

Northwest Independent School District

District Improvement Plan

2022-2023



Mission Statement

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

Vision

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

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northwest Independent School District has a vision to empower learners and leaders to positively impact the world. The district is uniquely situated in the northwest corridor of the Dallas-Fort Worth metroplex. At 234 square miles, Northwest ISD is one of the largest school districts in the area. The district spans three counties (Tarrant, Denton, and Wise) and more than 14 municipalities that range from small rural communities to a thriving metropolis.

Northwest ISD is now the fastest-growing school district in North Texas. Rapid growth is not new to the district — NISD has been designated a fast-growth school district for almost 20 years — however, the explosive growth the district is currently experiencing is unprecedented. In past years, student enrollment has typically increased by 1,100-1,200 students annually. That projection has since doubled, with 2,500 new students expected each school year.

Student enrollment is expected to eclipse 30,000 students this school year and is expected to reach nearly 50,000 in ten years. NISD is now topping the charts for annual starts, annual closings, inventory, vacant developed lots and future lots as compared to other DFW, fast-growth school districts. With 36,070 future lots, demographers expect NISD to be a fast-growth district for the next 20 years and beyond.

Ten-Year Enrollment Forecast - 2Q22 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2017/18	23,142		
2018/19	24,120	978	4.2%
2019/20	25,092	972	4.0%
2020/21	25,399	307	1.2%
2021/22	27,612	2,313	8.7%
2022/23	30,159	2,547	9.2%
2023/24	32,328	2,169	7.2%
2024/25	34,522	2,194	6.8%
2025/26	36,448	1,926	5.6%
2026/27	38,603	2,155	5.9%
2027/28	40,833	2,230	5.8%
2028/29	43,085	2,252	5.5%
2029/30	45,285	2,200	5.1%

Year (Oct.)	Total	Growth	% Growth
2030/31	47,447	2,162	4.8%
2031/32	49,592	2,145	4.5%

Accommodating the rapidly increasing student population and preparing all students for their future remains a top challenge for Northwest ISD.

Student Demographics

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

White	55.94%
Hispanic/Latino	23.97%
Black/African American	11.14%
Asian	5.63%
American Indian/Alaskan	.55%
Hawaiian/Pacific Island	.27%

The percentage of economically disadvantaged students increased from 21.49% to 23.63%. The percentage of ESL students likewise increased to 6.63% and LEP to 7.89%. [Data Source: 2021-2022 October Fall PEIMS Data Collection]

NISD students speak more than 69 different languages, which presents unique communication and academic challenges for students, families, and staff.

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

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

Staff Demographics

As the student population grows, so does our staff to meet the growing need. Northwest ISD has more than 3,300 full time employees.

Staffing by Race

Race	Number	Total	Percent of Staff
Asian	32.4	2,871	1.1%
Black	87.3	2,871	3%
Hispanic	304.5	2,871	10.6%
Am Indian/Alaskan Native	11	2,871	0.3%
2 or More Races	3	2,871	0.1%
White	2433.6	2,871	84.8%

[Data Source: 2021-2022 October Fall PEIMS Data Collection]

Education remains a field of predominantly white females, but the makeup of Northwest ISD's staff is becoming slightly more diversified and the intentional effort to find excellent teachers that more closely represents the diversity of the student body continues. The return of various recruitment events in our post-COVID era has been beneficial in this regard.

The Human Resources team hired a record-setting 740+ new staff members in preparation for this school year. Last year due to budget restraints, hiring was intentionally limited. The increase in the number of new hires was due to growth, retirements, promotions, and family moves, as well as a few new positions. As to be expected, the number of new teachers and staff creates additional strain on our district systems, processes, and professional development which can be felt at both the campus and district levels.

Unfortunately, the education field and its related services are experiencing the same staffing shortage as other industries across the state of Texas. In Northwest ISD, we have had teachers who have opted to leave the profession. However, in comparison locally and at the state level, our retention rate is holding strong and remains above average. While the staffing of our transportation department, which has previously been a challenge, went pleasantly well, the district experienced a marked challenge in recruiting and retaining hourly and trades positions.

Our ability to recruit and retain exceptional staff will be a critical goal as we look toward the future. Considering the highly competitive job market and salary schedule as well as the additional personal and professional strains following COVID and the current political climate, this could be a continuing concern.

Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Increase in student enrollment provides a positive increase in district revenue per current school finance structure.
- Effective and ongoing process for stakeholders to evaluate and plan for the physical and programming needs of the district.
- Effective communications with the community of growth needs.
- North Texas has a strong, growing economy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. **Root Cause:** The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 30% built out, there is ample land for continued, long-term development and growth.

Student Learning

Student Learning Summary

NISD holds high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district. Through focused efforts to regain losses observed in student achievement following COVID, data indicates strong growth in literacy in 2021-2022. Based on student performance on STAAR, grades 3-8 saw significant growth from 2020-2021 to 2022-2023 in Approaches, Meets and Masters. Additionally, most grade levels were near or exceeded 2018-2019 results in Approaches, Meets and Masters as shown in the tables below:

3rd Grade STAAR Reading	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	83	74	81	+7	77
Meets	55	48	58	+10	52
Masters	38	27	37	+10	31

4th Grade STAAR Reading	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	81	67	82	+15	77
Meets	53	40	60	+20	54
Masters	29	21	34	+13	28

5th Grade STAAR Reading	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	83	74	86	+12	80
Meets	55	48	66	+18	57
Masters	38	27	47	+20	37

6th Grade STAAR Reading	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	79	70	77	+7	67
Meets	47	37	49	+12	40
Masters	23	17	25	+8	21

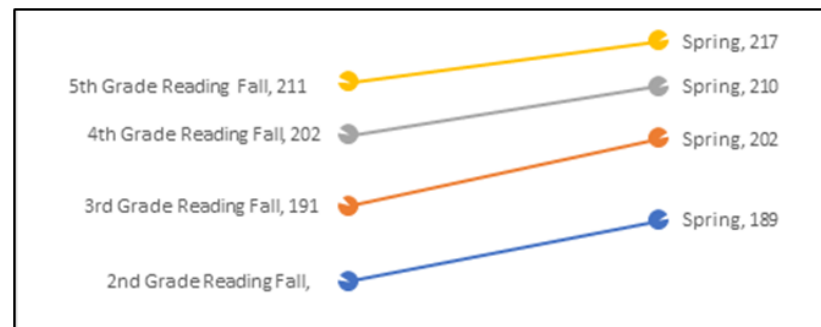
7th Grade STAAR ELA	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	86	79	88	+9	76
Meets	61	54	66	+12	52
Masters	40	32	47	+15	35

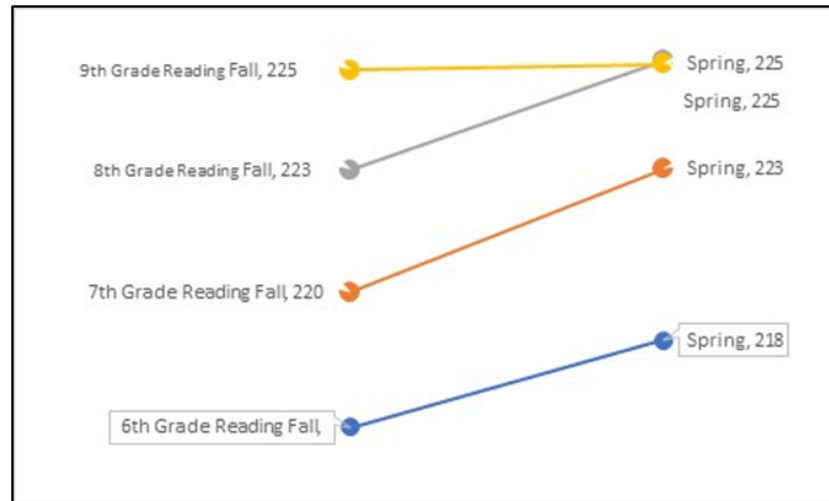
8th Grade STAAR Reading	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	88	81	88	+7	80
Meets	69	52	64	+12	54
Masters	43	22	43	+21	35

ELA 1 EOC	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	82	82	77	-5	63
Meets	72	69	63	-6	50
Masters	24	19	13	-6	11

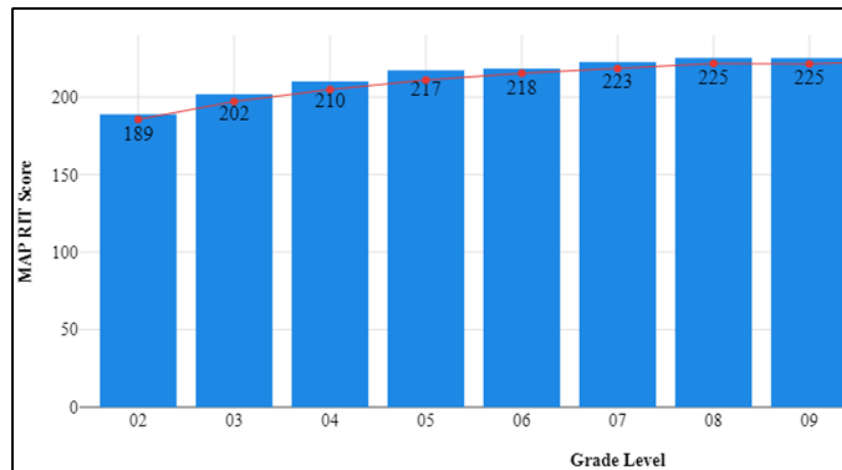
ELA 2 EOC	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	84	83	83	0	71
Meets	71	72	72	0	57
Masters	14	15	12	-3	9

Map Data also shows strong growth in Reading from the beginning of the year to the end of the year:





When comparing student learning in Reading to national norms, NISD students perform at or above others.



Growth in Mathematics was also observed in most grade levels at Approaches, Meets, and Masters levels from 2020-2021 to 2021-2022. However, the data shows that achievement levels in Math are not back to where they were pre-COVID (2018-2019).

3rd Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	82	70	76	+6	70
Meets	53	37	46	+9	42
Masters	28	19	23	+4	21

4th Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	79	68	71	+3	69
Meets	55	43	44	+1	41
Masters	37	26	27	+1	23

5th Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	89	77	80	+3	75
Meets	68	50	51	+1	46
Masters	49	29	26	-3	23

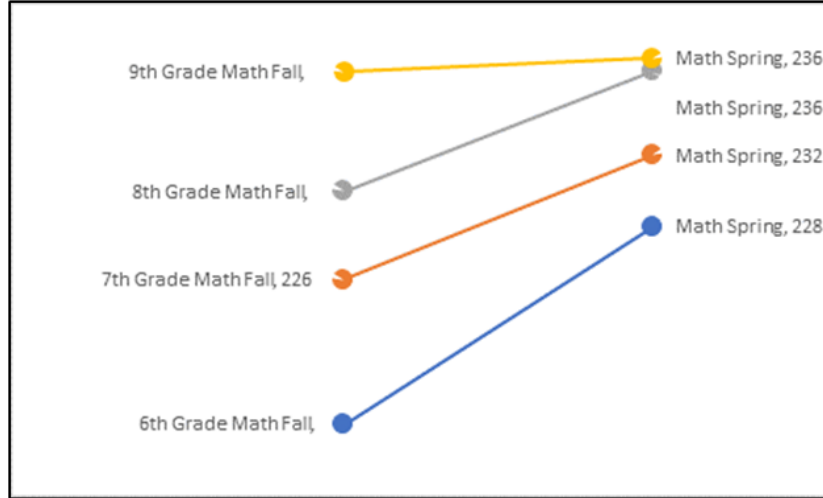
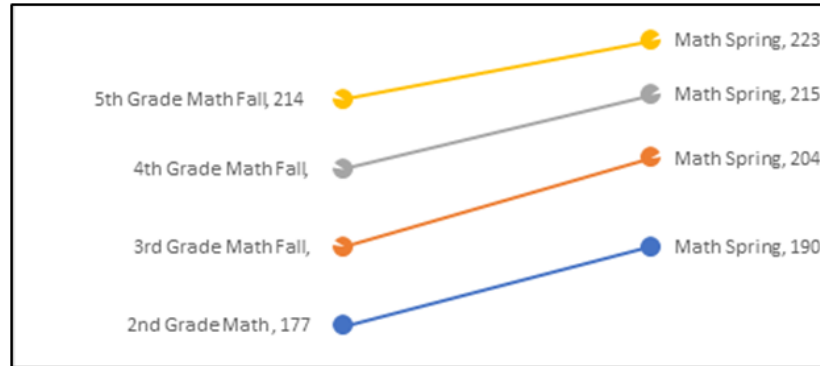
6th Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	90	83	84	+1	70
Meets	63	52	52	0	35
Masters	34	28	23	-5	14

7th Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	76	51	55	+4	57
Meets	33	13	16	+3	27
Masters	5	3	3	0	11

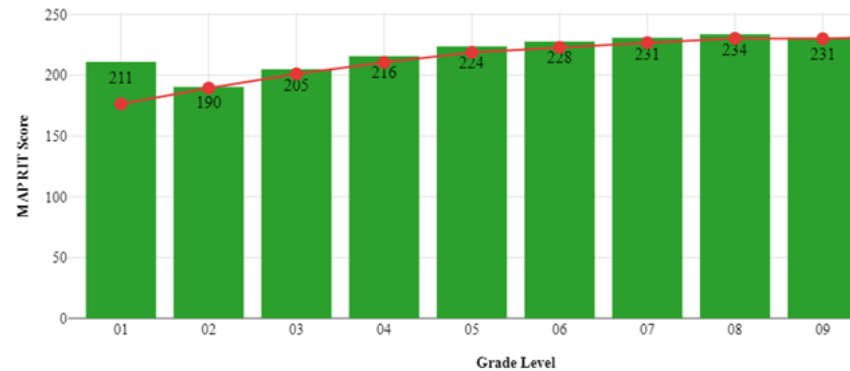
8th Grade STAAR Math	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	92	80	80	0	68
Meets	69	51	47	-4	37
Masters	39	16	17	+1	13

Algebra 1 EOC	18-19	20-21	21-22	Change from 20-21 to 21-22	State 21-22
Approach	94	88	85	-3	72
Meets	80	60	57	-3	44
Masters	56	34	34	0	28

Map Data also shows growth in Math from the beginning of the year to the end of the year:



When comparing student learning in Math to national norms, NISD students perform at comparable levels to others, with first-grade students outperforming national norms.



Student Learning Strengths

Student learning strengths include:

- A focus on phonological awareness instruction and support has led to reported growth and success in students' phonological understanding and application.
- Curriculum review and classroom walkthroughs of content literacy supports and strategies for students to comprehend at high levels in all content areas.
- Professional learning and PLCs focused on supporting teachers with content literacy strategies and instruction.
- Progress monitoring of students in secondary ELA and Math intervention classes.
- Supported teachers with intentional planning that aligns to the TEKS, promotes students' engagement, and supports high levels of rigor and transfer through the use of strategies from the Lead4ward Playlist.
- Students training on reading industry-based credentials and creating industry documents i.e. business plans, executive summaries, and financial sheets.
- Continued development of the Instructional Framework to guide and inform teachers and administrators with not only understanding the dimensions but being able to self-evaluate their classroom practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data indicates strong growth in literacy in 2021-2022, however achievement levels are still not at a level that meets our high expectations. **Root Cause:** COVID significantly impacted the learning environment for students and teachers.

Problem Statement 2 (Prioritized): While literacy achievement has improved, gaps remain between schools and across student groups throughout the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. **Root Cause:** We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 3 (Prioritized): While our students historically perform well across our schools, gaps in achievement between schools and between student groups are still present and must be addressed. **Root Cause:** We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 4 (Prioritized): While many of our students historically perform on level (Approaches) on state assessments and student achievement is improving after challenges brought forth during the COVID pandemic, student achievement is not consistently at the level that meets our high expectations despite focused efforts to regain losses. **Root Cause:** COVID significantly impacted the learning environment for students and teachers.

District Processes & Programs

District Processes & Programs Summary

Classroom Behavior Management

Northwest ISD utilizes an assortment of tools, resources, and trainings to assist teachers and students with behavior management. However, NISD as well as other school districts across the state are seeing an increase in student behavior.

Notably, the loss of structure during the COVID era impacted students and their social and behavioral skills. In Northwest ISD, this challenge is coupled with the large number of new students entering our classrooms with a marked increase in student support needs.

Teachers and administrators have expressed the need for additional support as poor student behavior impacts the learning environment. This need came up frequently during last year's principal staff survey, as well as during executive leadership's individual principal meetings. In the Faculty Advisory Council survey, discipline and behavior concerns were likewise shared by several members. Some parents during the Family Roundtable meetings even shared observations and concerns about student behavior - noting both the increase in poor behavior and the extra time staff spent to correct behavior.

NISD will continue to utilize behavior interventionists to support campuses with implementing positive behavioral supports as well as working with campus teachers to provide them individualized support on specific student behavior concerns. Increasing the amount of behavior support will support our MTSS process as well as help our students reach their behavior and academic goals setting them up to be future ready.

Communications

Northwest ISD maintains a robust set of communication methods to keep families, staff, and community members informed about district news and events. This year, the district enhanced these methods by adding ParentSquare, which provides parents and guardians – as well as staff and secondary students – with easy-to-monitor updates from both teachers and schools. As part of this new communications tool, Northwest ISD will soon implement automated translation, to ensure parents and guardians receive all written communication from teachers and schools in their selected primary language.

Existing district-level communications methods include community and staff newsletters, social media channels, website postings, photo and video updates, and media engagement. Campuses also send regular newsletters and manage social media channels.

In addition to the district and its schools communicating important messages to families, Northwest ISD also values the feedback and views of our parents and guardians. To better understand views of the district, we will implement a semi-annual Family Survey in early 2023. This survey will mark the beginning of a new standardized timeline for feedback from important

groups, as we will now survey parents and guardians in odd-numbered years and staff in even-numbered years. This new timeline will provide a consistent dataset to ensure the district maintains its commitment to continuous improvement.

Fast-Growth Planning

While the district has been deemed a fast-growth school district for many years, this rapid up-tic in our enrollment is unprecedented and brings with it the need for a different level of future-focused planning. As the district continues to grow, we recognize the need to evaluate our systems and processes to maintain efficient operations and reduce staff workload while managing the large increase in our student body.

Northwest ISD has an established committee and process to help evaluate and determine facility needs based on enrollment projections. The Long-Range Planning Committee is made up of parents, community members, and staff, with new members being added each cycle. Considering the surge in the district's enrollment growth, the committee will meet to analyze student enrollment growth and facility needs. Through this joint effort, they develop a recommendation for the School Board to manage the district's growth and guide future facility plans and a potential bond election. More information on the process, as well as an opportunity to provide input and question can be found at www.nisdtxlrpc.org.

The district continues to respond to the growth with proper planning of future facilities, additions, and renovations as well as continual improvements to our technology infrastructure both on campuses as well as broadening and expanding our district-wide network.

Finance

The Financial Services department for Northwest ISD is responsible for the business operations of the district and strives to maintain a healthy financial position of the district while ensuring that resources are adequately allocated to support the educational programs for all students. Functions include Budgeting, Payroll, Purchasing, Accounts Payable, Accounts Receivable, Accounting, Reporting, Tax Collections and Position Control. The department is a member of ASBO, GFOA, TASBO, and other professional organizations.

Human Resources

Northwest ISD Human Resources personnel participate in a wide variety of recruiting events throughout the school year focused on recruiting candidates from a diverse background. Recruiting events include university job fairs, alternative certification programs, as well as our district-hosted career fair.

Instructional Programs

NISD has extensive curricular programs for all students. Beginning in kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the NISD counseling department and the College and Career Readiness Department provide a variety of resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, NISD has support systems in place for students behind their peers. A wide range of support systems are provided to students, that may include:

- Accelerated Instruction
- Credit recovery programs
- Dyslexia support
- ELL support
- Reading Recovery
- RTI student plans

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

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

NISD's Career and Technical Education program strives to provide real academics, real skills, and a real high school experience unlike any other. The focus on strong academics with robust career-minded education is strengthening our students' college, career, military, and life readiness.

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

Safety and Security

Northwest ISD is dedicated to providing a safe and secure environment for the students, faculty, staff and visitors on our campuses. In order to support that commitment, we have comprehensive emergency operations plans that address emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

Technology

The Northwest ISD technology division is comprised of three departments that oversee all district technology services including: enterprise data and workflows, technology infrastructure, cybersecurity, instructional technology, student enrollment, and campus technology services. In order to accomplish the goal of resilient and reliable connectivity, the district must reach beyond traditional resources and provide robust digital access to modernized resources. The Northwest ISD technology division capitalizes on the value of technology for students and staff, as a means to elevate learning opportunities, operations, and strategic planning. The division is a member of CoSN, TETL, TCEA, and Texas Student Privacy Alliance. For more information, visit: www.nisdtx.org/departments/technology.

District Processes & Programs Strengths

District processes and programs strengths include:

- Northwest ISD developed a balanced budget.
- Staff and students have 24/7 access to district technology resources to support learning and business needs as determined by their role in the organization. We have an extensive Guest Educator recruitment and hiring process, as well as enhanced pre-service training that includes Curriculum and Instruction pedagogy, Special Education tips and tools, Social-Emotional Learning, and Safety practices.
- Northwest ISD continues to provide the proper planning strategies that allow the district to keep up with the fast-growing communities within the district.
- Our campuses and other facilities maintain a safe and secure environment, and our staff and students are prepared to respond to events that may occur.
- Northwest ISD's communications methods at both the district and campus level have received high marks in previous family and staff surveys. Communication has been considered both informative and timely in written responses.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system. **Root Cause:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

Problem Statement 2 (Prioritized): Safety remains a top priority for Northwest ISD. We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment.

Problem Statement 3 (Prioritized): Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and

strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Perceptions

Perceptions Summary

Northwest ISD Strategic Framework: Beliefs, Vision, Mission, Goals

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

The Strategic Framework continues to provide the district a strong foundation; however, it is time to review NISD's long-term vision. The unexpected passing of Superintendent Dr. David Hicks will appropriately delay the Strategic Summit, but the process is expected to continue once the new leadership transition has occurred.

Public Perceptions

Northwest ISD continues to maintain an excellent public reputation, attracting thousands of families annually to the district. Our staff, instructional offerings, programs, and services continue to be held in high regard.

Parents hold the connected relationship our teachers have with their child, as well as the culture and high standards of the district in high regard. To better understand NISD and our parents' perspectives, former Superintendent Hicks invited over 100 families to a series of Family Roundtable meetings this summer. Following were parents' top responses when asked, "What about our school district makes you the most proud?":

1. Staff
2. Culture
3. Student-centered Opportunities
4. Quality Education
5. Quality Facilities

Since parents are happy and satisfied with the district and their children's education, a common concern parents shared during the Family Roundtable meetings is how NISD will be able to sustain the level of excellence in our culture, quality facilities, and educational offerings as we grow. This has become a topic of concern shared among staff as well.

While we are excited to welcome our new students and families, we also realize the great responsibility of preparing for

growth and maintaining our district's standards of excellence while we grow. We recognize the need for increased awareness and ongoing evaluation to help ensure the continuity of the district's vision. As more families move into our district, we must also be more intentional in establishing avenues for all stakeholders to feel a part of Northwest ISD.

During the superintendent's Family Roundtable meetings, parents also shared concerns and even heartache that quality teachers were leaving the district. Staff retention was the second-highest response when parents were asked, "What should be our district's top 3 priorities in the next 5 years." Understandably, safety and security was the top response following the tragic shooting at Uvalde. Many parents expressed a strong desire that the district strive to retain teachers and provide a more competitive pay.

Staff Perceptions

Employees have faced new challenges and stressors with the COVID pandemic in their personal and professional lives. While the 2021-2022 school year began in a more "normal" fashion, the staff still felt stressors as the COVID pandemic continued. The increase in employee absences due to illness left a burden on the remaining staff as they were needed to cover classrooms and provide instruction to students who may be without a teacher.

Fifty-six percent of NISD employees participated in an engagement survey in May 2022 with only 34% indicating they were engaged in their work. The average engagement score for organizations is 64%, and those designated as "top workplaces" fall between 84%-94% levels of engagement. Two of the lowest areas identified for improvement were employees feeling included and feeling genuinely appreciated by Northwest ISD. When people feel included and appreciated, they are more positive about their work and motivated to do a good job. A high level of engagement helps create a rewarding learning environment.

At the time of our survey, decisions based on employee compensation had already been determined. While NISD stepped out early and approved a 3% midpoint raise for all staff, surrounding districts were announcing creative compensation plans such as retention stipends and signing bonuses. At that time, those creative options were not part of the compensation plan. A notable theme within the survey comments included the need for additional compensation. Our staff feel as though our total compensation plan is less competitive than that of our surrounding peers.

Appropriate compensation for our employees is just one way to show appreciation. In an effort to ensure NISD is compensating employees fairly and in alignment with competitive districts, a full salary study will be conducted in partnership with TASB. It is our goal to remain competitive, yet fiscally responsible as we prepare for the 2023-2024 school year.

Despite the challenging year, the employee engagement survey also noted highlights of our staff's overall job satisfaction. Seventy percent of employees indicated they feel well informed about important decisions in the district. In reviewing the employee comments, many stated that the superintendent's continuation of Facebook Live sessions kept them informed. They also indicated that they had open communication from their supervisor.

Another noted area of strength was staff growth and development opportunities. Our employees feel that their current principal and/or department supervisor help them grow and learn. A notable theme in the comments is how our district fosters a strong professional development program and supervisors are committed to supporting employees as they grow.

Perceptions Strengths

Perceptions strengths include:

- Northwest ISD is a well-renowned school district, known for student opportunities and educational excellence.
- Students, parents, community members, teachers, staff, and representatives of local government and industry are all important district stakeholders.
- NISD staff feel well informed about district decisions.
- NISD staff feel supported with professional development and growth opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. **Root Cause:** Employees have faced new and added challenges and stressors in their personal and professional lives. COVID, student behavior, and community pressures have added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

Priority Problem Statements

Problem Statement 9: Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment.

Root Cause 9: The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 30% built out, there is ample land for continued, long-term development and growth.

Problem Statement 9 Areas: Demographics

Problem Statement 2: Data indicates strong growth in literacy in 2021-2022, however achievement levels are still not at a level that meets our high expectations.

Root Cause 2: COVID significantly impacted the learning environment for students and teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 8: Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system.

Root Cause 8: As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 6: The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools.

Root Cause 6: Employees have faced new and added challenges and stressors in their personal and professional lives. COVID, student behavior, and community pressures have added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: While literacy achievement has improved, gaps remain between schools and across student groups throughout the district, requiring focused attention and targeted instruction in order to rapidly close these gaps.

Root Cause 3: We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: Safety remains a top priority for Northwest ISD. We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.

Root Cause 7: As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 4: While our students historically perform well across our schools, gaps in achievement between schools and between student groups are still present and must be addressed.

Root Cause 4: We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.

Root Cause 5: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 1: While many of our students historically perform on level (Approaches) on state assessments and student achievement is improving after challenges brought forth during the COVID pandemic, student achievement is not consistently at the level that meets our high expectations despite focused efforts to regain losses.

Root Cause 1: COVID significantly impacted the learning environment for students and teachers.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Strategy 1 Details	Reviews			
Strategy 1: Include templates to target literacy strategies in all content areas in curriculum documents. These strategies promote reading, writing, listening, and speaking with content specific vocabulary and skills. Strategy's Expected Result/Impact: Increase in literacy strategies used regularly in all content areas to promote higher thinking skills and to promote student learning through literacy skills. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Update Curriculum-Based Assessments to include constructed response opportunities, aligned with upcoming changes to STAAR. Strategy's Expected Result/Impact: Students will practice constructed response regularly within classroom instruction to promote skills that require students to explain their thinking and processes. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Restructure Learning Teams for the 2022-2023 school year. Teams are to be composed of feeder pattern campuses and aligned vertically (elementary, middle, and high school) to strengthen instructional alignment across all levels. Learning Teams and classroom visits will continue to focus on content literacy. Strategy's Expected Result/Impact: Impacts and improves instructional leadership practices which impacts student achievement. Staff Responsible for Monitoring: Executive Director for Elementary Education, Executive Director for Secondary Education, Executive Director for Teaching and Learning, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Transition to using a Multi-Tier System of Support (MTSS) framework, which is designed to meet the needs of the "whole child" through academic, behavior, and mental health support. Strategy's Expected Result/Impact: MTSS district leadership team providing professional development to stakeholders during the 2022-2023. Campuses provide ongoing professional development and support to educators and parents. Provide evidence based practices, materials, and strategies are being used with fidelity at all tier levels. Teams/ Student Support Services working collectively together to provide support to the "whole child". Staff Responsible for Monitoring: MTSS/RTI Coordinator, Director of Student Services, Director of Curriculum, Director of Special Education and Related Services, Director of Counseling, Executive Director of Student Support Services, Assistant Superintendent of C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Support and encourage the use of embedded content-based literacy goals and strategies through dynamic digital learning resources and experiences. Strategy's Expected Result/Impact: Increase student literacy by upholding C&I intended proficiency outcomes related to content-based literacy goals and strategies by supporting educators and students with selecting, understanding, and using digital tools for desired teaching and learning outcomes. Staff Responsible for Monitoring: Executive Director of Technology, Director of Instructional Technology, Assistant Superintendent for C&I Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Create quarterly data reviews on student group gap analysis in Reading. These data reviews will be used during Principal PLCs and C&I department meetings to engage in planning and evaluation discussions with campus and department leaders. Strategy's Expected Result/Impact: Decrease student group Reading achievement gaps at campus levels by supporting campus leadership in locating, reviewing, and understanding data to identify patterns and academic needs and strengths. Staff Responsible for Monitoring: Executive Director of Research, Assessment, & Accountability, Executive Directors of Elementary & Secondary Ed., Assistant Superintendent for C&I Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Data indicates strong growth in literacy in 2021-2022, however achievement levels are still not at a level that meets our high expectations. Root Cause: COVID significantly impacted the learning environment for students and teachers.
Problem Statement 2: While literacy achievement has improved, gaps remain between schools and across student groups throughout the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. Root Cause: We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.
Problem Statement 3: While our students historically perform well across our schools, gaps in achievement between schools and between student groups are still present and must be addressed. Root Cause: We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.
Problem Statement 4: While many of our students historically perform on level (Approaches) on state assessments and student achievement is improving after challenges brought forth during the COVID pandemic, student achievement is not consistently at the level that meets our high expectations despite focused efforts to regain losses. Root Cause: COVID significantly impacted the learning environment for students and teachers.
District Processes & Programs
Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. Root Cause: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Revise curriculum and assessments to include a variety of question types to support rigorous learning through higher-level thinking skills based on upcoming changes to STAAR and performance data from student groups on STAAR and CBA assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have modeled question types through curriculum documents and district PLC discussions. Students, and student groups, will perform better on CBA and STAAR assessments with regular exposure and practice to these rigorous questions.</p> <p>Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I</p> <p>Problem Statements: Student Learning 3, 4 - District Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Include a beginning of the year unit in Math curriculum additions to support students' math habits of mind. Literacy skills are embedded into these habits that promote higher-level thinking skills.</p> <p>Strategy's Expected Result/Impact: Students regularly practice detailed math discussions around process standards and problem-solving strategies. This will be observed in classroom observations and on CBA results and STAAR.</p> <p>Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Use PLC structure to support teachers within and across campuses to align instructional expectations and curriculum implementation outlined in the NISD Instructional Framework. Strategy's Expected Result/Impact: Teachers and administrators regularly use the Instructional Framework to support their planning practices to create rigorous lessons. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Create quarterly data reviews on student group gap analysis in Math. These data reviews will be used during Principal PLCs and C&I department meetings to engage in planning and evaluation discussions with campus and department leaders. Strategy's Expected Result/Impact: Decrease student group Mathematics achievement gaps at campus levels by supporting campus leadership in locating, reviewing, and understanding data to identify patterns and academic needs and strengths. Staff Responsible for Monitoring: Executive Director of Research, Assessment, & Accountability, Executive Directors of Elementary & Secondary Ed., Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Conduct quarterly data reviews with A-Team Campuses (campuses designated as Targeted Support and Additional Targeted Support). Strategy's Expected Result/Impact: Increased student achievement for impacted groups in Schools for Targeted Support/Additional Targeted Support. Staff Responsible for Monitoring: Executive Director for Elementary Education, Executive Director for Secondary Education, Executive Director for Teaching and Learning, Executive Director of Research, Accountability, and Assessment, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Provide campuses with additional, enhanced resources for accelerated instruction per HB 4545 and continuously monitor effectiveness of resources. Strategy's Expected Result/Impact: Increased student achievement for impacted groups. Staff Responsible for Monitoring: Director of Student Services, Executive Director of Student Support Services, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Freshman Focus Teams from each high school will collaborate on a freshmen dashboard and engage in analysis of strategies and support systems through focused PLC opportunities. Strategy's Expected Result/Impact: Increased student achievement for 9th grade students in earning six (6) or more credits by the end of their freshman year. Staff Responsible for Monitoring: Executive Director for Secondary Education, Executive Director of Research, Assessment & Accountability, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Design and provide targeted professional learning that builds educators capacity of critical components of the Instructional Framework when selecting and integrating digital tools and platforms. Strategy's Expected Result/Impact: Professional learning will enhance teacher effectiveness and support Instructional Framework (i.e. New Hire, Technology Integration Academy, Summer PD, Campus Staff Meetings, PLC trainings, etc.). This impacts all staff and students by training for the use of digital tools and resources that enhance teaching and learning. Staff Responsible for Monitoring: Executive Director of Technology, Director of Instructional Technology, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Data indicates strong growth in literacy in 2021-2022, however achievement levels are still not at a level that meets our high expectations. Root Cause: COVID significantly impacted the learning environment for students and teachers.

Student Learning

Problem Statement 2: While literacy achievement has improved, gaps remain between schools and across student groups throughout the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. **Root Cause:** We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 3: While our students historically perform well across our schools, gaps in achievement between schools and between student groups are still present and must be addressed. **Root Cause:** We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 4: While many of our students historically perform on level (Approaches) on state assessments and student achievement is improving after challenges brought forth during the COVID pandemic, student achievement is not consistently at the level that meets our high expectations despite focused efforts to regain losses. **Root Cause:** COVID significantly impacted the learning environment for students and teachers.

District Processes & Programs





Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access, and appropriate support for their chosen pathways.

Strategy 1 Details	Reviews			
Strategy 1: Increase rigor in CTE and CCMR classes through the curriculum writing cycle with emphasis on application of skills in a variety of real-life situations. Strategy's Expected Result/Impact: Students will practice application of skills regularly in their CTE and CCMR classrooms that can be transferred across other content areas. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop weekly lessons to support the whole child through a collaborative effort across departments, which will then be implemented weekly during Advisory classes at the high school campuses. Strategy's Expected Result/Impact: Increase of students prepared for life after high school. Staff Responsible for Monitoring: Executive Director of Student Support Services, Executive Director of Teaching and Learning, Director of Counseling, Director of College, Career & Military Readiness, Assistant Superintendent for C&I Problem Statements: Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Utilize Behavior Intervention Specialists and Title 1 Behavior Intervention Specialists to support teachers with effective Tier 1 classroom management strategies. Strategy's Expected Result/Impact: Increased student achievement and decrease in student behaviors and removal from instruction. Staff Responsible for Monitoring: Director of Special Education, MTSS coordinator, Executive Director of Student Support Services, Assistant Superintendent for C&I Problem Statements: Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Conduct quarterly analysis of student group gap data in Discipline and Attendance. Share with campus leaders in Principal PLCs and engage in planning and evaluation discussions to close gaps. Strategy's Expected Result/Impact: Create quarterly data reviews on student group gap analysis for Discipline and Attendance. These data reviews will be used during Principal PLCs and C&I department meetings to engage in planning and evaluation discussions with campus and department leaders. Staff Responsible for Monitoring: Executive Director of Research, Assessment, & Accountability, Executive Director of Elementary Education, Executive Director of Secondary Education, Assistant Superintendent for C&I Problem Statements: Student Learning 3, 4 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Translate program documents in top five languages spoken in NISD to enhance accessibility to instructional programs for all students. Strategy's Expected Result/Impact: Increased access for students and families. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning and Student Support Services, Assistant Superintendent for C&I Problem Statements: Demographics 1 - Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Increase access to college credit-bearing programs and resources through ongoing support for dual credit, Advanced Placement, and OnRamps enrollment at all high schools. Strategy's Expected Result/Impact: Increased enrollment and graduation rates. Ongoing support and expansion of Steele Early College High School. Staff Responsible for Monitoring: Executive Director for Teaching and Learning and Director for CCMR, Assistant Superintendent for C&I Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Implement process to track progress towards graduation and CCMR requirements for students' receiving services. Strategy's Expected Result/Impact: Increase in students receiving special services completing graduation and CCMR requirements. Staff Responsible for Monitoring: Director of Special Education, Director of Student Services, Executive Director of Student Support Services, Director of CCMR, Executive Director for Teaching and Learning, Assistant Superintendent for C&I Problem Statements: Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. Root Cause: The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 30% built out, there is ample land for continued, long-term development and growth.
Student Learning
Problem Statement 3: While our students historically perform well across our schools, gaps in achievement between schools and between student groups are still present and must be addressed. Root Cause: We are experiencing record growth, welcoming over 2,500 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds. Problem Statement 4: While many of our students historically perform on level (Approaches) on state assessments and student achievement is improving after challenges brought forth during the COVID pandemic, student achievement is not consistently at the level that meets our high expectations despite focused efforts to regain losses. Root Cause: COVID significantly impacted the learning environment for students and teachers.
District Processes & Programs
Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. Root Cause: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

Evaluation Data Sources: Employee retention data.

Strategy 1 Details	Reviews			
Strategy 1: NISD will recruit and retain a diverse candidate pool through the Grow Our Home program. Strategy's Expected Result/Impact: Increase in overall applicant pool. Increase in employee retention rates. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources Executive Director of Human Resources Director of Secondary Staffing Director of Elementary Staffing Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Complete a full compensation and staffing audit in collaboration with TASB. Strategy's Expected Result/Impact: Increase in total compensation offered by the district. Increase in employee retention rate. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources Executive Director of Benefits and Risk Management Executive Director of Human Resources Director of Secondary Staffing Director of Elementary Staffing Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Adopt and implement local policy to improve professional development for educators. Strategy's Expected Result/Impact: The Board will adopt a local policy for professional development of educators. Staff Responsible for Monitoring: General Counsel, Executive Director of Teaching & Learning Problem Statements: District Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Utilize Teacher Support Specialist positions to provide an enhanced level of support for new teachers and serve as a liaison between new teachers and the campus and district. Strategy's Expected Result/Impact: Increased retention rates for new teachers and improved teacher efficacy. Staff Responsible for Monitoring: Assistant Superintendent for C&I, HR, and Executive Directors Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide differentiated Professional Learning opportunities for new teachers based on years of experience, including a revised mentorship program for new teachers and office support staff. Strategy's Expected Result/Impact: New teachers have specific needs met during professional learning opportunities. Staff Responsible for Monitoring: Executive Directors for Teaching and Learning, Elementary Education, Secondary Education, Directors for Curriculum, CTE, and CCMR, Content Coordinators, Assistant Superintendent for C&I Problem Statements: District Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide teacher and administrator support for effective Tier 1 classroom management strategies. Strategy's Expected Result/Impact: Increase teacher and administrator retention through additional support systems designed to minimize student discipline. Staff Responsible for Monitoring: Executive Director for Teaching & Learning, Executive Director for Student Support Services, Executive Directors for Elementary and Secondary Ed., Assistant Superintendent for C&I Problem Statements: District Processes & Programs 2, 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Develop and implement a new Leadership Development course called Leadership Pathways. Strategy's Expected Result/Impact: Foster leadership capacity building in teachers interested in career growth and development.	Formative			Summative
	Nov	Jan	Mar	May

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Executive Directors for Elementary & Secondary, Executive Director & Directors for Teaching & Learning, Executive Director & Director for Technology, Executive Director & Directors for Student Support Services, Assistant Superintendent, Executive Director & Directors for Human Resources

Problem Statements: Demographics 1 - Perceptions 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. **Root Cause:** The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 30% built out, there is ample land for continued, long-term development and growth.

District Processes & Programs

Problem Statement 2: Safety remains a top priority for Northwest ISD. We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment.

Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.





Perceptions

Problem Statement 1: The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. **Root Cause:** Employees have faced new and added challenges and stressors in their personal and professional lives. COVID, student behavior, and community pressures have added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Financial Reform: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.

Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a strategic budget analysis schedule and process to help monitor district finances and provide continued transparency. Strategy's Expected Result/Impact: Measure financial performance monthly; approved budget vs actual revenue/expenditures. Generate revenue projections every six weeks compared to actual attendance reports. Evaluate expenditures by class and identify areas for improvement opportunities. Evaluate cash flow monthly and plan investment strategy to maximize investment returns. Develop and maintain updated financial data reports in our website and maintain the highest level of transparency for our stakeholders. Staff Responsible for Monitoring: Chief Financial Officer Executive Director of Financial Services Executive Director of Purchasing Financial Services Department Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Facilitate major upgrade of Finance/Human Resources system and optimize system utilization capacity. Strategy's Expected Result/Impact: Upgrade system to most updated version. Create an efficient organizational structure with robust processes and procedures to optimize maximum utilization of system capabilities. Maximize training for all staff and cross-train between areas of responsibility within the Financial Services Division to maximize output and create deep bench. Improved operational functionality for monitoring and long-term financial planning. Staff Responsible for Monitoring: Chief Financial Officer Executive Director of Financial Services Executive Director of Purchasing Financial Services Department Executive Director of Technology Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Achieve the highest standards in financial accountability and transparency. Strategy's Expected Result/Impact: Earn and maintain a superior rating on the Financial Integrity Rating System of Texas (FIRST) Receive the Certificate of Excellence in Financial Reporting from ASBO and GFOA for the ACFR Earn the Purchasing Award of Merit from TASBO Earn the Texas Comptroller of Public Accounts' Transparency Stars Award Staff Responsible for Monitoring: Chief Financial Officer Executive Director of Financial Services Executive Director of Purchasing Financial Services Department Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Develop and maintain an efficient debt issuance structure to support bond program(s) capital needs. Strategy's Expected Result/Impact: Maximize bond dollars by strategically managing debt through issuance opportunities that provide the best results for the district. Develop and maintain a monthly cash flow analysis to assist on timing of issuance for debt and maximize investment opportunities while cash is not needed. Take advantage of market conditions and evaluate refinance opportunities to create capacity within the debt service budget and maintain a stable debt service tax rate. Staff Responsible for Monitoring: Chief Financial Officer Executive Director of Financial Services Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system. Root Cause: As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Continued training of safe and supportive school teams and the integration of Navigate 360 Threat Assessment tool. Strategy's Expected Result/Impact: Increased training of counselors, assistant principals, and administrators to better understand their role as a member of the Safe and Supportive Schools Team (SSST). Can be measured by: * Suicide interventions * Bullying investigations * Title IX investigations * Stay-away agreements Staff Responsible for Monitoring: Director of Counseling, Executive Director of Student Services, Executive Director of Elementary and Secondary Education, Assistant Superintendent for C&I Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Adopt and implement local policies to improve school climate. Strategy's Expected Result/Impact: The Board will adopt local policies on bullying prevention and integration of digital devices. Staff Responsible for Monitoring: General Counsel, Executive Director of Secondary Education, Executive Director of Technology Problem Statements: District Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Support all staff in learning, modeling, and comprehending safety trainings, protocols, and drills. Strategy's Expected Result/Impact: Building staff's knowledge and skillsets while enhancing staff confidence in responding to critical events. Staff Responsible for Monitoring: Assistant Superintendent for Facilities, Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Create and implement processes that align and comply with State of Texas' safety mandates and reporting. Strategy's Expected Result/Impact: Establish district standards that allow us to successfully accomplish the State of Texas' mandates. Staff Responsible for Monitoring: Assistant Superintendent for Facilities, Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

District Processes & Programs
<p>Problem Statement 2: Safety remains a top priority for Northwest ISD. We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. Root Cause: As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment.</p> <p>Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. Root Cause: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.</p>

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: Fast-Growth Planning: NISD will continue proactive planning and management of facilities, systems, and processes to maintain the district's standards of educational excellence while experiencing rapid student enrollment growth.

Strategy 1 Details	Reviews			
Strategy 1: Engage Long Range Planning Committee to consider a potential bond referendum for 2023. Strategy's Expected Result/Impact: Provide a comprehensive recommendation that supports the growth, programmatic, and facilities needs for the near future. Staff Responsible for Monitoring: Asst. Superintendent for Facilities, Executive Director of Planning Problem Statements: Demographics 1 - District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Finalize the construction and furnishing of five new schools for next year. Strategy's Expected Result/Impact: Successfully open four elementary schools and one middle school prior to start of the 2023-2024 school year. Staff Responsible for Monitoring: Asst. Superintendent for Facilities, Executive Director of Planning, Executive Director of Construction Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide fiber pathing to five new campuses scheduled to open Fall 2023, as well as more robust trunks along highways 114, 156, and 407 for future growth resiliency. Strategy's Expected Result/Impact: Provide reliable, resilient connectivity to district resources for current and future campuses. Increased protection against natural and high-construction factors. Staff Responsible for Monitoring: Executive Director of Technology, Director of Technology, Network Engineering Team Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: NISD will conduct a family and student survey during the second semester to provide community members with the opportunity to give actionable quantitative and qualitative feedback. Strategy's Expected Result/Impact: Baseline to assess perceptions as the district grows. Input from families regarding perceptions will be used to further refine district initiatives. Staff Responsible for Monitoring: Executive Director of Communications, Assistant Superintendent for Curriculum & Instruction Problem Statements: Demographics 1 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Implement ParentSquare translation features for all languages to ensure families are communicated with in their desired language. Strategy's Expected Result/Impact: Families will receive automatically translated communication in their desired language. Staff Responsible for Monitoring: Executive Director of Communications, Executive Director of Technology, Assistant Superintendent for Curriculum & Instruction, Director of Data Services Problem Statements: Demographics 1 - District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. Root Cause: The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 30% built out, there is ample land for continued, long-term development and growth.
District Processes & Programs
Problem Statement 2: Safety remains a top priority for Northwest ISD. We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. Root Cause: As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment.
Problem Statement 3: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. Root Cause: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2022-2023 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

Requirements	NISD Action
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	<ul style="list-style-type: none"> Literacy and Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling. New courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses will support these students' language needs.
2. Methods for addressing needs of students for special programs: <ul style="list-style-type: none"> a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)] 	<p>Student Services</p> <ul style="list-style-type: none"> a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided, and parents can access the parent portal at https://sossignsofsuicide.org. Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed. NISD adopted Social-Emotional Learning (SEL) competencies in 2018: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.

	<p>c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the district's anonymous tip line reporting system to report undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 Administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided.</p> <p>d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia will receive training in MTA (Multisensory Teaching Approach). Continued job-embedded support with continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers.</p> <p>e. High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as:</p> <ul style="list-style-type: none"> ● NISD's online Edgenuity program ● Board approved correspondence courses (Texas Tech K-12 or UT K-12) ● Texas Virtual School Network (TXVSN) ● Credit by exams (Texas Tech K-12 or UT K-12) ● Summer school <p>High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:</p> <ul style="list-style-type: none"> ● Excessive academic struggles ● Returning from DAEP/probation/parole ● Returning from inpatient/outpatient facility ● Behavioral risk factors including drugs/alcohol ● Conflict resolution/anger management ● Qualifies for McKinney-Vento ● In the custody or care of DFPS
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	<ul style="list-style-type: none"> ● Follow-up care for suicidal ideation, suicidal attempt, or self-harm <p>Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs.</p> <p>NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.</p>
3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	<p>NISD is a 1 to 1 district in grades PK-12. Each student is provided a device or the option to bring their own.</p> <p>Teacher training and technology is provided annually.</p>
4. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy (Senate Bill 11)]	<ul style="list-style-type: none"> ● NISD staff are required to complete annual trauma-informed care & grief training <p>See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA.</p>
5. Staff development for professional staff of the district [TEC 11.252(3)(F)]	<p>CCR</p> <ul style="list-style-type: none"> ● Introduce CTE Externship program fully for 2019-2020. Award 10 Summer Externships for teachers to experience industry opportunities. ● Cross train all STEM Science and Math content teachers in PLTW core training. ● Establish membership and drive participation by CTE teachers in the North Central Texas Professional Learning Network (NCTX PLAN) ● Ensure all Math and Science CTE teachers have completed Texas Gateway Courses. ● Establish Industry advisory boards for all NISD Programs of Study
6. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	<p>Actions:</p> <ul style="list-style-type: none"> ● All students grades 8-12 will have completed a Naviance interest survey. ● All Professional Communications instructors will have taken Texas OnCourse Training. ● All 8th grade students will complete professional communications or AVID and receive career education in these courses. ● All district communication concerning programs of studies is made available to the public. ● All programs of studies are aligned to

	<p>postsecondary opportunities and workforce expectations.</p> <ul style="list-style-type: none"> • All students in grades 9-12 have access to Career and Technical education. • Students are provided opportunities to earn dual credit in 4 CTE programs of study. • A secondary Career Resource Center beyond the Counseling Go Centers will be established at each high-school campus with a variety of career interest materials available for free in various languages.
<p>7. Accelerated education [TEC 11.252(c)(3)(H)]; and</p> <p>a. Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)] and [TEC 33.005]</p>	<p>Accelerated education -</p> <ul style="list-style-type: none"> • At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. • Support for students accelerating across school levels (i.e., elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.
<p>8. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]</p>	<ul style="list-style-type: none"> • NISD has adopted the TASB Model for SCOC • Staff training for Behavior Response to Intervention and Restorative Practices • FFI (LEGAL) Student Welfare Freedom from Bullying & FFI (LOCAL) Student Welfare Freedom from Bullying • SB 2432 Harassment of a District Employee • Transition plans for students returning from DAEP or JJAEP • New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)

<p>9. Dating violence [TEC 37.0831]</p>	<p>NISD staff are trained in dating violence:</p> <ul style="list-style-type: none"> ● Statistics and information ● NISD local policy, harassment ● Definition and examples ● Reporting procedures ● Safety planning <p>NISD students are trained in dating violence:</p> <ul style="list-style-type: none"> ● Healthy relationships vs. unhealthy relationships ● Examples of abuse ● Requesting help <p>NISD administrators utilize an NISD stay-away agreement for students, when necessary.</p>
<p>10. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student, and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]</p>	<ul style="list-style-type: none"> ● NISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: <ul style="list-style-type: none"> -factors indicating a child is at risk for sexual abuse or other maltreatment -likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment -internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional -techniques for reducing a child's risk of sexual abuse or other maltreatment -community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents ● All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse ● NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish ● NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. ● Elementary parents receive a letter regarding the P.S. It's My Body Program with resources on the district website. ● ALL parents have access to the following Child/Sexual Abuse resources on the district website: <ul style="list-style-type: none"> -Statistics

	<ul style="list-style-type: none"> -Prevention techniques -Warning signs of possible sexual abuse -Myths about child sexual abuse -How to respond to an outcry of abuse -Child/sexual abuse resources ● NISD campuses raise awareness and recognize the national child abuse prevention month, April ● NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help ● NISD will be researching educational materials to provide to parents to help with their identification of sex trafficking. ● See Addendum - Northwest ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.
11. Strategies for recruiting highly effective teachers	<p>HR</p> <ul style="list-style-type: none"> ● University job fairs ● Host District job fair ● Competitive salaries and insurance benefits <p>CCR:</p> <ul style="list-style-type: none"> ● Strategically seek applicants who meet current requirements for dual credit through Tarrant County College. ● Advertise career opportunities with Career and Technical Teacher organizations i.e., VATAT, CTAT, ACTE etc. ● Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.
<p>12. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about</p> <ol style="list-style-type: none"> a. higher education admissions and financial aid opportunities b. the TEXAS grant program and the Teach for Texas grant program c. the need for students to make informed curriculum choices to be prepared for success beyond high school d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)] 	<ul style="list-style-type: none"> ● All students complete a 4-year plan ● College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post-secondary opportunities in high school. ● All secondary students are afforded information, assistance and advisement concerning FASFA. ● Texas Tech University College Counselor will work directly with students concerning postsecondary opportunities. <p>All secondary students will have access to Naviance.</p>

<p>13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081</p>	<p>NISD contracts with local entities to provide school resource officers.</p> <ul style="list-style-type: none"> • See Addendum - Northwest ISD Board Policy CKE (Legal) and CKE (Local)
<p>14. Freedom from bullying policy</p>	<ul style="list-style-type: none"> • NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the District’s anonymous tip line reporting system to report undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 • See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)
<p>15. State Compensatory Education Program</p>	<ul style="list-style-type: none"> • Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include Rtl strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities. • Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk teachers, Rtl teachers, truancy intervention counselor, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists
<p>16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]</p>	<ul style="list-style-type: none"> • Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency. • Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, childcare assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. • Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.

<p>17. Migrant Student Recruitment & Identification and Service Plan</p> <p>As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].</p>	<ul style="list-style-type: none"> • Work with Region XI to identify migrant students • Progress monitor migrant students monthly • See addendum information.
Title 1A	<ul style="list-style-type: none"> • District level parental involvement activities, training and support through Parents As Teachers program • Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides) • Parenting education
Title ID	<ul style="list-style-type: none"> • Activities that facilitate the transition of from the correctional program in an institution to employment <ul style="list-style-type: none"> ○ motivational speakers ○ job skill training • Academic support
Title II	<ul style="list-style-type: none"> • New teacher induction program • Professional development and training for instructional leaders • Rtl coordinator salary • ESL certification reimbursement • Private non-profit school partnership • New district wide dyslexia program training and materials
Title III	<ul style="list-style-type: none"> • ESL/Bilingual Instructional coach • Bilingual Parents As Teachers & Newcomers staff • Parent liaison
Title IV	<ul style="list-style-type: none"> • Hot spots to increase at-risk students' accessibility to credit recovery • SEL staff training • AP exam support for FRL students • College tuition support for FRL students • OnRamps textbook support for FRL • Duke Tip support for FRL • Enrichment summer camps for FRL • Private non-profit school partnerships

Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Northwest ISD
Region: 11

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By: Micah Gierkey
Date: July 19,2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): Identify and provide services to migratory students who are failing or at risk of failing to meet the State’s content and performance standards, and whose education has been interrupted during the regular school year, with priority</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Use data to plan the Priority for Services Action Plan for 2022-2023 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September – May, on or	MEP Staff	NGS generated reports

	before the 15 th day of every month		
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September –May 25 th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept.-May	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time-stamped handouts
Additional Activities			
<ul style="list-style-type: none"> 			

Micah Gierkey
LEA Signature

Jul 19, 2022
Date Completed

ESC Signature

Jul 19, 2022
Date Received

Signature: K. Villarreal
Keilah Villarreal (Jul 19, 2022 12:51 CDT)

Email: kvillarreal@esc11.net






MUST DOWNLOAD PFS Action Plan 2022-2023

Final Audit Report

2022-07-19

Created:	2022-07-19
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ESC REGION 11 IDENTIFICATION AND RECRUITMENT PLAN for Migrant Education Program (MEP)

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR DISTRICTS/CHARTERS	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR REGION 11 DISTRICTS/CHARTERS		
A. <u>(Optional) Register and complete online training:</u> Hidden Figures: Understanding the Process for Identification and Recruitment (ID&R) training offered by ESC Region 11-No cost to your district/charter: Front office personnel, counselors, teachers, and anyone assisting with the enrollment process.	Staff: Principal, Migrant Designee, Superintendent	By October 31
I. IDENTIFICATION & RECRUITMENT		
A. <u>Conduct ID&R:</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using by using the family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21)	Staff: Principal, Migrant Designee, Superintendent	By September 9
B. <u>Other:</u> Family Surveys: <u>Federal law requires that the state identify and recruit every eligible migratory student residing in Texas. The Texas Education Agency has assured the U.S. Department of Education that migratory students would be actively recruited year-round in every district in the state, including out-of-school youth (OSY).</u> Call 817-740-7598 for Family Survey pick up. If no surveys have been sent to the ESC Region 11 by said date, we will deliver paper copies to be filled out by your students. We will then pick them up 1 week after delivery of the Family Surveys.	Staff: Superintendent, Migrant Designee, Principal, ESC Region 11 Migrant Staff	By September 15
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR ESC REGION 11	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC Recruiters attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COE's/ECOE's for the new school year cannot be completed until training has occurred or as determined by TEA	ESC Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 30
B. <u>Finalize all forms, documents, and logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters, and Designated SEA Reviewers for the MEP	By August 30
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 30
D. <u>Conduct ID&R.</u> <u>Potentially Eligible Migrant Children:</u> Contact potentially eligible migrant families	Staff: MEP recruiters	By August 30– currently eligible children; continue

<p>using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COE's as needed.</p> <p>Currently Eligible Migrant Children: Contact families of currently eligible migrant students if new qualifying moves have occurred. Complete new COE's/ECOE's as needed.</p> <p>Note: Share copies of COE's with appropriate entities as listed on COE.</p>		<p>recruitment efforts throughout the year – potentially eligible children</p> <p>Make initial outreach efforts by September 30.</p>
<p>E. Complete COE's/ECOE's. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QAD. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>
<p>F. Review of COE's/ECOE's. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with a new QAD. Return COE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> ◆ NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	<p>Staff: Designated SEA Reviewers, NGS staff</p>	<p>Within 7 working days of parent signature.</p>
<p>G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.</p>
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUAL'S RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
<p>A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
<p>B. Develop calendar and maps. Develop profiles/calendars reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>By December 1 and update on an ongoing basis throughout the year</p>
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
<p>A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year</p>
B. <u>Other</u>		
V. QUALITY CONTROL		
<p>A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.</p>	<p>Staff: MEP administrators, recruiters, Designated SEA Reviewers, and other MEP staff.</p>	<p>By August 30</p>
<p>B. Eligibility review. Forward COE's with more than one required eligibility comment to ESC for review. Follow protocol for COE's that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p>	<p>Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>Ongoing throughout the year</p>

C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

2016-2017 TEXAS MANUAL FOR IDENTIFICATION AND RECRUITMENT OF MIGRANT CHILDREN

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

**Open Meetings Act
Training**

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

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

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

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required
Training**

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

The continuing education required under Education Code 11.159 applies to each member of the board and consists of orientation sessions, an annual team-building session with the board and the superintendent, and specified hours of continuing education based on identified needs. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

The SBOE's framework for governance leadership [see BBD(EX-HIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

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

Annually, the SBOE shall commend those board-superintendent teams that receive at least eight hours of continuing education in

the continuing education specified at Team Building and Annual Continuing Education below as an entire board-superintendent team.

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

19 TAC 61.1(k), (l)

Reporting

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

Orientation

*Local District
Orientation*

Each new board member shall participate in a local district orientation session within one year before or 120 days after the board member's election or appointment. The purpose of this orientation is to familiarize new board members with local board policies and procedures and district goals and priorities. The orientation shall be at least three hours in length for each new board member and, in addition to topics chosen by the district, shall address local district practices in curriculum and instruction, business and finance operations, district operations, superintendent evaluation, and board member roles and responsibilities.

Any sitting board member may attend or participate in the local district orientation.

19 TAC 61.1(b)(1)(A)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

<i>Education Code Orientation</i>	A sitting board member shall receive a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special but not exclusive emphasis on statutory provisions related to governing Texas school districts. The orientation shall be delivered by regional education service centers and shall be no less than three hours in length. Topics shall include Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).
New Members	A newly elected or appointed board member shall receive the Education Code orientation within the first 120 days of service.
Current Members	<p>The Education Code orientation shall be open to any sitting board member who chooses to attend.</p> <p><i>19 TAC 61.1 (b)(1)(B)</i></p>
Legislative Updates	After each session of the Texas Legislature, each board member shall receive an update to the basic orientation to the Education Code from a regional education service center or any registered provider. A board member who has attended a basic orientation session given by a service center that incorporates the most recent legislative changes is not required to attend an update. <i>19 TAC 61.1(b)(1)(C)</i>
Team Building	<p>Annually, the entire board, including all board members, shall participate with their superintendent in a team-building session facilitated by a regional education service center or any registered provider. The team-building session shall be at least three hours in length.</p> <p>The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team. The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership [see BBD(EXHIBIT)] and shall be used to plan continuing education activities for the governance leadership team for the year.</p> <p><i>19 TAC 61.1(b)(2)</i></p>
Annual Continuing Education	In addition to the continuing education requirements at Orientation and Team Building above, each board member shall receive additional continuing education on an annual basis in fulfillment of assessed needs and based on the framework for governance leadership. [See BBD(EXHIBIT)] The continuing education may be

provided by a regional education service center or other registered provider. 19 TAC 61.1(b)(3)

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with a board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials. 19 TAC 61.1(h)

First Year

In the first year of service, a board member shall receive at least ten hours of continuing education in fulfillment of assessed needs. Up to five of the required ten hours may be fulfilled through online instruction, provided the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. 19 TAC 61.1(b)(3)(A)

Subsequent Years

After the first year of service, a board member shall receive at least five hours of continuing education annually in fulfillment of assessed needs. A board member may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. 19 TAC 61.1(b)(3)(B)

Board President

A board president shall receive continuing education related to leadership duties of the board president as some portion of the annual requirement. 19 TAC 61.1(b)(3)(C)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education every two years on evaluating student academic performance.

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

19 TAC 61.1(b)(4)

*Authorized
Provider*

An authorized provider for training on evaluating student academic performance is a provider who is registered pursuant to 19 Administrative Code 61.1(f) and has demonstrated proficiency in the content required [see Contents, below]. 19 TAC 61.1(b)(4)(C)

Contents

The training on evaluating student academic performance shall be at least three hours in length and include, at a minimum, the following:

1. Instruction in school board behaviors correlated to improved student outcomes with emphasis on inputs, outcomes, and collaborative student outcome goal setting;
2. Instruction in progress monitoring to improve student outcomes with emphasis on progress monitoring practices, formative assessments, interim assessments, and summative assessments; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the Education Code Chapter 39, and the state accountability rating system.

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

19 TAC 61.1(b)(4)

Identifying and
Reporting Abuse

The SBOE shall require a trustee to complete every two years at least one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.

Time for Completion

A candidate may complete the training on evaluating student academic performance or identifying and reporting abuse up to one year before the candidate is elected.

A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment.

A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.

Education Code 11.159(c)(2), (c-2)

Training Provider

A trustee or candidate may complete the training on evaluating student academic performance or identifying and reporting abuse at a regional education service center or through another authorized provider. *Education Code 11.159(d)*

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

Team Building

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

**Identifying and
Reporting Abuse**

Continuing education requirements for a superintendent must include at least two and a half hours of training every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children. *Education Code 21.054(h)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

**Planning and
Decision-Making
Process**

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

The planning and decision-making requirements do not:

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

Education Code 11.251(g), .252(e), .253(f)

Evaluation

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

**Administrative
Procedure**

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

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

Education Code 11.251(d)

**Federal
Requirements**

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Required Plans

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

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

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (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. The identified objectives for the improvement plans shall include:

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

19 TAC 103.1201(b)

District
Improvement Plan

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

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]
11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
 - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
 - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 11.252(a)(9), 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

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

The board may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out Education Code Chapter 37, Subchapter C (Law and Order).

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 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)

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:

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

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]

Weapons

If a board authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer.
Education Code 37.081(a) [See CKEA]

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).

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.

Education Code 37.0812

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)*

**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

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
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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). *Att'y Gen. Op. GA-1051 (2014)*

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District has entered into agreements with local law enforcement agencies for school resource officers. School resource officers shall provide services consistent with the terms of the agreements, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

Training

All school resource officers shall receive at least the minimum amount of education and training required by law.

[See CKEC]

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Staff Development

Educator

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

Education Code 21.451(a), (a-1)

Training Specifics—
Educators

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

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

Staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;
2. Training in preventing, identifying, responding to, and reporting incidents of bullying;
3. Digital learning; and
4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

The digital learning training must discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Education Code 21.451(b)–(d), (d-3), (g)

*Students with
Disabilities*

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.

A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement

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the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.

Education Code 21.451(d)(2), (e)–(f)

Suicide Prevention

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by Texas Education Agency (TEA) rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013

Staff Development
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for

deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

**Mental Health
Support Programs**

The Texas Department of State Health Services (DSHS), in coordination with TEA 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 school district may select from the list a program or programs appropriate for implementation in the district:

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

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

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3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

Required Training

A district shall provide training described in components 1–3, above, for teachers, counselors, principals, and all other appropriate personnel. The district may use a program from the DSHS list above to satisfy the training requirements. [See Mental Health Support Programs, above]

A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

Health and Safety Code 161.325

**Child Abuse, Sex
Trafficking, and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see BQ, district improvement plan, and FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided as part of employee orientation to all new employees and to existing district employees on a schedule adopted by TEA until all district employees have taken the training. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse, sex trafficking, or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse, sex trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, sex trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

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4. Techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for district employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)–(f)

**Trauma-Informed
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees. [See BQ, FFBA] *Education Code 38.036(c)*

Student Discipline

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

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

**Test Administration
Procedures**

A district shall ensure that test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner. *19 TAC 101.3031(c)*

**Cybersecurity
Training**

Employees identified by the district with access to a district computer system or database must complete a cybersecurity training program selected by the board. [See CQB] *Gov't Code 2054.5191(a-1)*

**Special Programs
Training**

Texas Adolescent
Literacy Academies

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
 - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
 - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

Education Code 21.4551(c), (e); 19 TAC 102.1101

Teacher Literacy
Achievement
Academies

A district shall ensure that:

1. Not later than the 2021–22 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and

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2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2021–22 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 before the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner with respect to Bible elective courses.

Education Code 28.011(f)

**Automated External
Defibrillators**

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002.

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

**Extracurricular
Activity Safety
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program:

1. A coach or sponsor for an extracurricular athletic activity;
2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training must be conducted by the University Interscholastic League (UIL) or by another organization as determined by the UIL.

Education Code 33.202(b), (e), (f); 19 TAC 76.1003

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

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

1. The educational program developed by the UIL regarding the health effects of steroids; or

2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

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

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

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

Education Code 38.158

**Seizure Recognition
and Related First Aid**

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

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

Education Code 38.033(a), (b)

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

**Trauma-Informed
Care Policy**

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

The policy must address:

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

Education Code 38.036(a)–(b)

Training

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

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325;
2. As part of any new employee orientation for all new district educators; and
3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

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

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

Education Code 38.036(c)–(d), (f)

Reporting to TEA

A district shall report annually to TEA the following information for the district as a whole and for each school campus:

1. The number of teachers, principals, and counselors employed by the district who have completed training under this provision; and
2. The total number of teachers, principals, and counselors employed by the district.

Education Code 38.036(e)

**Trauma-Informed
Care Program**

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

Training

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

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LEGAL)

**Policies and
Programs**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

Duty to Report

By Any Person

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

*Abuse of Persons
with Disabilities*

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

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

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

Human Resources Code 48.051, .052, .054

By a Professional

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.

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

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

Family Code 261.101(b)

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person

or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Psychotropic Drugs
and Psychological
Testing

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

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

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

Contents of Report

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

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

To Whom Reported

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made under item 3, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

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

Family Code 261.103(a); 19 TAC 61.1051(a)(1)

JJAEPs	Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. <i>Family Code 261.405(a)(4)(A), (b)</i>
Immunity from Liability	<p>A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. <i>Family Code 261.106</i></p> <p>A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. <i>Family Code 261.110</i> [See DG]</p>
Criminal Offenses	A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.
Failure to Report	<p>A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.</p> <p><i>Family Code 261.109</i></p>
False Report	A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. <i>Family Code 261.107(a)</i>
Coercion	A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. <i>Penal Code 39.06</i>
Confidentiality of Report	A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act), and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. <i>Family Code 261.201(a)(1)</i>

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

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006 and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

Investigations

Reports to District

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

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

Interview of Student

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

Interference with Investigation

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

Confidentiality

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

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261.

The policies must require every school employee, agent, or contractor who suspects child abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To

Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion.

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

The policies must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. The prohibition, under Family Code 261.302 and 261.303, against denying an investigator's request to interview a student at school; and
 - b. The prohibition, under Family Code 261.302, against requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy;
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above]; and
7. The current toll-free number for DFPS.

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

19 TAC 61.1051(a)

Annual Distribution
and Staff
Development

The policies shall be distributed to all personnel at the beginning of each school year and shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(b)*

Each school year, a district shall provide training as required by Education Code 38.0041 to all new district employees as a part of new employee orientation. [See DH and DMA] *Education Code 38.0041; 19 TAC 61.1051(c)*

Required Poster

A district shall place a poster of the following specifications at every campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The poster must:

1. Be in a format and language that is clear, simple, and understandable to students;
2. Be in English and in Spanish;
3. Be 11 inches x 17 inches or larger;
4. Be in large print;
5. Be placed at eye-level to the student for easy viewing; and
6. Include the following information:
 - a. The current toll-free DFPS Abuse Hotline telephone number (in bold print);
 - b. Instructions to call 911 for emergencies; and
 - c. Directions for accessing the DFPS [Texas Abuse Hotline website](http://www.txabusehotline.org)¹ for more information on reporting abuse, neglect, and exploitation.

Education Code 38.0042; 19 TAC 61.1051(e), (f)

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

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child has been or may be abused or neglected by any person shall make a report immediately as required by law.

Reports shall be made in accordance with FFG(EXHIBIT).

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact Carri Eddy, Ed.D., Executive Director of Student Services at (817) 215-0079.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee 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.

Are there any restrictions on reporting?

Under state 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:

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

To whom do I make a report?

Reports may be made to any of the following:

- The CPS division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the web at www.txabusehotline.org; or
- One of the local law enforcement agencies:

Argyle (940) 464-7254

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Fort Worth (817) 335-4222

Justin (940) 648-2911

Newark (817) 489-2201

Rhome (817) 636-2400

Roanoke (817) 491-6052

Trophy Club (972) 434-5500

- One of the County Sheriff Departments:

Denton County (940) 349-1700

Tarrant County (817) 884-1111

Wise County (940) 627-5971

- 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 CPS, 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.

Reporting your suspicion to a school counselor, a principal, or to another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

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.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and

- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

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

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FFI
(LEGAL)

- 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]

Internet Posting

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

Education Code 37.0832

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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