2026 - 2027 Clear Creek ISD District Improvement Plan

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Nếu quý vị cần hỗ trợ dịch tài liệu này, vui lòng gọi (281 284 0019) hoặc gửi email đến (rgarcia@ccisd.net). | اگر آپ کو اس دستاویز کا ترجمہ میں مدد درکار ہو تو براہ کرم (281 284 0019) پر کال کریں یا (rgarcia@ccisd.net) پر ای میل بھیجیں.

Goal A: Academic Achievement	Each student engages in world-class learning experiences that foster curiosity, develop talents, guide exploration, and fuel achievement. Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
Goal B: Beyond Boundaries	CCISD cultivates innovation through strategic collaboration and responsive organizational stewardship. Strategy B3.1 Align staffing with enrollment trends, programs, and service needs.
Goal C: Culture of Excellence	Students and staff thrive in a secure environment, build connections and community, and become resilient leaders. Strategy C3.1 Improve employee engagement, trust, communication, and retention scores on the District's annual survey by at least two points through an environment where employees can do their best work. Strategy C3.2 Enhance the family experience through two-way engagement, technology, and streamlining systems and processes.
Measure 1: Supporting All Leaners Improving Overall	Each student will meet or exceed performance expectations on STAAR English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades. By June 2027, a minimum of 68% of students will perform at the meets and above performance levels for all STAAR tested areas.
Systemic Lead Measure 2:	Title II and buidling up teachers - beyond boundaries and teacher retention and PL
Systemic Lead Measure 3: Suporting At-Risk Students	Support each student receiving services through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies to improve academic achievement, so that each student achieves academic success. By June 2027, a minimum of 50% of at-risk students will perform at the meets and above performance levels for all STAAR tested areas.
Measure 4: Well-Rounded	Instructional and behavioral support strategies to grow student autonomy, build positive daily habits and leadership skills, bolster cross curricular collaboration, foster positive campus culture, and improve special programs. By May of 2027, in the family satisfaction survey, families will rate CCISD above a 4.4 in quality of education and above a 4.3 in extracurricular activities and experiences.
Systemic Lead Measure 5: Build Parent Capacity	Parent and family engagement strategies to grow the school-to-home connection and build parent capacity. Continue to foster relationships with community partners and coordinate resources to best serve students and families within the CCISD community. By May 2027, CCISD families will rate CCISD above a 4.3 in communication and above a 4.3 in confidence and trust.

Progress Monitoring	Target 1	DEIC September	Target 2	DEIC December	Target 3	DEIC March	Target 4	DEIC May EOY Reflection 2026-2027 to 2027-2028
Measure 1: Strong & Effective Systemic Lead								
Measure 2: Math & ELA								
Measure 3: Supportive RTI								
Measure 4: Well-Rounded								
Measure 5: Build Parent Capacity								

Lead Measure 1 Strategies: Supporting All Leaners - Improve Overall STAAR scores

Federal Guidance	Required Component		Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation	Program Coordination:	District Goal Alignment
Describe how the LEA will develop and implement a well-rounded program of instruction to meet the academic needs of all students and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.	**Supporting the Needs of All Students**	**1.1**	CCISD will implement a well-rounded instructional program that aligns with state standards and addresses the academic needs of all students while closing achievement gaps. Rigorous core instruction will be supported by targeted interventions such as tutoring and extended learning opportunities for students performing below grade level. Enrichment programs, including STEM initiatives, fine arts, and advanced coursework like AP and dual credit, will promote college and career readiness. Professional development will equip teachers with strategies for differentiation and culturally responsive practices, while family engagement activities and community partnerships will reinforce learning beyond the classroom. Progress will be monitored through data-driven reviews to ensure continuous improvement and equitable access for all learners. To address barriers to learning, the district will provide counseling, mental health services, and social-emotional learning programs. Students will have access to technology resources, school supplies, and enrichment opportunities to ensure equitable participation in academic and extracurricular activities.	All District Leadership, Campus Leadership	August 2027		STAAR, Benchmark, and EOC results, Campus Improvement Plan Monitoring Progress	Title I, Title II, Title III, IDEA B, State Comp Ed, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
		1.2	Develop and implement campus-specific academic improvement plans based on student performance data to improve student growth and achievement outcomes.	Principals, Assistant Principals, Deans	October 2027		Results of Instructional Leadership Review	Title I, Title II, Title III, IDEA B, State Comp Ed, Local	systems to improve student academic growth by 2% and improve overall district
		1.3	Implement the K-12 Bluebonnet Math curriculum with fidelity across all campuses, as measured by walkthrough data and curriculum alignment indicators.	Principals, Math Curriculum Coordinators, District Content Specialists, Assistant Superintendent of Teaching and Learning	May 2027		STAAR, Benchmark, and EOC results, Campus Improvement Plan Monitoring Progress	Title I, Title II, Local	systems to improve student academic growth by 2% and improve overall district
		1.4	Ensure all campuses implement aligned Professional Learning Communities (PLCs) practices - regularly scheduled PLCs, unit internalization, and data cycles - as measured by the Strategic Implementation Guide and PLC learning walks.	Director of Professional Learning, Principals, Assistant Principals, Instructional Specialists, Deans	December 2026		Strategic Implementation Guide and PLC Learning Walk Data	Title I, Title II, Local	systems to improve student academic growth by 2% and improve overall district
		1.5	Monitor Multi-Tiered System of Supports (MTSS) use for fidelity (Tier 1, 2, and 3 supports) across all campuses as measured by intervention tracking systems and campus data reviews.	Principals, Assistant Principals, Instructional Specialists, Deans	Every 9 Weeks		Student Academic Benchmark Data and Student Performance Survey Results	Title I, Title II, Title III, IDEA B, State Comp Ed, Local	systems to improve student academic growth by 2% and improve overall district

Describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to	**Supporting Early Learning and the Transition to Kindergarten**	**1.7**	Early Education leadership at CCISD will collaborate with Kindergarten teachers to share and align best practices for family engagement, setting and communicating learning goals, and student progress monitoring. The District will provide school tours/visits to encourage smooth transitions to Kindergarten. Pre-K and Kindergarten enrollment fairs will be held to support children and families moving from one grade to the next. Title I funds will be used to enhance communication tools and offer bilingual support for families of English learners. CCISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook and ongoing district wide events. Services for English learners, students with disabilities, and homeless children will be coordinated with early childhood programs to ensure equitable access and continuity of support. The district will leverage Title I resources alongside Title III language acquisition services and IDEA-funded special education supports to provide comprehensive assistance for all eligible students.	Directors of Early Education and Multilingual, Executive Director of Special Education, Coordinator of At-Risk	May 2027			Title I, IDEA-B, Local	Strategy C3: Enhance the family experience through two-way engagement, technology, and streamlining systems and processes.
Describe how the LEA will support Middle to High School/High School to Postsecondary Transitions: a) Strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including i) coordination with institutions of higher education, employers, and other local	**Supporting Middle to High School/High School to Postsecondary Transitions & CTE Coordination with External Partners**	**1.8**	CCISD will implement comprehensive strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. These strategies will focus on preparing the whole student academically, socially, and emotionally for success in the next stage of their education or career. The District will collaborate with local colleges, universities, and technical schools to align curriculum and provide students with exposure to postsecondary expectations. Partnerships with employers and workforce development agencies will be established to offer career exploration opportunities, internships, and job-shadowing experiences. Advisory committees including higher education representatives and industry partners will meet regularly to review program alignment and workforce needs. CCISD will expand student access to work-based experiencial learning and dual or concurrent enrollment opportunities in partnership with local higher education institutions through the through Clear Horizons Early College High School & P-TECH programs. These programs will allow students to earn college credit or an industry-based certification while completing high school requirements, reducing time and cost to degree and certification completion. Counselors will work closely with families to ensure equitable access and provide guidance on various program eligibility requirements and the enrollment processes. The District will strengthen career counseling services to help students identify interests, skills, and pathways aligned with their goals using real-time student feedback, staff and parent survey results, and the outcomes from counselor PLCs. Beginning in middle school, students will develop individualized graduation plans that include endorsements, career clusters, and postsecondary options. Career assessments and interest inventories will be administered to guide decision-making, and counselors will provide targeted support for students pursuing college, technical training, or workforce entry. To support smooth transitions, the district will implement orientation programs, campus visits, and bridge activities for students moving from middle to high school. For high school students, college and career fairs, financial aid workshops, and application support sessions will be offered. Special attention will be given to students at risk of academic failure, English learners, and students with disabilities to ensure they receive tailored transition supports.	Directors of Career and Technical Education and Counseling and Student Support Services, Assistant Superintendents of Secondary Education and Teaching and Learning	May 2027			Title I, Title II, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
	Lead Measure 2 Strategies: Growing Highly-Qualified Educators and Positive Staff Culture								
Federal Guidance	**Required Component**		**Action Items/Steps**	**Person(s) Responsible**	**Timeline**	**Resources Needed**	**Evidence of Monitoring/Evaluation**	**Program Coordination:**	**District Goal Alignment**
Describe how the LEA will identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning	**Strengthening Programs and Improving School Conditions**	**2.1**	CCISD will identify and implement instructional and other strategies to strengthen academic programs and improve school conditions for student learning through a comprehensive, data-driven approach. District administrators will analyze student performance data, attendance trends, and climate surveys to determine areas of need. Strategies will include the adoption of evidence-based curricula aligned with State standards, professional development for teachers focused on differentiated instruction and formative assessment practices, and integration of technology to enhance engagement and personalized learning. To improve school conditions, CCISD will implement Positive Behavioral Interventions and Supports (PBIS), social-emotional learning programs, and initiatives to ensure safe, inclusive, and supportive environments. Continuous monitoring through campus and district-level data reviews will guide adjustments to ensure effectiveness and equity.	Executive Directors of Elementary Education and School Improvement, Assistant Superintendent of Secondary Education, Principals	May-27			Title I, Title II, Title III, State Comp Ed, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
Describe how the LEA will carry out its School Improvement activities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement	**Supporting School Improvment Efforts**	**2.3**	comprehensive support and improvement, targeted support and improvement and/or additional targeted support, CCISD will: 1. Provide intensive, 1:1 administrator mentorship with experienced leaders who are currently or have previously been highly successful in implementing campuswide academic growth and/or postivite culture shifts. 2. Offer ongoing professional development for teachers, instructional specialists, and support staff to strengthen instructional practices, data-driven decision-making, and strategies for meeting the needs of diverse learners. Training will focus on evidence-based interventions, differentiation, and inclusive practices to ensure equitable access to rigorous instruction. 3. Implement systemic reform strategies that align curriculum, instruction, and assessment with state standards. Progress will be monitored through regular data reviews, and strategies will be adjusted based on student performance to ensure continuous	Executive Directors of Elementary Education and School Improvement, Assistant Superintendent of Secondary Education, Principals	May 2027			Title I, Title II, Title III, State Comp Ed, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
Describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	**Ensuring All Equitable Access to Effective, High-Quality Teachers**	**2.2**	CCISD will identify and address disparities in teacher assignments by conducting annual equity audits that analyze staffing patterns, teacher qualifications, and student demographic data. To ensure low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers, CCISD will: prioritize recruitment and retention of highly qualified educators for high-need campuses, provide targeted professional development and mentoring for novice teachers, and implemente incentive programs to attract certified teachers in critical subject areas. Additionally, CCISD will monitor teacher effectiveness through classroom observations, student growth measures, and certification compliance, making adjustments to assignments as needed to promote equitable access to high-quality instruction for all students.	Assistant Superintendent of Human Resources	May 2027			Title I, Title II, IDEA-B, Local	Strategy C1: Improve employee engagement, trust, communication, and retention scores on the District's annual survey by at least two points through an environment where employees can do their best work.
		2.4	Implement the Culture of Excellence Matrix to ensure appropriate support and resources are available to employees.	Assistant Superintendent of Human Resources	Fall 2026			Title I, Title II, Title III, IDEA B, State Comp Ed, Local	trust, communication, and retention scores on the District's annual survey by at least two points through an environment where
		2.5	Evaluate the effectiveness of the instructional support model and professional learning systems using a defined cadence of accountability.	Executive Directors of Elementary Education and School Improvement, Assistant Superintendent of Secondary Education	August 2027			Title I, Title II, Local	and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or
	Lead Measure 3 Strategies: At-Risk Students								

Federal Guidance	Required Component		Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation	Program Coordination:	District Goal Alignment
Describe how the LEA will identify students who may be at risk for academic failure	**Supporting Students At-Risk for Academic Failure**	**3.1**	CCISD will implement a systematic process to identify students who may be at risk of academic failure using multiple data sources and criteria. Campuses will review academic performance indicators such as grades, benchmark assessments, and state testing results to identify students who are not meeting grade-level standards. Additional factors will include retention history, chronic absenteeism, disciplinary placements, and language proficiency for English learners. Students experiencing homelessness, foster care placement, or other significant life challenges will also be considered. Campus intervention teams will analyze data regularly to flag students early and initiate targeted supports. Teachers will receive training to recognize early warning signs, such as declining performance or engagement, and refer students for intervention. Identified students will be provided with evidence-based supports, including tutoring, small-group instruction, credit recovery, and social-emotional services, to address barriers to success. CCISD will offer ongoing professional development for teachers, instructional coaches, and support staff to strengthen instructional practices, data-driven decision-making, and strategies for meeting the needs of diverse learners. Training will focus on evidence-based interventions, differentiation, and inclusive practices to ensure equitable access to rigorous instruction.	Principals, Assistant Principals, Instructional Specialists, Deans	Every 9 Weeks			Title I, Title II, Title III, IDEA B, State Comp Ed, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.
Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.	**Supporting Students Experiencing Homelessness**	**3.2**	CCISD will support students identified as experiencing homelessness under the McKinney-Vento Homeless Assistance Act through coordinated services and the Title I program. The designated homeless liaison, funded by the Title I program, identifies eligible children and youth, facilitates immediate enrollment regardless of missing documentation, and arranges transportation to the school of origin when determined to be in the student's best interest. Policies and procedures will be maintained to remove barriers to enrollment, attendance, and academic success, including waiving fees for extracurricular activities, graduation costs, and other school-related expenses. The district will provide access to necessary resources such as school supplies, uniforms, and technology to promote equitable participation. Homeless students will receive services comparable to those offered to other students, including free meals, special education, gifted and talented programs, English learner support, and Title I-funded activities at schoolwide program campuses. Eligible students will also be granted access to early childhood education programs. Academic and social-emotional supports will be provided through tutoring, mentoring, counseling, and mental health services, while families will be connected to community resources for housing, food, and healthcare. CCISD will also collaborate with other local agencies to ensure comprehensive wraparound services. Staff will receive ongoing training to recognize and support homeless students effectively, and district practices will be reviewed regularly to ensure compliance with federal and state requirements.	Principals, Assistant Principals, Coordinators of At-Risk Services	May 2027			Title I, TEHCY Grant, Local	Strategy C3: Enhance the family experience through two-way engagement, technology, and streamlining systems and processes.
Program Coordination/Integration *The LEA coordinates and integrates services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and*	**Coordinating Programs and Integrating Services to Support All Students**	**3.3**	CCISD will implement a coordinated approach to integrate educational services for all student groups, including English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youth. CCISD will establish cross-departmental collaboration between federal programs (Title I, II, III), special education, multilingual, and counseling and student support services to ensure alignment of goals and resources. At the district level, Cabinet meets regularly to review student data, identify overlapping needs, and develop shared strategies that leverage multiple funding sources without duplication. For example, Title III language acquisition supports will be aligned with Title I tutoring and special education accommodations to provide a unified instructional plan for English learners with disabilities. Similarly, services for homeless students under McKinney-Vento will be coordinated with counseling, transportation, and academic interventions funded through Title I. Migratory and formerly migratory children are served equitably by implementing identification procedures through state-approved migrant surveys and immediate enrollment protocols. Eligible students will receive Title I-funded interventions and supplemental resources, such as tutoring and credit recovery, on the same basis as other students. CCISD also partners with Region 4 to ensure migratory students are provided with needed supports and services. At the campus level, principals will lead integrated planning sessions with instructional coaches, special education staff, bilingual/ESL teachers, and counselors to design interventions that address multiple needs within a single framework. This includes scheduling collaborative PLCs (Professional Learning Communities) where teachers serving different populations share strategies and progress monitoring data. CCISD will also partner with community organizations and regional education service centers to provide wraparound services for migratory and homeless students, ensuring access to health, nutrition, and social-emotional supports. Staff training will emphasize cultural responsiveness and inclusive practices for American Indian, Alaska Native, and Native Hawaiian students, while maintaining compliance with federal and state requirements. Finally, the district will use a centralized data system to track services provided to each student group, reducing fragmentation and ensuring accountability. This system will allow program leaders to monitor effectiveness, identify gaps, and adjust strategies collaboratively.	Principals, Director of Multilingual, Executive Director of SPED, Coordinator of At-Risk Services	August 2027			Title I, Title II, Title III, IDEA B, State Comp Ed, Local, TEHCY Grant	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.

Lead Measure 4: Well-Rounded Education

Federal Guidance	Required Component		Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation	Program Coordination:	District Goal Alignment
Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	**Behavior Supports and Keeping Students in the Classroom**	**4.1**	CCISD is committed to reducing the overuse of discipline practices that remove students from the classroom, such as suspensions and expulsions, and ensuring equitable treatment for all students. The district will implement a multi-tiered approach focused on prevention, intervention, and monitoring. District leadership and campus administrators will review (at least quarterly) disaggregated discipline data by student subgroups—including race/ethnicity, gender, English learners, students with disabilities, and economically disadvantaged students—to identify campuses with high rates of exclusionary discipline, detect patterns, and address disparities. CCISD has implemented Positive Behavioral Interventions and Supports (PBIS) and restorative practices across all campuses. These strategies emphasize proactive classroom management, relationship-building, and conflict resolution to reduce the need for removal from instruction. Ongoing professional learning for teachers, administrators, and support staff on culturally responsive classroom management, trauma-informed practices, and alternatives to suspension. Training will include strategies for de-escalation and promoting inclusive learning environments with sessions offered tailored to elementary and secondary. Training and resources will also be offered to parents on how to support students at home as they grow their social-emotional and behavioral skills. Campuses identified with disproportionately high discipline rates will receive targeted coaching and resources, including support from the Coordinator for Student Behavior Support to address classroom management skills deficits or outdated teacher practices.	District Leadership, Campus Leadership, Director of Counseling and Student Support Services	Every 9 Weeks			Title I , Title II, Local	Strategy C3: Enhance the family experience through two-way engagement, technology, and streamlining systems and processes.
			FFH(LOCAL) CKE(LEGAL)						

Describe how will the LEA assist schools in identifying and serving gifted and talented students	**Identifying and Serving Gifted and Talented Students**	**4.3**	CCISD will assist schools in conducting universal screening and multiple-criteria assessments to identify students with advanced academic potential. This process will include: 1. Use of norm-referenced achievement and ability tests. 2. Consideration of qualitative data such as teacher observations, student portfolios, and parent input. 3. Procedures to ensure equitable access for underrepresented populations, including English learners, economically disadvantaged students, and students with disabilities. Professional learning will be provided at least annually for teachers, counselors, and administrators on recognizing gifted characteristics across diverse populations, implementing differentiation strategies, and supporting social-emotional needs of gifted learners. Identified students receive a continuum of services designed to challenge and extend learning. These services will include: 1. Advanced academic coursework and enrichment opportunities. 2. Differentiated instruction within the classroom. 3. Access to specialized programs such as Advanced Placement (AP), dual credit, and extracurricular academic competitions. Information to will be provided to parents about the identification process, program options, and strategies for supporting gifted learners at home. Parent meetings and resource guides will be provided in multiple languages to ensure accessibility. Annual reviews of student performance data, stakeholder feedback, and compliance with state guidelines will be conducted led by the Coordinator of Gifted and Talented and adjustments will be made to improve identification practices and service delivery.\	Director of Gifted and Talented	May 2027			Title I, Title II, Local	Strategy A2: Expand innovative student learning pathways and strengthen College, Career, and Military Readiness (CCMR) outcomes.
Describe how will the LEA assist schools in developing effective school library programs to provide students an opportunity to	**Supporting School Libraries and Developing Digital Literacy Skills**	**4.4**	CCISD will assist campuses in incorporating digital literacy instruction into library programming, including lessons on safe and ethical use of technology, online research strategies, and evaluation of digital sources. Librarians will collaborate with classroom teachers to embed these skills into core content areas. Professional learning for librarians and instructional staff on emerging technologies, digital citizenship, and strategies for engaging students in inquiry-based learning will be provided. Training will emphasize equitable access to digital tools and resources for all students. Libraries will serve as centers for experiential learning through makerspaces, coding activities, and media production, and campuses will be encouraged to host family literacy nights, technology workshops, and community events that build digital skills and strengthen home-school connections.	Director of Library Media Services	Every 9 Weeks			Title I, Title II, Local	Strategy A1: Strengthen and align instructional systems to improve student academic growth by 2% and improve overall district accountability to 90 or higher.

Lead Measure 5: Building Community Connection & Parent Capacity

Federal Guidance	Required Component		Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation	Program Coordination:	District Goal Alignment
Describe the strategies the LEA will use to implement effective parent and family engagement. Including one of the items below. a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. b) Supporting programs that reach parents and	**Building Partnership Through Parent and Family Engagement**	**5.1**	CCISD will implement a comprehensive Parent and Family Engagement (PFE) framework designed to strengthen collaboration between families, schools, and community partners. The district will support schools and nonprofit organizations by providing professional development for staff on effective family engagement strategies and cultural responsiveness. Programs will be offered to reach families at home, in the community, and at school, including bilingual workshops, Ready Rosie early learning resources, parent academies, and community-based events such as INSIDE CCISD and superintendent "Coffee Talks." CCISD will disseminate best practices for engaging families—particularly economically disadvantaged parents—through campus policies, online resource banks for navigating district systems, and targeted outreach. The district will collaborate with PTAs, local businesses, and community organizations with proven success in family engagement to expand opportunities for parent involvement and provide wraparound services. Additional strategies include college readiness events, English language acquisition and citizenship classes, and technology training for parents, ensuring all activities align with the district's PFE policy and promote equitable access to student success. CCISD's parent and family engagement strategies are further outlined in the CCISD Parent and Family Engagement Plan found online through the CCISD Federal Programs page.	All District Leadership, Campus Leadership	May 2027			Title I, Title III, Local	Strategy C3: Enhance the family experience through two-way engagement, technology, and streamlining systems and processes.
		5.2	Enhance the student, staff, and employee experience through the use of communication tools.	Chief of Communications and Strategic Initiatives, Principals	August 2027			Title I, Local	the family experience through two-way engagement, technology, and streamlining systems
		5.3	Create additional opportunities for new and current families to learn about CCISD's world-class opportunities that are inclusive of transitions through important milestones.	All District Leadership, Campus Leadership	May 2027			Title I, Title III, Local	the family experience through two-way engagement, technology, and streamlining systems
Explain the measure of poverty that will be used to select Title I school attendance areas	**Determining Title I School Attendance Areas**	CCISD will use economically disadvantaged student percentages* to determine Title I school attendance areas. At least 35 percent of the students from a CCISD campus must be either: 1. Economically disadvantaged; or 2. The percentage of students from economically disadvantaged families must be greater than or equal to CCISD's districtwide percentage of students from economically disadvantaged families to be designated a Title I attendance area. * Economically disadvantaged student percentages are calculated using a combination of two factors: 1. The number of children eligible for free and/or reduced-price lunches under the National School Lunch Act; and 2. The number of children, ages 5 through 17, inclusive, in poverty counted in the most recent census data approved by the Secretary of Education.						
Describe the nature of the programs to be conducted under Schoolwide and	**What is a Title I Schoolwide Program?**	CCISD will implement a comprehensive Title I Schoolwide Program designed to support and elevate the entire educational program of eligible campuses to improve academic achievement for all students, particularly those who are economically disadvantaged. The program will be based on a comprehensive needs assessment and will incorporate evidence-based strategies aligned with state academic standards. The district will provide high-quality instructional programs and targeted interventions to address identified gaps in reading, mathematics, and other core subjects. CCISD does not currently have any local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs within its district boundaries. CCISD does not operate any Title I targeted assistance programs.						
Transferability	**ility (Title IV to**	CCISD will utilize the transferability option to move funds from Title IV, Part A to Title II, Part A to increase resources for professional development and support effective instruction. CCISD will not implement a Title IV program this year.						
Programs No Recei	**Programs Not Received**	CCISD does not receive Title I, Part C; Title I, Part D; or Title V, Part B.						
Assurances	**EVERY STUDENT SUCCEEDS ACT REQUIRED ASSURANCES**							
	Assurance 1	CCISD will provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials.						
	Assurance 2	CCISD will collaborate with state and local child welfare agency to 1) designate a point of contact if the corresponding child welfare agency notifies the district, in writing, that the agency has designated an employee to serve as a point of contact for the district; and 2) develop 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.						
	Assurance 3	CCISD will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8.						
	Assurance 4	CCISD will coordinate services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.						
	Assurance 5	CCISD will ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.						

	Assurance 6	CCISD will ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements.
	Assurance 7	CCISD will ensure that services comply with performance standards of the Head Start Act, if CCISD uses Title I, Part A funds to provide early childhood education services to low-income children.
	Assurance 8	CCISD will notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know.
	Assurance 9	CCISD will notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency.
	Assurance 10	CCISD will implement an effective means of outreach to parents of English learners.
	SCHOOL BOARD POLICY REFERENCES: The Clear Creek Independent School District will develop and implement policies to prevent sexual harassment, provide trauma informed training for certain employees, and define the roles of peace officers in schools.	
Description of ongoing consultation with all required stakeholders	**ONGOING CONSULTATION & CONTINUOUS IMPROVEMENT AT CLEAR CREEK ISD:** Clear Creek ISD engages in a cycle of continuous improvement to ensure that instruction, intervention, professional learning, and staff recruitment and retention activities (especially those supported under the Title I, Title II, and Title III, and Title IV programs) remain responsive to stakeholder needs and are aligned with district annual and long-term strategic goals. The process integrates data-driven decision-making and ongoing consultation through multiple feedback mechanisms and structured collaboration.	
	Data and Leveled Feedback Loops	CCISD uses a tiered feedback system to ensure continuous refinement. 1. Classroom Level: Teachers, interventionists, and paraprofessionals provide feedback on individual training relevance and instructional impact for each student. 2. Campus Level: Principals, assistant principals, deans of instruction, and instructional coaches analyze aggregated feedback and student performance data. 3. District Level: Curriculum coordinators, department directors, and cabinet members synthesize campus and department level findings to inform district-wide strategies. 4. Stakeholder Review: The DEIC validates proposed changes before implementation to ensure strategies address high priority student needs and their root causes. Data dashboards and evaluation tools track implementation fidelity and impact.
	Consultation & Stakeholder Engagement	CCISD maintains an inclusive consultation process involving: Teachers & Principals, Title I Administrators & Other School Leaders, Specialized Instructional Support Personnel, Paraprofessionals, Parents and Guardians, Community Partners, Charter School Leaders (CCISD does not have charter schools within its boundaries), Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II. Consultation occurs through: • District Education Improvement Committee (DEIC) Meetings: Ensures that planning and decision-making are inclusive, data-driven, and aligned with state accountability and federal compliance standards, fostering transparency and shared responsibility for student success. The work of the DEIC informs the creation, implementation, and evaluation of the District Improvement Plan (DIP) by: • Conducting ongoing data reviews, sharing feedback, and recommending adjustments to organizational planning and operations—including the district ESSA program plan at least three times throughout the school year; • Providing data-informed input on instructional programs and professional learning; and • Serving as a forum for districtwide stakeholder engagement, including activities implemented through ESSA programs. • Conducting surveys to gather data and feedback from multiple stakeholders to identify professional development needs and evaluate program effectiveness: • Training Needs Surveys: Distributed to staff including administrators, principals and assistant principals, instructional coaches, interventionists, nurses, librarians, and paraprofessionals. • Parent Surveys: Collect districtwide and campus level input on family engagement and perceptions of instructional quality. • Evaluation Reports: Conducted by curriculum coordinators, the Director of Professional Learning, and the Executive Director of Assessment and Evaluation to measure impact and alignment with instructional priorities. • Student Achievement and Assessment Data: Used to align professional learning activities with student outcomes and academic growth, teacher retention and growth, and positive district/campus culture. • Monthly Team Meetings: • District administrators (cabinet, principals, department heads, and curriculum and program coordinators) meet to stay up to date on district goals and engage in professional learning focused on growing their capacity to implement and support innovative instructional design and wholistic strategic planning. Opportunities for feedback and questions are provided. • Professional learning communities and content area teams discuss implementation progress, practical solutions to challenges, and emerging student and/or staff needs that require strategy adjustment. • The Clear Creek Community Council of PTAs meets to provide support and guidance to member PTAs, collaborate on strengthening connections between campuses and their communities, and empower CCISD parents and families by staying informed on district initiatives. The organization helps shape the District Parent and Family Engagement Plan and their meetings are supported by the Office of Communications so feedback can be regularly collected and reviewed. • Parent and Family Engagement: • Campuses host annual Title I meetings and regular campus events to strengthen the school to home instructional connection and provide regular opportunities for two-way communication. The district facilitates focus groups designed to provide information to and solicit feedback from parents and community members on programs and their implementation. Parents participate in the annual design/evaluation of the District Improvement Plan and the campus goal-setting plans. They also make up the largest group of stakeholders when designing/evaluating parent and family engagement plans and school-parent compacts. • Supporting Participating Private Non-Profits: • Federal Programs meets regularly with eligible private non-profits participating in the ESSA grant program to gather feedback on the development of the district's Title program plans, determine PNP organizational needs, identify trends, and facilitate access to related services.

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

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 calling, slurs, or rumors; cyberharassment; physical aggression or

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

Title IX Sexual Harassment

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

Other Sexual Harassment

By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

Reporting Procedures

Student Report

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

Employee Report

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

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA coordinator, the 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 Title IX coordinator. The District designates and authorizes the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name:	Dr. Sharon Lopez
Position:	Executive Director of Secondary Education
Address:	2425 East Main, League City, TX 77573-2743
Email:	Title IX coordinator (SLOPEZ@ccisd.net)
Telephone:	(281) 284-7263

Section 504 Coordinator

Reports of discrimination based on disability may be directed to the Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Name:	Michelle Pope
Position:	504 and Dyslexia Coordinator
Address:	2903 Falcon Pass Drive, Houston, TX 77062
Email:	Section 504 Coordinator (MPope@ccisd.net)
Telephone:	(281) 284-0750

ADA Coordinator

Reports of discrimination based on disability may be directed to the ADA coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended:

Name:	Dr. Michele Staley
Position:	Executive Director of Special Services
Address:	2903 Falcon Pass Drive, Houston, TX 77062
Email:	ADA Coordinator (mstaley@ccisd.net)
Telephone:	(281) 284-0750

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, ADA coordinator, or 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

Prohibited Conduct

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.

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 clear and convincing standard of 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.