturally observe higher-quality instruction.

Staff Responsible for Monitoring: District Coordinators and Coaches, Campus Leaders

Problem Statements: Student Learning 2

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Strategy 2

Implement a mandatory, year-long New Teacher Academy providing monthly professional development for all zero-year experience teachers, focusing on classroom management, high-yield instructional strategies, TEKS-aligned lesson execution, formative assessment practices, and evidence-based frameworks for supporting students from poverty.

Strategy's Expected Result/Impact: Drastic drop in first-year teacher turnover: Providing a predictable, structured peer community and monthly support structure prevents the isolation that frequently drives zero-year teachers to quit mid-year or exit the profession.

Staff Responsible for Monitoring: District Leaders

Problem Statements: Student Learning 2 - District Processes & Programs 1

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Elevate instructional practices and teacher retention by designing a personalized, competency-based professional development framework that addresses individual educator needs and experience levels.	Staff need a voice to feel valued and supported. They feel it is wasted time to sit in professional development sessions that does not relate to them specifically.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

Goal 3

Home-School-Community Partnerships:
GISD is anchored by home-school-community partnerships that drive student success through deep engagement, robust family-school connections, and continuous local collaboration. This unified system ensures every student remains holistically supported--academically, socially, and emotionally.

Performance Objective 1

☑ **High Priority**

Ensure that 100% of vital district and campus communications are accessible in the primary home languages of GISD families, resulting in a 75% or higher engagement rate on the district's primary digital communication platform by June 2027.

Evaluation Data Source: Parent Square Analytics, Facebook Analytics

Strategy 1

Ensure the Parent Square software is optimized for automated two-way translation, allowing families to receive and reply to texts or emails in their preferred language.

Strategy's Expected Result/Impact: Deeper teacher-parent partnerships: Teachers can confidently text or email back and forth with non-English speaking parents in real time, creating an immediate, personal line of communication regarding student behavior, grades, or success milestones. Drastic drop in "unreachable" families: True two-way SMS delivery directly combats systemic communication gaps, pushing the district closer to 100% "contactability" by reaching families who rely strictly on cellular text messaging.

Staff Responsible for Monitoring: District Communciations Department, Campus Leaders and teachers

Problem Statements: Perceptions 1, 2

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Strategy 2

Run weekly engagement dashboard reviews to identify specific classrooms or specific sub-populations with low click-through rates. Task campus parent engagement teams with conducting phone calls or alternative outreach to resolve access barriers.

Strategy's Expected Result/Impact: Elimination of communication "blind spots": Weekly reviews catch disengaged families, low-performing classrooms, or specific sub-populations (such as emergent bilingual or McKinney-Vento families) immediately, rather than waiting for a crisis or the end of the grading period.

Staff Responsible for Monitoring: District Communications Department, Campus Leaders

Problem Statements: District Processes & Programs 1 - Perceptions 1, 2

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Cultivate an inclusive school community by removing communication barriers and creating diverse, culturally responsive opportunities for all parents to engage in school decision-making and campus activities.	Some parents do not feel comfortable engaging in school decision making and campus activities. Communication tends to be the common barrier.
2	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.

Performance Objective 2 ☑ High Priority

Maintain 100% active community and parental representation on the District Improvement Team (DIT) and all Campus Improvement Committees (CIC), ensuring stakeholders mirror the diverse demographic profile of the GISD student body.

Evaluation Data Source: Committee/Team Member Log and Sign In Sheets

Strategy 1

Map the current demographic makeup (race, ethnicity, socioeconomic status, and home language) of our DIT and CICs against the overall GISD student enrollment data. Identify specific underrepresented groups.

Strategy's Expected Result/Impact: Increased community trust: Demonstrating a proactive commitment to matching leadership demographics with student enrollment signals transparency and builds stronger equity-based relationships with GISD families.

Staff Responsible for Monitoring: District Leaders

Problem Statements: Perceptions 1

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Strategy 2

Ensure every meeting has a dedicated bilingual staff member providing Spanish translation via in person, via headsets or separate virtual audio channels. Translate all committee slide decks, agendas, and data sheets ahead of time.

Strategy's Expected Result/Impact: Data-driven equity in decision-making: Translating complex data sheets, agendas, and slide decks ahead of time gives Spanish-speaking members the necessary prep time to analyze district metrics deeply, leading to more informed voting and policy recommendations.

Staff Responsible for Monitoring: District Leaders- Leaders of specific teams/committees

Problem Statements: Perceptions 1, 2

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Cultivate an inclusive school community by removing communication barriers and creating diverse, culturally responsive opportunities for all parents to engage in school decision-making and campus activities.	Some parents do not feel comfortable engaging in school decision making and campus activities. Communication tends to be the common barrier.

2	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.

Performance Objective 3 ☑ High Priority

Achieve a minimum of 70% participation across the total parent population in school-sponsored activities and engagement initiatives throughout the academic year.

Evaluation Data Source: Sign In Sheets from each school-sponsored activity, Feedback on Parent Surveys

Strategy 1

Announce events at least two weeks in advance using your primary digital platform. Send text messages in both English and Spanish with direct RSVP links, supplemented by paper flyers sent home with students.

Strategy's Expected Result/Impact: Frictionless, instant RSVP collection: Including direct, clickable RSVP links within text messages lets parents confirm attendance in seconds on their smartphones, bypassing the need to log into complex parent portals or fill out physical return slips.

Staff Responsible for Monitoring: District and Campus Leaders

Problem Statements: Perceptions 1, 2

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Strategy 2

Host hands-on "Parent Academies." Have campus teams teach parents the exact strategies and games they can use at home to move their children from "Approaches" to "Meets" on state standards.

Strategy's Expected Result/Impact: Stronger community-school trust: Moving from passive informational meetings to hands-on, value-additive academies positions the school campus as a genuine resource and hub for family empowerment.

Staff Responsible for Monitoring: Campus Leaders and teachers

Problem Statements: Perceptions 1, 2

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Strategy 3

To boost family engagement, the district will provide an annual stipend for a dedicated PFE coordinator to organize district-wide events.

Strategy's Expected Result/Impact:
Consistent planning: A reliable schedule of well-organized, high-quality family events throughout the entire school year.Better communication: More effective and timely promotion of events to families, since one dedicated person is managing the outreach. Higher turnout: A measurable increase in the number of families attending district-wide events compared to previous years.

Staff Responsible for Monitoring: District Leadership

Problem Statements: Perceptions 1, 2

Funding Sources: Annual Stipend, supplies and materials 211 Title I, Part A,

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Cultivate an inclusive school community by removing communication barriers and creating diverse, culturally responsive opportunities for all parents to engage in school decision-making and campus activities.	Some parents do not feel comfortable engaging in school decision making and campus activities. Communication tends to be the common barrier.
2	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.

Goal 4

Equity:
GISD is committed to dismantling systemic imbalances by cultivating institutional equity awareness, identifying and removing barriers to access, and ensuring equitable opportunities and outcomes for all students and stakeholders.

Performance Objective 1 ☑ HB3 Goal

By December 2026, the district will conduct an equity audit of student enrollment in high-stakes programs (e.g., Advanced Placement, Dual Credit, Gifted & Talented, and Career & Technical Education) to identify demographic gaps and implement open-enrollment or targeted recruitment strategies.

Evaluation Data Source: Ascender Grade Reporting Reports, CTE Enrollment Reports, Grade Reports

Strategy 1

Pull current enrollment data from Ascender for AP, Dual Credit, GT, and CTE. Calculate the demographic percentages (race, ethnicity, socioeconomic status, emerging bilingual status) within these programs and compare them directly to the overall GISD student body profile to pinpoint underrepresented groups.

Strategy's Expected Result/Impact: Removal of institutional barriers: Spotting these gaps forces the district to audit and dismantle hidden barriers to entry, such as restrictive teacher recommendation requirements, hidden fees, scheduling conflicts, or biased screening criteria that may inadvertently screen out capable students. Perpetual audit-readiness and clear accountability: Establishing this baseline allows the District Improvement Team (DIT) to set exact, measurable annual growth targets, tracking whether equity gaps are narrowing over time ahead of state and federal compliance reporting.

Staff Responsible for Monitoring: Director of C&I, District PEIMS Coordinator

Problem Statements: Demographics 1 - Student Learning 1

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Strategy 2

Use Parent Square to send direct, translated letters from the campus principal to families of targeted students, explicitly stating: "Based on your child's strong academic growth, they have been pre-approved for advanced coursework next semester."

Strategy's Expected Result/Impact: Higher conversion and response rates: A personalized letter stating a child is already "pre-approved" commands significantly more attention than a generic campus flyer, leading to rapid, affirmative RSVPs or course-selection changes.

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Perceptions 2

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Accelerate academic outcomes for all student groups by providing targeted, discipline-specific instructional coaching tailored to the unique methodologies required by Special Education and Emergent Bilingual educators.	There is a need for teachers to meet the unique needs of SPED and EB students specifically. The majority of our student population is hispanic. The data shows we are not seeing this special population of students perform at grade level or beyond.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Ensure all students have access to grade-level expectations by aligning Tier I instruction directly to the depth and complexity of the TEKS (Texas Essential Knowledge and Skills) and expanding teacher capacity to deliver rigorous daily lessons.	Teachers struggle to unpack the complex state standards. They need more specialized tools to help students reach high achievement without lowering our expectations.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Increase family engagement and representation by offering flexible, multi-modal participation options and accessible communication channels that accommodate diverse parent schedules and needs.	We have observed that our current scheduling of these events exclusively in the evenings may inadvertently limit participation. Many of our families juggle multiple jobs and responsibilities, making it challenging for them to attend evening events.

Performance Objective 2

Optimize district resource allocation to guarantee equitable, need-based funding for all campuses.

Evaluation Data Source: District and Campus Budget reports

Strategy 1

Design and implement a data-informed, weighted student funding formula that allocates local, state, and federal financial resources based on specific student demographic indicators and academic tiers, ensuring equitable, need-based budgetary distribution across all campuses.

Strategy's Expected Result/Impact: Enhanced Systemic Transparency and Audit-Readiness: Because the funding model relies on clear, public mathematical formulas, district staff, school boards, and community members can easily trace exactly how and why every dollar is distributed.

Staff Responsible for Monitoring: Finance Director, State and Federal Programs Director

Problem Statements: District Processes & Programs 1, 2

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Strategy 2

Conduct quarterly fiscal analyses and adaptive mid-year budget adjustments to ensure district expenditures continuously realign with evolving departmental demands and student academic priorities.

Strategy's Expected Result/Impact: Quarterly tracking flags unspent funds early, allowing the district to reclaim and repurpose those dollars while they can still impact student achievement.

Staff Responsible for Monitoring: Finance Director

Problem Statements: District Processes & Programs 1, 2

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Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.

2	Maximize district funding allocations by improving the Average Daily Attendance (ADA) rate through targeted attendance monitoring and aggressive chronic absenteeism reduction strategies.	Many parents do not understand the importance of attendance. There continues to be a lack of buy-in between parent and school. Students tend to have no real consequences when attendance becomes excessive.

Performance Objective 3 ☑ High Priority

By May 2027, GISD will implement a systematic series of transition activities for 100% of target students to expand career awareness and foster strong articulation and connections across district campuses

Evaluation Data Source: Campus schedules of transition activities, Agendas, Power Point Presentations

Strategy 1

Schedule structured spring field trips for transitional grades to visit campuses. Have them shadow older peers, tour the buildings, and learn about specifics for that campus.

Strategy's Expected Result/Impact: Elimination of "day-one logistical panic": Navigating the campus layout, touring the buildings, and understanding specifics (like locker usage, cafeteria routines, and passing periods) helps incoming students arrive on day one knowing exactly where to go.Increased buy-in for campus opportunities: Learning about campus-specific electives, clubs, sports, and fine arts programs during the spring sparks excitement and allows incoming students to plan their involvement ahead of schedule.

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: District Processes & Programs 1, 2

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Strategy 2

Coordinate local Gainesville business partners and high school Career and Technical Education (CTE) students to host interactive, hands-on career stations for elementary and middle school students.

Strategy's Expected Result/Impact: Early exposure to localized career opportunities: Elementary and middle school students learn firsthand about high-demand industries right here in Gainesville (such as advanced manufacturing, aviation, agriculture, and healthcare), expanding their career horizons before they enter high school. Increased high school CTE enrollment: Experiencing interactive stations run by high schoolers acts as an organic recruitment tool. Younger students get excited to join specific GISD CTE pathways (like Welding, Health Science, or Culinary Arts) once they transition campuses.

Staff Responsible for Monitoring: District and Campus Leaders

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Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Establish a systematic process for regularly reviewing and updating district policies, procedures, and corresponding staff training to ensure operational consistency across all campuses.	The responsibility of managing various tasks, such as updates and administrative duties, often falls on a single individual.
2	Maximize district funding allocations by improving the Average Daily Attendance (ADA) rate through targeted attendance monitoring and aggressive chronic absenteeism reduction strategies.	Many parents do not understand the importance of attendance. There continues to be a lack of buy-in between parent and school. Students tend to have no real consequences when attendance becomes excessive.

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Revise district scope and sequence documents to include explicit exemplars of "grade-level mastery" for high-priority TEKS, illustrating exactly what a student product looks like when it hits the required depth.
1	1	2	Deploy a unified, non-evaluative Tier 1 Instructional Walkthrough Rubric across all campuses. This ensures that principals, assistant principals, and instructional coaches are looking for the exact same indicators of TEKS alignment and rigor.
1	2	1	Utilize campus instructional coaches to run short-cycle coaching bursts (observation - bite-sized feedback - practice - re-observe) specifically for teachers struggling to execute rigorous Tier 1 lessons.
1	2	2	Pair coaches with struggling teachers for 1:1 modeling and co-planning sessions.
1	3	1	Use a centralized digital platform (Branching Minds) where student intervention plans are housed and easily accessed.
1	3	2	Run 6 weeks administrative health checks: Use the Branching Minds district/campus dashboard to review high-level compliance metrics (e.g., % of plans with up-to-date logging) with principals and interventionists.
2	3	1	Utilize instructional coaches to conduct weekly, non-evaluative coaching cycles (co-planning, modeling, and real-time feedback) completely separate from the T-TESS evaluation process.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $3,510,126.00

Total FTEs Funded by SCE: 23

Brief Description of SCE Services and/or Programs

Positions Funded by State Compensatory Education: Interventionists: Assigned to campuses based on at-risk student enrollment. Thes supplemental teachers provide direct instruction to help eligible students master core content, pass STAAR/EOC exams, achieve grade level promotion, and graduate. Roles include: Instructional Coaches, Math/Reading Interventionists, and EOC Support Teachers. Credit Recovery Teachers: High school educators who deliver targeted instruction to students needing to recover credits for failed core or foundational courses. Social-Emotional Learning (SEL) Counselors: Provide dedicated, supplemental guidance and counseling services exclusively to SCE-eligible students, building upon existing campus counseling resources. Communities In Schools (CIS): A strategic partnership that connects community resources directly to campuses to support the highest-need, at-risk students.

Personnel for District Improvement Plan

Name	Position	FTE
Brandy Bolton	AVID Teacher	1
Bruce Scott	DAEP Teacher	1
Christina Phillips	Instructional Coach	1
Christina Rocha	Instructional Aide	1
Danny Franco	Credit Recovery	1
Jana Holt	ELAR Interventionist	1
Jaquelin Rincon	Instructional Aide	1
Jeremy Thomas	AVID Teacher	1
John Bawcom	SEL District Counselor	1
Kathleen Pyle	Instructional Coach	1
Kathryn Creeks	Instructional Aide	1
Kelly Beyer	District SEL Counselor	1
Livier Franco	Bilingual Interventionist	1
Lori Nixon	ELAR Interventionist	1
Mary Newman	DAEP Counselor	1
Melina Monroy	Bilingual Instructional Coach	1
Melvin Harper	AVID Teacher	1
Misty Dill	Secondary Interventionist	1

Nancy Castorena	Math Interventionist	1
Susan Stokes	Instructional Coach	1
Tara Hackney	Instructional Coach	1
Taylor Aston	ELAR Interventionist	1
Thomas Meek	Instructional Coach	1

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

Gainesville ISD mandates universal screening three times a year (Fall, Winter, Spring) using the standardized NWEA MAP testing to establish baseline learning trajectories. We have implemented weekly Professional Learning Communities (PLCs) where teachers look directly at common formative assessments to adjust Tier 1 classroom delivery before students fall behind. Each campus has intervention times built into their master schedules so instruction stays flexible.

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

Gainesville ISD leverages Ascender (our SIS data system) to track attendance, behavior, and course failures. The counselors on each campus are responsible for maintaining accurate lists so that each student can be monitored throughout the school year.

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

Gainesville ISD has dedicated Reading/Math Interventionists and Instuctional Coaches to execute targeted, intensive lesson plans using evidence-based strategies and practices. At the high school level we utilize the Edmentum software platform paired with a certified teacher in the room to allow students to master missing components of a foundation course asynchronously without repeating the entire school year.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Gainesville ISD integrates SEL Counselors and Communities In Schools directly into the academic data review loop to remove non-academic barriers like housing or trauma. We also provide targeted training on scaffolding techniques for English Learners and Special Education populations, ensuring high-yield instructional strategies are consistently deployed across all classrooms.

Descriptor 2: Teacher Quality

To identify and address any disparities we pay close attention to the percentage of novice teachers assigned to Title I vs. non-Title I campuses to identify imbalances. We also track teachers teaching outside of their official certification areas or those in alternative certification programs. We recognize the high attrition rates of alternatively certified or uncertified teachers, so we do assign dedicated campus instructional coaches or master teachers to provide daily, job-embedded support to new hires. This aligns with state-level mandates designed to keep uncertified personnel moving rapidly toward full

state certification

Descriptor 3: School Improvement and Support Activities

Gainesville ISD has a Campus Intervention Team (CIT) overseen by the Executive Director of Curriulum and Instruction. The Director of C&I is the central link between the campus principal and TEA, tracking milestone execution inside ISAM. We utilize the Effective Schools Framework (ESF) and have partnered with our local Education Service Center (ESC11) to conduct an official on-site ESF Diagnostic. This evaluates the campuses across five primary levers:

- Strong School Leadership and Planning
- Strategic Staffing
- Positive School Culture
- High-Quality Instructional Materials and Assessments
- Rigorous Instruction

We then take this information to create Targeted Improvement Plans for the following campuses:

Edison/Chalmers- Comprehesive Support and Improvement Progress

Intermediate- Additional Targeted Support

Junior High- Additional Targeted Support

We commit to giving these schools prioritizing support. This includes putting instructional coaches on the ground, conducting more frequent learning walks, and establishing standardized assessment timetables to aggressively track demographic or special program performance drops before the spring STAAR window.

Descriptor 4: Measure of Poverty

Gainesville ISD uses the number of children eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program as its selected poverty measure. The district extracts this low-income data from the Texas Student Data System (TSDS) PEIMS database, calculating poverty percentages based on students officially coded as Economically Disadvantaged under codes 01, 02, and 99.

We determine campus eligibility based on enrollment data. The actual number of economically disadvantaged students enrolled at each campus on the Fall Snapshot date is used to calculate each school's individual poverty percentage.

To ensure equitable distribution of funds, we rank all eligible campuses as a whole district from highest poverty percentage to lowest poverty percentage, rather than utilizing grade-span grouping. We then allocate Title I, Part A funds using the following strict ranking protocol:

1. Mandatory 75% Threshold: Any campus meeting or exceeding a 75% poverty rate is funded first in strict rank order, regardless of grade level served.
2. Remaining Allocations: Campuses below the 75% threshold are funded in descending rank order based on their whole-district poverty percentage, down to the district's average poverty rate or a baseline threshold of 35%.
3. Per-Pupil Allocation Rule: In alignment with federal requirements, the district ensures that per-pupil allocations for higher-poverty campuses are equal to or greater than the allocations given

to lower-poverty campuses.

Descriptor 5: Nature of Programs

Currently, there are no local institutions for neglected or delinquent children, nor community day school programs operating within the geographic boundaries of Gainesville ISD. Should a facility open or a student be identified, the district will collaborate with local agencies to provide equitable educational services using Title I, Part A reservation funds.

Descriptor 6: Services to Homeless Children and Youth

In Gainesville ISD homeless students are enrolled immediately. This applies even if they lack normally required records. These include immunization logs, proof of residency, academic transcripts, or guardianship paperwork. We commit to keeping students at their "school of origin" (the school they attended when they became homeless) if it is in the student's best interest. This stays in place for the full duration of the school year.

For coordinating transportation, we arrange specialized bus routes or provide public transit passes/ gas cards. This ensures students can travel back and forth to their school of origin seamlessly.

All students in GISD receive free breakfast and lunch so Homeless students have immediate access to the National School Lunch Program for free meals. We provide personal care kits and school supplies to all homeless students and we have a Mckinney Vento Care Closet full of essential needs that is available as well.

At Gainesville ISD any student identified as homeless is automatically eligible for Title I services. This applies even if they do not attend a designated Title I Schoolwide campus. Students are directly connected with campus Interventionists or Credit Recovery teachers. This ensures they receive immediate academic tracking and high-impact tutoring. We partner with internal SEL Counselors and Communities In Schools (CIS) to provide clothing, hygiene kits, and medical or mental health referrals.

To determine the Title I Part A Homeless Reservation we us the Per-Pupil Method: We multiplie the total number of identified homeless students from the previous school year by $100 per student to establish the baseline reservation. These reserved funds are used for supplemental items that traditional Title I funds cannot buy. This includes buying clothing, purchasing eyeglasses or basic medical needs, paying for birth certificate or immunization record fees, and funding emergency grocery gift cards for families.

Descriptor 7: Parent and Family Engagement Strategy

Gainesville ISD has a written Parent and Family Engagement Policy, developed under Section 1116. This policy is reviewed annually, and published across all campus communications.

Gainesville ISD utilizes its District Educational Improvement Committee (DEIC) and Campus Improvement Team (DIT)—which mandate active parent representation—to review, update, and approve the PFE policy and School-Parent Compacts every spring. Every Title I campus within the district commits to holding a mandatory annual meeting offered at flexible times (e.g., morning and evening options) to explain Title I requirements, school performance, funding allocations, and parents' rights to be involved.

Campuses host targeted, interactive events designed to demystify the Texas Essential Knowledge and Skills (TEKS) standards and provide parents with concrete strategies to support learning at home.

Gainesville ISD guarantees that all vital district notifications, PFE policies, school-parent compacts, and report cards are distributed in an understandable format and, to the extent practicable, in a language parents understand (primarily English and Spanish).The district utilizes standardized digital communication platforms that feature automatic, real-time translation capabilities, ensuring seamless, direct communication between parents and classroom teachers.

Gainesville ISD distributes a comprehensive parent engagement survey every spring to evaluate the effectiveness of the PFE program and identify barriers to parent participation (such as scheduling, childcare, or language needs).The results of these surveys are directly reviewed by the DEIC and campus leadership teams to make data-driven revisions to the PFE policy and to adjust funding allocations for the upcoming school year.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Gainesville ISD has established a formal coordination agreement with ESC Region 9 Head Start Program. Our local Head Start Program is part of Gainesville ISD. GISD employess all staff at this location and they take part in everything all other GISD employees take part in.

To support students with special needs, our district SPED department coordinates with local ECI agencies. Transition conferences are held at least 90 days before a child's third birthday to smoothly move eligible students into public preschool or special education program.

At the end of the school year, early childhood staff compile student readiness data (Circle Progress Monitoring results) and share it directly with incoming kindergarten teachers. This allows Edison Elementary to immediately place students in necessary interventions.

Gainesville ISD hosts annual Kindergarten Round-Up events and campus transition tours.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

All eligible campuses within Gainesville ISD utilize the Title I Schoolwide Plan to upgrade the entire educational program. The district does not designate or operate any Targeted Assistance Programs under Section 1115.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

For transition from 8th grade to 9th grade Gainesville ISD hosts annual tours where 8th graders visit the high school campus. They explore Career and Technical Education (CTE) labs, meet student ambassadors, and learn about elective pathways. We also offer a 9th Grade Fish Camp before the start of the school year and the focus is on study skills, high school GPA calculations, campus navigation, and social-emotional adjustments to lower freshman anxiety.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

For high school to post secondary transition, Gainesville ISD partners with our local community college (NCTC) to offer robust Dual Credit courses. This allows students to earn college hours simultaneously with high school credits, flattening the transition to higher education. We align high school courses with specific regional workforce demands. This offers students the chance to graduate with industry-based certifications (IBCs) in fields like welding, health science, or business management, allowing for immediate workforce entry.

Descriptor 11: Discipline Disproportionality

Gainesville ISD's federal programs department, alongside campus leadership teams, conduct quarterly reviews of discipline referral data extracted from PEIMS. This data is explicitly disaggregated by race, ethnicity, socioeconomic status, English Learner (EL) status, and Special Education (SPED) status. If the data shows a campus or a specific subgroup is experiencing disproportionately high rates of classroom removals, the district triggers targeted support. This includes providing the campus principal with additional behavioral specialists, adjusting campus improvement goals, or conducting specialized staff root-cause analyses.

Just like academic interventions, we use a tiered approach to behavior. Tier 1 involves teaching clear, school-wide behavior expectations to all students. Tier 2 provides small-group social skills interventions, and Tier 3 creates individualized Behavior Intervention Plans (BIPs).

Social-Emotional Learning (SEL) Counselors and partnerships like Communities In Schools (CIS) are heavily utilized. These professionals provide direct, supplemental support to high-risk students, addressing non-academic barriers before they manifest as behavioral issues in the classroom.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Gainesville ISD integrates lessons where academic concepts are taught through a career lens. For example, advanced biology concepts are applied in a health science lab. High school seniors participate in "Practicum" classes. These are capstone courses where students leave the traditional classroom for part of the day to participate in unpaid or paid internships, clinical rotations at local hospitals, or work-study positions with local businesses.

Gainesville ISD supports clubs like FFA and HOSA (Future Health Professionals). These organizations let students take what they learn in class and compete in hands-on, state-level skills competitions.

Gainesville ISD helps students earn official state-approved certifications before graduation. Examples include Certified Nurse Aide (CNA), AWS Welding, Adobe Certified Professional, or Microsoft Office Specialist. Earning these proves the student has the skills local employers want.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Gainesville ISD supports groups like FFA, and HOSA. Local professionals routinely volunteer to judge mock competitions and coach students in technical skills before state-level events.

For health science students, we paretner with local hospitals and nursing facilities. Students complete mandatory clinical hours under the supervision of registered nurses, which counts toward their high school credit and directly prepares them for the Certified Nurse Aide (CNA) state exam.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Gainesville ISD will not use Title I Part A funds for identifying and serving GT students.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Gainesville ISD will not use Title I Part A funds for identifying and serving GT students.

Title I Personnel

Name	Position	Program	FTE
Ashley Dill	ELAR Interventionist	MTSS	1
Ashton Guenther	6th grade Teacher	Schoolwide Program	1
Gayleth Laurence	Instructional Aide	Early Childhood	1
Gina Smerieri	2nd grade Teacher	Schoolwide Program	1
Jacob Gray	5th grade Teacher	Schoolwide Program	1
Jennifer Arthur	Instructional Aide	Early Childhood	1
Jessica Fleitman	4th Grade Teacher	Schoolwide Program	1
Karla Creasy	2nd Grade Teacher	Schoolwide Program	1
Kenedy Almeida	3rd Grade Teacher	Schoolwide Program	1
Laura Gibbs	2nd Grade Teacher	Schoolwide Program	1
Lauren Chappell	ELAR Interventionist	MTSS	1
Leslie Spence	3rd Grade Teacher	Schoolwide Program	1
Lindsey Davis	KG Teacher	Bilingual Program	1
Mary Dunning	1st grade Teacher	Bilingual Program	1

Committees

Committees

District Improvment Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 4, 2026 @ 5:30 PM	GISD Administration Building	DIT 6_4_26 Sign In Sheet.pdf	DIT 6_4_26 Agenda and Notes.pdf
May 7, 2026 @ 5:30 PM	GISD Administration Building	DIT 5_7_26 Sign In Sheet.pdf	DIT 5_7_26 Agenda and Notes.pdf
April 16, 2026 @ 5:30 PM	GISD Administration Building	DIT April 16 2026 Sign In Sheet.pdf	DIT April 16 2026 Agenda and Meeting Notes.pdf
March 30, 2026 @ 5:30 PM	GISD Admininstration Building	DIT March 30 2026 Sign IN sheet.pdf	DIT March 20 2026 Agenda and Meeting Notes.pdf

Members

First Name	Last Name	Position	Committee Role
Ginger	Johnson	Abigal's Arms	Community Member
Angie	Alonso	Parent	Parent
Julie	Ikpah	Parent	Parent
Jana	Traymany	Parent	Parent
Christa	Call	Parent	Parent
Luz	Landeros	Parent	Parent
Chelsea	Smith	Elementary Paraprofessional	Paraprofessional
Collin	Holt	Early Childhood Teacher	Early Childhood Teacher
Apphia	West	Intermediate Teacher	Intermediate Teacher
Christy	Berry	Intermediate Teacher	Intermediate Teacher
Brooke	Dalri	Elementary Teacher	Elementary Teacher
Nancy	Castorena	Math Interventionist ELEM	Interventionist-Math
Livier	Franco	Bilingual Interventionist	Bilingual Interventionist
Jill	Linnell	Elementary Counselor	Counselor
Jackson	Langley	KG Teacher	KG Teacher

Nicole	Ochoa	Middle School PEIMS	Middle School PEIMS
Melissa	Knight	Middle School Art Teacher	Electives Teacher
Kristal	Young	CTE Teacher	CTE Teacher
Cassie	Dunlap	High School English Teacher	Content Teacher
Kelli	Brown	Asst Principal Elementary	Asst Principal
Miranda	Zimmerer	Asst Principal High School	Asst Principal/Testing Coordinator
Claudia	Brito	Intermediate Campus Principal	Campus Principal
Tara	Crockett	Principal Head Start	Early Childhood
Jacqueline	Reyes	District PEIMS Coordinator	PEIMS
Tara	Hackney	Instructional Coach	Student Achievement/Teacher growth
Tina	Scott	Instructional Coordinator	Instruction/Student Achievement
Mary	Flanagan	Director of Special Education	Special Education
Jon	Hill	Director of Finance	Finance
Dana	Dudenhoeffer	Exec Director Curriculum and Instruction	Curriculum
LaCreasha	Stille	Asst Superintendent	Human Resources
DesMontes	Stewart	Superintendent	Superintendent
Amber	Rains	Director State/Federal Programs/ BIL/ESL	State/Federal Programs/BIL/ESL

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Amber Rains

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Annual Stipend, supplies and materials	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$999,875.00
				+/- Difference	**$999,875.00**

255 Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$135,497.00
				+/- Difference	**$135,497.00**

289 Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$74,904.00
				+/- Difference	**$74,904.00**

263 Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$98,252.00
				+/- Difference	**$98,252.00**

224 IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$686,030.00
				+/- Difference	**$686,030.00**

State Special Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,506,228.00
				+/- Difference	**$3,506,228.00**

State Dyslexia Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$75,202.00
				+/- Difference	**$75,202.00**

State Compensatory Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,510,126.00
				+/- Difference	**$3,510,126.00**

State Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$689,865.00
				+/- Difference	**$689,865.00**

State Career and Technology Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$1,841,106.00
+/- Difference	**$1,841,106.00**

State Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$691,528.00
+/- Difference	**$691,528.00**

State Gifted and Talented Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$61,080.00
+/- Difference	**$61,080.00**

State School Safety Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$226,536.00
+/- Difference	**$226,536.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amber Rains	9/4/2026	Amber Rains	9/4/2026
Child Abuse and Neglect	Amber Rains	9/4/2026	Amber Rains	9/4/2026
Coordinated Health Program	Angie Sloop	9/4/2026	Amber Rains	9/4/2026
Disciplinary Alternative Education Program (DAEP)	Amber Rains	9/4/2026	Amber Rains	9/4/2026
Dyslexia Treatment Program	Mary Flanagan	9/4/2026	Amber Rains	9/4/2026
Pregnancy Related Services	Amber Rains	9/4/2026	Amber Rains	9/4/2026
Student Welfare: Crisis Intervention Programs and Training	Clark Bawsom	9/4/2026	Amber Rains	9/4/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amber Rains	9/4/2026	Amber Rains	9/4/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Jason Peacock	9/4/2026	Amber Rains	9/4/2026

Definitions

"Bullying":

Bullying

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

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

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

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

Internet Posting

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

Education Code 37.0832

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

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

In addition to legal requirements, the District shall encourage healthy food and beverage options be included at concessions at school-related events outside of the school day.

Foods and Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District. The District shall also use health course curriculum that emphasizes the importance of proper nutrition. [See EHAA]

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.
4. The District's employees, including food service staff, health and physical education teachers, and other school personnel, shall coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.
5. The District shall share educational nutrition information with families and the general public to positively influence the health of students and community members.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.
3. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.
4. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.
5. The District shall provide physical education classes that regularly emphasize moderate to vigorous activity.

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The lead school nurse shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including post-

ing on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

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Removal Under Student Code of Conduct

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

Mandatory Placement in DAEP

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

School-Related Misconduct

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
    a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
    b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;
5. Sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];

6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.

7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.

8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.

9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation A student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property against any school employee or volunteer as defined by Education Code 22.053 containing the elements of:

1. Retaliation under Penal Code 36.06; or

2. Harassment under Penal Code 42.07.

Education Code 37.006(b)

Conduct Unrelated to School In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as any of the following offenses:

   a. A felony offense under Penal Code Title 5;

   b. The offense of deadly conduct under Penal Code 22.05;

   c. The felony offense of aggravated robbery under Penal Code 29.03;

d. The offense of disorderly conduct involving a firearm under Penal Code 42.01(a)(7) or (8); or

e. The offense of unlawfully carrying weapons under Penal Code 46.02, except for an offense punishable as a Class C misdemeanor;

2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as an offense listed in item 1; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as an offense listed in item 1.

Education Code 37.006(c)

Reasonable Belief

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*

2. Capital Murder. *Penal Code 19.03*

3. Manslaughter. *Penal Code 19.04*

4. Criminally Negligent Homicide. *Penal Code 19.05*

5. Unlawful Restraint, if:

   a. The person restrained was younger than 17 years of age; or

   b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*

6. Kidnapping. *Penal Code 20.03*

7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*
12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 18 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:

a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;

b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place if the prevention or interruption causes pecuniary loss of $1,500 or more to the owner;

c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

d. Place the public or a substantial group of the public in fear of serious bodily injury; or

e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;

2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and

3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal

Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and
2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)-(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

Disruption

A student may be removed from class and placed in a disciplinary alternative education program if the student:

1. Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123;
2. Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124, only if:
    a. The student is 12 years of age or older at the time of the conduct; and

b. The conduct is intentional and repeated.

Education Code 37.006(d), (d-1); 37.124(d)

E-Cigarette Possession or Use

A student may be removed from class and placed in a disciplinary alternative education program if the student possesses or uses an e-cigarette, as defined by Health and Safety Code 161.081.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense, the student shall be placed in in-school suspension for a period of at least 10 school days. [For requirements related to in-school suspension, see FOB.]

Education Code 37.006(d)

One Year After Conduct

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

Certain Organization and Gang Membership and Solicitation

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the district shall revoke the student's admission. *Education Code 25.001(b-1)*

Placement of Younger Students

A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f), .007(e)* [See FOD]

Students Younger Than Six

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. *Education Code 37.006(l), .007(e)(2)*

Process for Removal

Conference

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Right to Request a Special Education Evaluation

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBAA]. *Education Code 37.006(p)*

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed

one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

Beyond End of School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

DAEP at Capacity

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

Placement of Student Who Engaged in Violent Conduct

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct [see below at Determination of Violent Conduct], a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

Determination of Violent Conduct

Violent conduct means an act by a student against another person that is intended to result in physical harm, bodily injury, or assault or a threat that reasonably places the other person in fear of imminent physical harm, bodily injury, or assault. A CBC may determine whether a specific instance of conduct listed below rises to the level of violent conduct for purposes of determining placement in a DAEP.

1. The student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

2. While on or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of assault under Penal Code 22.01(a)(1), including when committed as an act of retaliation

against an employee or volunteer, as described in Education Code 37.007(d).

3. While on or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of deadly conduct under Penal Code 22.05.

4. While within 300 feet of school property, or when committed as an act of retaliation against an employee or volunteer, whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

    a. Conduct that contains the elements of the offense of unlawful carrying of weapons under Penal Code 46.02;

    b. An offense relating to prohibited weapons under Penal Code 46.05;

    c. Aggravated assault under Penal Code 22.02;

    d. Sexual assault under Penal Code 22.011;

    e. Aggravated sexual assault under Penal Code 22.021;

    f. Arson under Penal Code 28.02;

    g. Murder under Penal Code 19.02;

    h. Capital murder under Penal Code 19.03;

    i. Criminal attempt to commit murder or capital murder under Penal Code 15.01;

    j. Indecency with a child under Penal Code 21.11;

    k. Aggravated kidnapping under Penal Code 20.04;

    l. Aggravated robbery under Penal Code 29.03;

    m. Manslaughter under Penal Code 19.04;

    n. Criminally negligent homicide under Penal Code 19.05;

    o. Continuous sexual abuse of a young child or an individual with disabilities under Penal Code 21.02;

    p. Selling, giving, delivering to another person, possessing, using, or being under the influence of a controlled substance or dangerous drug, excluding marijuana or tetrahydrocannabinol; or

q. Possessing a firearm, as defined by 18 U.S.C. 921.

5. The student engages in conduct against another student, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, that contains the elements of:

   a. The offense of aggravated assault under Penal Code 22.02;

   b. Sexual assault under Penal Code 22.011;

   c. Aggravated sexual assault under Penal Code 22.021;

   d. Murder under Penal Code 19.02;

   e. Capital murder under Penal Code 19.03; or

   f. Criminal attempt to commit murder or capital murder under Penal Code 15.01.

6. While placed in a DAEP and on the program campus, the student engages in documented serious misbehavior despite documented behavioral interventions.

Education Code 37.009(a-1)-(a-2); 19 TAC 103.1205

Completion of Proceedings Upon Withdrawal

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

Enrollment in Another District

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
    a. The out-of-state district provides a copy of the placement order; and
    b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

Out-of-State Placement

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)-(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

Not Guilty/ Insufficient Evidence/Charges Dropped

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)-(j)

120-Day Review of Status

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

Additional Proceedings

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

Note: See FOF for provisions concerning students with disabilities.

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

Joint/Contracted DAEP

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focuses on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

Transition to Regular Classroom

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023.*19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

After Determination of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
    a. The student's parent or a person standing in parental relation to the student; and
    b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
    a. An assessment of the student's academic growth while attending the alternative education program; and
    b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
    a. Recommendations for the best educational placement of the student; and

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

Parental Notice of Assistance for Learning Difficulties

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

1. Be provided when the child begins to receive the assistance for that school year;

2. Be written in English or, to the extent practicable, the parent's native language; and

3. Include:

    a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;

    b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;

    c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;

    d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and

    e. A copy of the explanation provided under Education Code 26.0081(c) of the options and requirements for students who have learning difficulties or who need or may need special education. [See FB]

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

Education Code 26.0081(d)-(e)

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

Dyslexia and Related Disorders

Definitions

"Screening a student for dyslexia or a related disorder" means the administration of a universal screening instrument required for students in kindergarten and grade 1.

"Testing a student for dyslexia or a related disorder" means a comprehensive evaluation as required under the Individuals with Disabilities Education Act (IDEA) [see EHBAA], and includes evaluation components as stated in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*,[1] for the identification of dyslexia or a related disorder.

"Treatment for a student identified with dyslexia or a related disorder" means any instructional accommodations through an accommodation plan under Section 504 or instructional accommodations, modifications, and/or the provision of dyslexia instruction in accordance with a student's individualized education program (IEP).

"Direct dyslexia instruction, or dyslexia instruction" means evidence-based dyslexia instruction that includes the required components of dyslexia instruction and instructional delivery methods as outlined in the *Dyslexia Handbook* and as described by a student's IEP.

"Provider of dyslexia instruction (PDI)" means a provider who meets the requirements of Education Code 29.0032, see below.

19 TAC 74.28(a)

IDEA Requirements

Dyslexia is an example of and meets the definition of a specific learning disability under the IDEA [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evaluation or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the IDEA that may be additional to the rights available under Section 504 [see FB];

2. Comply with all federal and state requirements, including the *Dyslexia Handbook*, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and

3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a)

Board Action Required

The board must adopt and implement a policy requiring the district to comply with 19 Administrative Code 74.28, inclusive of the *Dyslexia Handbook* and the provision of dyslexia instruction for students identified with dyslexia or a related disorder as determined by the student's admission, review, and dismissal (ARD) committee.

A district's policy must be implemented according to the *Dyslexia Handbook*.

19 TAC 74.28(b)-(c); Education Code 38.003(b)

Compliance Monitoring

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

Special Education Evaluation

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

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;

2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or

3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE in the *Dyslexia Handbook*.

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

resulting individualized education program developed for the student.

Education Code 29.0031(b)-(c); 19 TAC 74.28(h)

Screening, Testing, and Identification

The SBOE shall identify the necessary criteria and elements that provide for universal screening for dyslexia and related disorders for students in kindergarten and first grade. The criteria and elements identified by the SBOE must be included in the reading instrument adopted or approved under Education Code 28.0063. [See EKC] *Education Code 38.003(a)-(a-1)*

A district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in kindergarten and each student in grade 1. *19 TAC 74.28(e)*

Parent Education

A district shall provide to parents of students enrolled in the district information on:

1. Characteristics of dyslexia and related disorders;
2. Evaluation and identification of dyslexia and related disorders;
3. Effective instructional strategies for teaching students with dyslexia and related disorders;
4. Qualifications of and contact information for PDIs at each campus or school;
5. Instructional accommodations and modifications;
6. The steps in the special education process, as described in the form developed by TEA explaining the rights available under the IDEA that may be additional to the rights available under Section 504; and
7. How to request a copy and access the electronic version of the *Dyslexia Handbook*.

19 TAC 74.28(f)

Instruction

A district must provide evidence-based dyslexia instruction by a PDI for students with dyslexia or a related disorder that includes the required instructional and delivery components found *Dyslexia Handbook*. *19 TAC 74.28(d)*

Progress Reports

At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the

	student's progress as a result of the student receiving that instruction. *Education Code 29.0031(d)*
Providers of Dyslexia Instruction	A PDI to students with dyslexia and related disorders must be fully trained in the district's adopted instructional materials for students with dyslexia and is not required to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification. The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision. *Education Code 29.0032*
Reassessment	Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*
Talking Book Program Notification	A district shall notify the parent of a student identified with dyslexia or a related disorder of the Talking Book Program administered by the Texas State Library and Archives Commission and other available audio book services. *Education Code 29.0031(e)*

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

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

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

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.

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

1. A 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.

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

Confidentiality

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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[1] Texas Abuse Hotline website: http://www.txabusehotline.org

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community	The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.
Reports	The team shall provide reports to the Texas Education Agency as required by law.

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

Mental Health Condition

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

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

Education Code 5.001(5-a)

Student Programs

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

Subject Areas

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

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

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning prac-

tices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and Procedures

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

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;

2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;

4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;

5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and

6. Include procedures:

    a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

    b. For suicide prevention, intervention, and postvention.

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

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

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

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

Education Code 38.351(a)–(f), (i)–(o)

Immunity

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

Student Identification Cards

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

Consent to Examinations, Tests, or Treatment

A district employee or contractor must obtain the written consent of a child's parent in the manner required by Education Code 26.009(a-2) before the employee or contractor may conduct a psychological or psychiatric examination, test, or treatment, unless the examination, test, or treatment is required by:

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

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

Education Code 26.009(a)(1)

[For more information regarding required parental consent for a psychological or psychiatric examination, test, or treatment, see FFA. For more information about consent to medical treatment, including psychological treatment under certain circumstances, see FFAC. For information about consent to counseling, see FFEA.]

Professional's Authority

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

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

Exception: Court Order

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

Family Code 32.004(b), (c)

[See DPB for more information about school psychologist and school counselor responsibilities.]

Consent to School Psychologist

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

Professional Immunity

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

Outside Counselors

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

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

Education Code 38.010

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

Psychotropics and Psychiatric Evaluations

A district employee may not:

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

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

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or

2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or

3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

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

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

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

Education Code 38.016

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

Child Abuse Reporting

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

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

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

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

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

Prohibited Conduct

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

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

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

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

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

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

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

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

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

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

Dating Violence

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

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

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

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

Student Report

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

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

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

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

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

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

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

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

Timely Reporting

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

Notice to Parents

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

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

Investigation of Reports Other Than Title IX

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

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

Initial Assessment

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

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

Interim Action

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

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

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

Concluding the Investigation

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

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

Notification of Outcome

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

District Action

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

Prohibited Conduct

Corrective Action

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

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

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

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

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

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

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

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

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

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

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

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

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

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

Retaliation — The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

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

False Claim — A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention — The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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

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 37.0814

School District Peace Officers, School Resource Officers, and Security Personnel

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

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

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

3. Commission peace officers.

Jurisdiction

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

Education Code 37.081(a), (a-1); 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 37.081(d), (d-1), (d-4)

Prohibited Duties

A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:

1. Routine student discipline or school administrative tasks; or
2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

1. The assigned duties of the officer or security personnel; or
2. An incident involving student behavior or law enforcement.

Education Code 37.081(d-2), (d-3)

Refusal or Removal from District Property

A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. *Education Code 37.105(a); 19 TAC 103.1207* [See GKA]

Active Shooter Response Training

A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period.

A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.

A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training.

Education Code 37.0812

School-Based Law Enforcement Proficiency

School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. *37 TAC 218.3(d)(5); Occupations Code 1701.263(b)*

Officer Providing Volunteer Security Services

A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may:

1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

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

Occupations Code 1702.333(d)

Immunity from Liability

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

"Security personnel" includes:

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

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

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

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

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

Education Code 37.087

Notice of Exposure to Communicable Disease

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

Authorized Handguns

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

Role of Persons Carrying a Firearm

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

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

Education Code 37.089