

Henrietta Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

All In! Empowered educators motivating students to become inspired, productive learners.

Vision

All In For Excellence

Core Values in Henrietta ISD

Relationships

Our actions will be student-centered.

Innovation

It is our responsibility to prepare students for their future.

Leadership

Developing leaders is vital to our success.

Passion

Instruction will be designed based on the unique needs of learners.

Collaboration

Community engagement enhances educational experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Independent School District, located in Clay County, serves 432 square miles. With an enrollment of 908 students, HISD operates a traditional high school, junior high school (grades 6-8), elementary school (grades PK-5), and Head Start serving three- and four-year old students in partnership with Region 9 ESC.

Henrietta ISD is one of the largest employers in the county, with 166 part-time and full-time employees consisting of teachers (51.0%), educational aides (18.6%), auxiliary (22.2%), professional support (4.1%), campus administration (3.3%), central administration (0.7%), and the Board of Trustees. The Board of Trustees is made up of seven elected members serving three-year terms in office. Teachers currently serving in HISD have an average of 14.4 years of teaching experience and an average of 8.5 years in the district. However, according to 2020-2021 Teacher FTE by Years of Experience, 15.6% of HISD teachers have five years or less of teaching experience. In addition, teacher retention is 80.52%. In an effort to hire and retain highly qualified teachers, HISD offers a competitive salary, reimbursement opportunities for teachers to obtain their English Language Learners (ELL) certification, and several certification-based and degree-based incentives.

The student population in HISD is 0.2% African American, 9.7% Hispanic, 86.6% Caucasian, 0.3% Asian or Other, 0.5% Native American, and 2.5% Two or More Races. During the 2020-2021 school year, HISD had a mobility rate of 18.1%. Students identified as At-Risk accounted for 37.6% of the population, 35.8% of the student population were identified as economically disadvantaged, and approximately 0.3% were identified as homeless. Students identified for other programs and services include Dyslexia (7.9%), Gifted and Talented (6.3%), Special Education (16.5%), Bilingual (0.0%), and English as a Second Language (0.7%). Compared to the 2019-2020, the percentage of homeless served in HISD has decreased by approximately 2.0%, economically disadvantaged by 5.8%, and Limited English Proficiency by 0.3%. However, Special Education has increased by 1.9%.

Demographics Strengths

Henrietta ISD demographics have remained consistent over the past five years.

- In the 2020-2021 school year, 84.4% of HISD's teachers had six or more years' experience, an increase of 2.7% from 2019-2020.
- HISD teacher retention remained above 80% for the third consecutive year.

HISD has offered several certification-based and degree-based incentives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students have increased in population for the fourth consecutive year.

Student Learning

Student Learning Summary

During the 2020-2021 school year, STAAR/EOC assessments were administered to students in grades 3-12. The assessments enabled school systems to gather information related to student achievement, plan for changes moving forward, and target resources to schools and students that need the greatest support. However, no ratings were awarded to districts for the 2020-2021 school year.

STAAR Component—Performance on STAAR Assessments—(see Addendums)

Academic Achievement—During the 2020-2021 school year, the areas with the percentage of students achieving Approaches Grade Level or Above and exceeding the state average were Math (grades 3-8, Algebra I); Reading/Language Arts (grades 3-8, English I, English II); Writing (grades 4 & 7); Science (grades 5, 8, Biology); History (grade 8 and US History).

College, Career, and Military Readiness Component—Over 79% of HISD 2019 annual graduates were identified as College, Career, and Military Ready (CCMR). This is ten percentage point higher than the previous year.

Graduation Rate Component—The four-year graduation rate for the class of 2019 was 95.2%. This is above the state average of 90%. The student groups with a graduation rate lower than the district average were White (94.3%), Special Education (71.4%), and Economically Disadvantaged (84.6%).

Domain II: School Progress—School progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages. *HISD earned an A (90) in the School Progress portion of Domain II (2018-2019).*

Part A—Student Growth—Student Progress Part A: Academic was not calculated for 2021.

Part B—Relative Performance—During the 2020-2021 school year, 35.9% of HISD students were identified as economically disadvantaged.

Domain III: Closing the Gaps—The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators in this domain, as well as the domain construction aligns the state accountability system with Every Student Succeeds Act (ESSA). There are four components evaluated in the Closing the Gaps domain: Academic Achievement, Growth or Graduation, English Language Proficiency, and School Quality or Student Success.

Student Subgroups who met the State targets for Domain III were:

ELA/Reading—All Students, Hispanic, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled.

Mathematics—All Students, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled.

Board Goals—During the 2019-2020 school year, House Bill 3 (HB 3) was enacted which required school boards to adopt detailed plans to achieve goals related to early childhood literacy and mathematics (EC-LM) proficiency and college, career, and military readiness (CCMR), both at the district and campus levels. The EC-LM plan requires annual goals for aggregate student growth in early childhood math and reading assessments, annual goals for students in each

group evaluated under closing the gaps domain, and targeted professional development for classroom teachers in kindergarten through third grade for campuses that both board identities as not meeting the plan's goals. The CCMR plan requires annual growth goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain and annual goals for students in each group evaluated under closing the gaps domain. In addition, annual targets for five consecutive years must be included in each goal, with a five-year deadline target. Each goal must include board outcomes/goals and progress measures. Progress toward the district and campus goals will be evaluated by the Board of Trustees quarterly and action/implementation steps to meet the annual goals will be updated. The EC-LM Board goals for the 2021-2022 school will be based on the 2019-2020 third grade STAAR data, the 2021-2022 beginning of the year NWEA MAP assessment (K-2), and the 2021-2022 beginning of the year CIRCLE data (PreK). The CCMR Board Goals will be based on the 2018-2019 STAAR data.

Student Learning Strengths

- Over 79% (10% increase) of the HISD graduates (class of 2019) were identified as College, Career, and Military ready.
- In Domain III, HISD met growth status in five of seven Subpopulation groups in ELA/Reading.
- In Academic Achievement, HISD results exceeded the state results in Approaches Grade Level or Above in all STAAR assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Return district math at the Meets + level of performance to 60% or better.

Problem Statement 2 (Prioritized): Return district math at the Masters level of performance to 30% or better.

Problem Statement 3 (Prioritized): Henrietta ISD will focus instructional outcomes on student growth/progress expectations. **Root Cause:** Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction Processes—A collaborative analysis of student achievement and academic growth over the past four years indicates a continued need to focus on HISD students becoming prepared for the rigor on the STAAR assessment and the demands of college, career, and military. In order to address this challenge, Henrietta ISD has committed to improving instructional and leadership practices through a collective and collaborative focus on essential practices:

- Implementing standards-based, aligned instruction through the Professional Learning Communities (PLC).
- Planning processes are guided by curriculum documents, checkpoint assessments, and learning progression.
- Monitoring and collaborating on the implementation of standards-based, aligned instructional delivered with growth-focused, specific, and actionable feedback.
- Teachers collaboratively craft success criteria and short-cycle formative assessments to guide, monitor and track learning progress and to help students monitor their own progress toward the learning targets and success criteria.
- Leaders and teachers using data form common based assessments to inform and improve individual and collective practice and to identify students who need additional time and support for learning or enrichment.

Guidance and Counseling—Henrietta ISD provides positive support and resources to the three counselors who serve over 940 students. Counselors work to implement policies and protocols and to provide training to campus staff on trauma-informed care and the integration of safety strategies.

- There has been a steady increase in the number of suicides, self-harm, and homicidal threats made by students throughout the state and national learning communities. HISD is aware of the proactive urgency in creating a safe and secure environment at each campus.
- There is always a need to increase awareness among HISD's learning community and to provide educators with the training needed to be proactive, respond appropriately when a student may be a potential victim, and find age-appropriate ways of teaching the students about these dangers.

Special Programs—Beyond the core instructional program, Henrietta ISD provides a variety of special programs to serve the needs of all students. HISD special programs include At-Risk, Gifted and Talented, English Language Learners, Dyslexia, Section 504, and Special Education.

- The Special Education program continues to focus on a positive, supportive, and professional culture; collaboration among HISD staff, parents, students, and community; and on a full continuum of exemplary programs and services.
- The English Language Learners program implemented new state requirements during the 2018-2019 school year: 1) ELAR teachers serving ELL students must be ESL certified; 2) A single assessment must be used statewide (Pre-LAS and LAS).

Henrietta ISD offers a variety of special academic programs including, but not limited to, Dual Credit, Advanced Placement, Career and Technical Education, and full day Pre-Kindergarten and Head Start. These programs offer students multiple pathways and opportunities to graduate high school and to become college, career, and/or military ready.

Instructional Technology Program—In HISD, instruction drives technology through integrated modern learning environments which facilitate creativity, collaboration, support professional learning communities, share best practices, and integrate 21st century skills into classroom practices. Students are enabled to learn in relevant, real-world contexts, and allowed equitable access to quality learning tools, technologies, and resources.

Teacher Support Programs—On average, Henrietta ISD hires approximately 15-20 new professional staff each school year and approximately 5% of the HISD teachers are beginning teachers (over the past five years). In addition, approximately 13% of HISD teachers have five or fewer years of experience (over the last five years). Therefore, it is critical that ongoing support and professional growth opportunities are provided to develop and retain highly effective teachers, especially for the most at-risk students. Various teacher supports include:

- Research-based practices and strategies to develop and promote effective teaching for all students every day, and in every classroom.
- The Region 9 ESC New Teacher Induction Program, the Mentoring Program, on-going professional development, and job-embedded PLCs.
- Starting the 2021-2022 school year, HISD will begin the requirements for Cohort E of the Teacher Incentive Allotment (TIA). TIA attracts and keeps effective educators in the classroom and incentivize teachers to teach at campuses with a high percentage of economically disadvantaged students.

Accelerated Instruction—In the 2021-2022 school year, HISD implemented the requirements of HB 4545, which establishes new demands for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). To meet the needs of HISD students, the following practices have been established:

- Intervention blocks were created during the school day to use online and face-to-face research-based programs for ELAR and math, science, and social studies as required.
- Common assessment data is used to identify and cluster students needing Tier 2 intervention during the intervention time.
- Accelerated instruction is provided through the course of the school day for students who did not test or pass last year's STAAR test.
- Teachers, and interventionists are used to provide targeted, skills-based interventions in the smallest groups possible.
- Professional development was provided on integrating teaching and learning through a student learning management system.

Federal Funding—HISD receives supplemental federal funding under Every Student Succeeds Act (ESSA) for Title I, II, III, IV. Henrietta Elementary School serves the district as the designated Title I Schoolwide campus. HES receives supplemental funding for the purpose of upgrading the entire school's academic program. The funds are planned in the Campus Improvement Plan (CIP) and are used to address the identified academic needs of students served at HES.

- Title II funds are used to provide professional development.
- Title III funds are forwarded to Region 9 ESC to serve Limited English Proficient (LEP) students and their families. The funds provide professional development, opportunities for parent and family engagement, and academic support for LEP students.
- Title IV addresses well-rounded education, safe and healthy students, and improving the use of technology.

HISD receives supplemental federal funding for special education through IDEA-B. Part B of the IDEA authorizes expenditures to help districts ensure that children with disabilities have access to a free, appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. In addition to using these funds to ensure students receive FAPE, the funds are used to provide professional development for staff providing FAPE for special education students and personnel additions.

District Processes & Programs Strengths

HISD has a variety of teacher support programs with a goal of developing and retaining effective teachers. The district-wide Professional Learning

Communities provide the framework for professional growth, for instructional planning and adjustments, and for student-centered data analysis.

- HISD offers a variety of special programs and academic opportunities.
- An active and established School Health Advisory Committee (SHAC) advises the district on health and wellness policies and procedures.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Continue to explore ways to address the physical well-being and mental health of students, faculty, and staff.

Problem Statement 2: Continue to improve campus safety, internet safety, digital wellness, and digital citizenship.

Problem Statement 3 (Prioritized): Prepare to meet the technology needs as all future state assessments will be online.

Problem Statement 4 (Prioritized): Address students with major behavioral concerns and social-emotional learning needs.

Perceptions

Perceptions Summary

Parent and Community Involvement—Parents, guardians, and community members are welcomed on campus and encouraged to participate in their children's education. Community members and parents are active participants in the District Site-Based Decision-Making Committee. In addition, parents and community members serve on special committees to offer input on specific issues facing the district. Newsletters are tailored for elementary, junior high, and high school parents.

To aid students in the transition to school, Henrietta Elementary School provides a Head Start, Pre-K, and Kindergarten roundup, which usually takes place annually in May. In addition, fifth and eighth grades, students participate in transitional campus tours to ease junior high and high school transitions. "Meet the Teacher" and campus tours occur at all three campuses at the beginning of the school year.

To better understand career choices, opportunities offered within the district, as well as an overall knowledge of opportunities and how to pursue them academically and financially, campuses offer a variety of academic nights to provide specific information on courses, programs, and certifications in the district. Students are provided information on career choices, as well as hands on assistance in applying for financial aid (applying for scholarships, writing scholarships and college entrance essays, and completing the FAFSA).

The district maintains a close working relationship with various community providers to assist families. Strong community partnerships, include the local food pantry, various businesses, various community clubs, faith-based organizations, and private community donations. This support provides assistance to families and provide students the opportunity to participate in a wide range of school and community-based activities.

HISD also maintains relationships with Community in Schools at Henrietta Elementary School, various local service clubs, and the local Chamber of Commerce. Business professionals and community leaders support classroom instruction through on campus engagement.

The district strives to engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships, and meaningful communication.

District Culture and Climate—The Henrietta Independent School District aims to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. School safety is paramount to the success of the district. HISD partners with local community and local law enforcement agencies to ensure safety on all campuses.

In response to legislative requirements, the district assembled a Threat Assessment Team to identify and address potential threats. The focus of the threat assessment team is to understand the situation and how best to alleviate safety concerns. It is not the same as a criminal or disciplinary investigative process. Threat assessment teams and programs are designed to address any behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.

Creating an atmosphere of open communication with employees, students, parents, and the community is essential. HISD utilizes tools such as district publications and websites containing vital and timely information. School Messenger, a messaging system, is used to inform parents of student events and programs happening on campuses.

District Perception—Henrietta ISD asked students, parents and guardians, faculty and staff, and community members for feedback on the schools’ climate and culture. The purpose of the survey is to better understand individual school climate, learn what Henrietta ISD schools are doing well, and identify opportunities for improvement. Results will be incorporated in the district improvement plan and campus improvement plans and used to help the district improve the educational experience for all students.

The survey addresses the following five topics:

- Academics (7 response statements)
- Communications (5 response statements)
- Discipline (6 response statements)
- Climate/Environment (7 response statements)
- Leadership and Mission (5 response statements)

Perceptions Strengths

Henrietta ISD celebrates when collaboration and cooperation occur and are evident strengths as shown in the following areas of academics, communications, discipline, climate/environment, and leadership and mission.

- **Academics**—HISD recorded 4.35 out of 5 stars for having an academic emphasis and believing that all children can learn and achieve the school's educational goals.
- **Communications**—The survey revealed that out of 5 stars, the district registered a 4.15 when it comes to parents and students feeling comfortable talking with teachers.
- **Discipline**—HISD is constantly evaluating and improving this subject throughout the district. 4.06 stars out of 5 were received for HISD students being recognized for positive behavior.
- **Climate/Environment**—The district was complemented attractive, safe, and clean facilities and grounds (4.38 stars out of 5). Plus, the district was endorsed for students feeling safe to attend (4.38 stars out of 5).
- **Leadership and Mission**—The district’s staff members believe they can help all students learn and take responsibility for learning outcomes as shown by the results of 4.26 out of 5 stars on the survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline--The perception that Henrietta ISD has a high number of disciplinary problems on campuses.

Problem Statement 2 (Prioritized): Discipline--The perception that Henrietta ISD students lack respect toward all individuals.

Priority Problem Statements

Problem Statement 1: Return district math at the Meets + level of performance to 60% or better.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 6: Discipline--The perception that Henrietta ISD has a high number of disciplinary problems on campuses.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Return district math at the Masters level of performance to 30% or better.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Discipline--The perception that Henrietta ISD students lack respect toward all individuals.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Problem Statement 3: Henrietta ISD will focus instructional outcomes on student growth/progress expectations.

Root Cause 3: Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Prepare to meet the technology needs as all future state assessments will be online.

Root Cause 4:

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Address students with major behavioral concerns and social-emotional learning needs.

Root Cause 5:

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Outcomes: Henrietta ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students meeting and mastering grade level performance of STAAR and EOC for all content areas will increase by XX percentage points.

HB3 Goal

Evaluation Data Sources: STAAR data, % Meets Grade Level Standard, % Masters Grade Level Standard

Strategy 1 Details	Reviews			
Strategy 1: Provide elementary, junior high, and high school summer school opportunities for promotion and advancement, as well as, opportunities for intervention and accelerated instruction to meet state testing requirements. Strategy's Expected Result/Impact: Increased student achievement as measured by six weeks checkpoints, CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback. Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: - 211 Title I, Part A (HES) - 211-11-61XX-0X-101-2-24 - \$125,877, - 211 Title I, Part A (HES) - 211-11-63XX-0X-101-2-24 - \$100	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing student outreach for targeted interventions to students in grades 3-12 in math. Strategy's Expected Result/Impact: Increase student math achievement as measured by six weeks checkpoints, STAAR and EOC data, along with six weeks averages. Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Continue to provide support for campuses in implementation of State Accelerated Learning Committees by providing targeted intervention for students who have failed to meet standard on STAAR/EOC and for identified At Risk students who are struggling to meet the state academic standards. Strategy's Expected Result/Impact: Increased student performance on STAAR/EOC Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HJH) - 199-11-61XX-0X-041-2-24 - \$66,527, - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HHS) - 199-11-61XX-0X-001-2-24 - \$10,000, - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HES) - 199-11-61XX-0X-101-2-24 - \$114,281, - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HES) - 199-11-62XX-0X-101-2-24 - \$5,950		Formative			Summative
		Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Return district math at the Meets + level of performance to 60% or better. Problem Statement 2: Return district math at the Masters level of performance to 30% or better. Problem Statement 3: Henrietta ISD will focus instructional outcomes on student growth/progress expectations. Root Cause: Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

Goal 1: Student Outcomes: Henrietta ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By supplementing and differentiating curriculum and instruction based on the needs of all student groups (race/ethnicity, economically disadvantaged, special education, dyslexia, ELL, GT), the percentage of students meeting or exceeding one year of academic growth as measured by STAAR Domain II will increase by XX percentage points and student performance in Domain III will reflect a closing the gaps score that exceeds the state average.

HB3 Goal

Evaluation Data Sources: Domain II A scores, Domain III scores, Student sub-group STAAR/EOC performance

Strategy 1 Details	Reviews			
Strategy 1: Implement research-based reading and math interventions and supplemental supports at elementary, junior high school campuses to address learning gaps and provide Tier I, II, and III interventions through the RtI process. Provide ongoing professional development to support implementation and use. Strategy's Expected Result/Impact: Increased student achievement as measured by six week checkpoints, CIRCLE, MAP, STAAR, TELPAS, TPRI, TXKEA, TEMI, AIMSWeb data; teacher participation and feedback. Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide systematic tiered interventions to At Risk and struggling students Campus based interventionists and counselors will provide individualized support and instructional services to identified students. Strategy's Expected Result/Impact: Increased student achievement as measured by six week checkpoints, MAP, STAAR, TELPAS, TPRI, TXKEA, TEMI, AIMSWeb data; teacher participation and feedback. Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 3: Henrietta ISD will focus instructional outcomes on student growth/progress expectations. Root Cause: Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

Goal 1: Student Outcomes: Henrietta ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: By implementing the district curriculum and strategies to strengthen the instructional core, the number of students graduating college, career, and military read will increase by XX% as measured in Domain I.

HB3 Goal





Evaluation Data Sources: Domain I scores

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide alternative options for credit recovery and advancement for students using online curriculum. Strategy's Expected Result/Impact: Course enrollments, completions, and passing rates Staff Responsible for Monitoring: Chief Learning Officer, Student Learning Services Coordinator, High School administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to hold parent workshops providing post-secondary information to secondary parents that includes higher education admission and state financial aid opportunities. Strategy's Expected Result/Impact: Increased awareness of post-secondary processes and options. Staff Responsible for Monitoring: Secondary administrators	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Learning Environment: Henrietta ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, HISD will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Sources: Disciplinary referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement an anonymous online bullying reporting system for the prevention, identification, response to, and reporting of bullying (HB 1942) (TEC 11.252). Strategy's Expected Result/Impact: Decrease the percentage of bullying incident reports. Staff Responsible for Monitoring: Campus leadership Problem Statements: District Processes & Programs 4 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide "Handle with Care" classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation. Strategy's Expected Result/Impact: Decrease in the number of restraints implemented during the year. Staff Responsible for Monitoring: Special Education Director, Campus leadership, Behavioral specialists Problem Statements: District Processes & Programs 4 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide required review of Student Code of Conduct for all secondary students (grades 6-12). Strategy's Expected Result/Impact: Students are informed of school expectations and are held accountable for their actions/choices. Decrease the number of office discipline referrals and DAEP referrals. Staff Responsible for Monitoring: Campus leadership Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






District Processes & Programs
Problem Statement 4: Address students with major behavioral concerns and social-emotional learning needs.
Perceptions
Problem Statement 1: Discipline--The perception that Henrietta ISD has a high number of disciplinary problems on campuses.
Problem Statement 2: Discipline--The perception that Henrietta ISD students lack respect toward all individuals.

Goal 2: Learning Environment: Henrietta ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: HISD programs and supports will positively impact student' physical, behavioral, and mental health and will promote student engagement and connectedness.

Evaluation Data Sources: Threat assessment data, Discipline data, Student surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement a social emotional learning curriculum that includes the character traits outline in HB 1026 and an enrichment curriculum for mental health wellness (SB 11). Strategy's Expected Result/Impact: Increase students' abilities to establish and maintain positive relationships, become productive citizens, and to promote awareness of mental health wellness. Staff Responsible for Monitoring: Chief Learning Officer, Student Learning Services Coordinator, Campus leadership, Campus counselors Problem Statements: District Processes & Programs 4 Funding Sources: - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HES) - 199-31-61XX-0X-101-2-24 - \$15,803, - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HJH) - 199-31-61XX-0X-041-2-24 - \$13,207, - 199 PIC 24 State Comp Ed (SCE) Accel Instr (HHS) - 199-31-61XX-0X-001-2-24 - \$20,745	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement Capturing Kids Hearts across all grade levels. Staff Responsible for Monitoring: Chief Learning Officer, Campus leadership, Campus counselors Problem Statements: District Processes & Programs 4 - Perceptions 2 Funding Sources: - 255 Title II, Part A, TPTR (HES) - 255-11-64XX-00-101-2-24 - \$3,302, - 255 Title II, Part A, TPTR (HES) - 255-11-6399-00-101-2-24 - \$1,000, - 255 Title II, Part A, TPTR (HES) - 255-11-62XX-00-101-2-24 - \$18,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Emergency Operations training and Standard Response Protocol (SRP) training and drills to all district employees, including substitute teachers. Strategy's Expected Result/Impact: District and campus emergency operation plan submissions; Standard Response Protocol (SRP) exercise reports Staff Responsible for Monitoring: Campus leadership, Various staff members	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness [TEC 38.004(c)]. Strategy's Expected Result/Impact: Required training completed Staff Responsible for Monitoring: Chief Learning Officer, Campus leadership	Formative			Summative
	Nov	Feb	Apr	June
	0%			





Strategy 5 Details		Reviews			
Strategy 5: The district will continue to implement safety initiatives and procedures such as: -TEA Bleeding Control Stations -Multi-hazard Emergency Operation plan (SB 11) -"I Love U Guys" Standard Response Protocol -Threat Assessment Team and provide training to campus leadership on identifying and assessing potential threats (SB 11) -Guardian Program Strategy's Expected Result/Impact: Address behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace. Staff Responsible for Monitoring: Superintendent, Chief Learning Officer, Campus leadership, Clay County Sheriff's Office		Formative			Summative
		Nov	Feb	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 4: Address students with major behavioral concerns and social-emotional learning needs.
Perceptions
Problem Statement 2: Discipline--The perception that Henrietta ISD students lack respect toward all individuals.





Goal 3: Community and Parent Involvement: Henrietta ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Create a multi-platform communication plan.

Strategy 1 Details	Reviews			
Strategy 1: Distribute newsletters, resources, communication, and post helpful information on the HISD website. Strategy's Expected Result/Impact: Increase parent participation and involvement in school events. Staff Responsible for Monitoring: Superintendent, Chief Learning Officer, Special Education Director, Student Learning Services Coordinator, Technology Director, Child Nutrition Director, Student Health Coordinator, Campus administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to research ways to reach parents and community members via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, staff, and other stakeholders. Strategy's Expected Result/Impact: Increase parent and community involvement and reach a larger social media audience. Staff Responsible for Monitoring: Superintendent, Chief Learning Officer, Campus administrators, Technology Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure content on district and campus websites is ADA compliant. Strategy's Expected Result/Impact: Increase parent and community participation and involvement in school events. Staff Responsible for Monitoring: Superintendent, Chief Learning Officer, Special Education Director, Student Learning Services Coordinator, Technology Director, Child Nutrition Director, Student Health Coordinator, Campus administrators	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Community and Parent Involvement: Henrietta ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 2: Utilize social media to convey regular, positive messaging.

Strategy 1 Details	Reviews			
Strategy 1: Post at least one positive and engaging story on a daily basis that will benefit the HISD community. Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor social media pages to ensure positive messaging across the district. Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Community and Parent Involvement: Henrietta ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.





Performance Objective 3: Develop a brand strategy and deliver it through a comprehensive marketing campaign.

Strategy 1 Details	Reviews			
Strategy 1: Work with local media and the district's social media to deliver marketing campaign. Strategy's Expected Result/Impact: Increase the positive perception of the district.	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Community and Parent Involvement: Henrietta ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 4: Refine and strengthen community engagement and partnerships resulting in a XX% increase in family/community participation in the educational process.

Evaluation Data Sources: Volunteer hours served per campus/district; Sign-in sheets from campus and district parent/community classes, workshops, and events; Number of community partnerships

Strategy 1 Details	Reviews			
Strategy 1: Hold regularly scheduled campus advisory team meetings to collaborate with parents, community, and business stakeholders to gather input, evaluate and revise programs, and provide information to members (district and campus parent and family engagement policy, Title I evaluation). Strategy's Expected Result/Impact: Increase parent participation in activities required by federal law. Staff Responsible for Monitoring: Superintendent, Elementary administrators Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Distribute parent newsletters to parents of students in PK-12 grades as well as post to HISD website. Strategy's Expected Result/Impact: Parents knowledge of educational support strategies for their children will increase; Increase parent participation and involvement in school events through multi-platform communication plan. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue services provided by Community In Schools program to support at risk students. Strategy's Expected Result/Impact: Increase parent participation and involvement in school events. Staff Responsible for Monitoring: Elementary administrators Problem Statements: District Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

District Processes & Programs
Problem Statement 4: Address students with major behavioral concerns and social-emotional learning needs.
Perceptions
Problem Statement 2: Discipline--The perception that Henrietta ISD students lack respect toward all individuals.

Goal 4: Personnel: Henrietta ISD shall attract and retain high performing administration, faculty, and staff who reflect the values of the community, serve as positive role models, exhibit moral excellence, and are committed to achieving excellence for all students.

Performance Objective 1: Increase the capacity of campus leadership to facilitate collaboration and implementation of Professional Learning Communities which will result in a decrease in teacher attrition.

Evaluation Data Sources: Professional development offerings, Attrition rates

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and support to principals and assistant principals on data analysis, standards alignment, action planning, and district initiatives to improve instruction and support struggling students. Strategy's Expected Result/Impact: Increased student achievement and measured by six weeks checkpoints; CIRCLE, MAP, TPRI, STAAR, TELPAS, TXKEA, TEMI, AIMSWeb; teacher participation and feedback. Staff Responsible for Monitoring: Campus administrators, Chief Learning Officer Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted professional development and support to administrators and teachers to make adequate progress as indicated in the HB 3 Board Goals. Strategy's Expected Result/Impact: Increased student achievement as measured by six weeks checkpoints, MAP, STAAR, TELPAS, TXKEA, TEMI, AIMSWeb data; teacher participation and feedback. Staff Responsible for Monitoring: Campus administrators, Chief Learning Officer Problem Statements: Student Learning 3 Funding Sources: - 199 PIC 23 State Special Education (HES) - 199-11-641X-00-101-2-24 - \$300	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






Student Learning
Problem Statement 3: Henrietta ISD will focus instructional outcomes on student growth/progress expectations. Root Cause: Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

Goal 4: Personnel: Henrietta ISD shall attract and retain high performing administration, faculty, and staff who reflect the values of the community, serve as positive role models, exhibit moral excellence, and are committed to achieving excellence for all students.

Performance Objective 2: Increase the capacity of teachers to collaborate and implement Professional Learning Communities which result in a decrease in teacher attrition.

Evaluation Data Sources: Professional development offerings, Attrition data

Strategy 1 Details	Reviews			
Strategy 1: Provide training opportunities through Region 9 ESC for teachers to become ESL certified and reimburse cost of certification test upon successful completion. Strategy's Expected Result/Impact: Increased number of ESL certified teachers in the district. Staff Responsible for Monitoring: Campus administrators, Student Learning Services Coordinator, Chief Learning Officer	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include Dyslexia, 504, Special Education, ELL, and GT. Strategy's Expected Result/Impact: Increase student achievement as measured by six week checkpoints, MAP, STAAR, TELPAS, CIRCLE, TXKEA, TPRI, TEMI, AIMSWeb data; teacher participation and feedback. Staff Responsible for Monitoring: Chief Learning Officer, Student Learning Services Coordinator, Campus administrators Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing training for all counselors and College, Career and Military Readiness teachers on the components of Personal Graduation Plan (PGP), the timeline for entering and updating the PGP information and provide resources to support staff with guiding students through career exploration. Strategy's Expected Result/Impact: Counselor impact and feedback on the process; PGPs completed for all students in grades 9-12. Staff Responsible for Monitoring: Chief Learning Officer, Student Learning Services Coordinator, High School administrators, High School counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Recognize excellence in teaching by selecting elementary and secondary Henrietta ISD Teachers of the Year. Strategy's Expected Result/Impact: Continue the culture of "All In For Excellence" with the district.; Encourage and inspire existing staff in their effort toward improving student achievement. Staff Responsible for Monitoring: Chief Learning Officer, Campus Leadership	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Recruit potential applicants by hosting Henrietta ISD job fairs and participating in job fairs, provide critical subject incentive stipends in selected areas, and increase the web-based recruiting efforts to broaden the applicant pool. Strategy's Expected Result/Impact: Increase the number of qualified applicants applying and being hired for district teacher positions. Staff Responsible for Monitoring: Superintendent, District Administrative Assistant, Chief Learning Officer, Technology Director, Campus Leadership	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies. Strategy's Expected Result/Impact: Registration rosters of class/workshop participants. Staff Responsible for Monitoring: Chief Learning Officer, Campus administrators Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement. Strategy's Expected Result/Impact: Increased attendance records; Increased positive session feedback data Staff Responsible for Monitoring: Chief Learning Officer, Technology Director, Campus administrators Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Provide targeted professional development sessions by content area and grade level that focus on best practice instructional strategies and align instruction to the depth and rigor of the TEKS. Strategy's Expected Result/Impact: Improve student performance in all content areas for all students. Staff Responsible for Monitoring: Chief Learning Officer, Campus leadership Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Return district math at the Meets + level of performance to 60% or better. Problem Statement 2: Return district math at the Masters level of performance to 30% or better. Problem Statement 3: Henrietta ISD will focus instructional outcomes on student growth/progress expectations. Root Cause: Student growth at HES and HJH is weighed 70% for the Overall Score and Overall Letter Grade in the accountability system.

District Processes & Programs
Problem Statement 3: Prepare to meet the technology needs as all future state assessments will be online.
Perceptions
Problem Statement 1: Discipline--The perception that Henrietta ISD has a high number of disciplinary problems on campuses.
Problem Statement 2: Discipline--The perception that Henrietta ISD students lack respect toward all individuals.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 11.597

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Rosenberger	HES Reading Interventionist	1
Ann Bell	Fourth Grade Math Teacher	1
Annie Allen	Third Grade Reading/ELA Teacher	0.1
Annie Sims	Sixth Grade Math Teacher	0.116
Anthony Owen	HHS World History Teacher	0.114
Bethany Berry	Sixth Grade Reading Teacher	0.09
Carol Syverson	Fourth Grade Science Teacher	0.095
Casey Cody	First Grade Teacher	0.095
Charlotte Haley	HJH Business Information Systems	0.116
Cherise Tole	HES Math Interventionist	1
Demi Baird	Seventh & Eighth Grades Science Teacher	0.09
Hayden Hoffman	Seventh Grade Texas History Teacher	0.071
Jennifer Childs	Fifth Grade Science Teacher	0.096
Jennifer Henderston	HES Head Start Teacher	1
Jenny Frederick	Sixth & Seventh Grades Reading Teacher	0.125
Julie Wuthrich	HJH Career Exploration/Financial Lit	0.09
Kelisha Ervin	HES Teaching Assistant	1
Kelley Barnard	HES Kindergarten Teacher	0.095
Kim Morris	First Grade Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kimberly Wadlow	HES Teaching Assistant	0.5
Kristy Siegert	Fifth Grade Reading Teacher	0.095
Layai Toney	Fourth Grade Reading/ELA Teacher	0.095
Lindsay Berend	Fifth Grade Math Teacher	0.095
Martha Taylor	HES Teaching Assistant	1
Megan Halford	HES Prekindergarten Teacher	0.5
Megan McCasland	Sixth Grade Science Teacher	0.092
Merileigh Johnson	HJH Counselor	0.198
Michelle Cassetty	HES Kindergarten Teacher	0.095
Nicki Holbert	HHS Counselor	0.25
Pam Payne	HES Teaching Assistant	1
Samantha Baird	Eighth Grade Math Teacher	0.069
Sarah Mills	HES Teaching Assistant	0.936
Shannon Byerly	Third Grade Math/Science Teacher	0.095
Susan Vicars	HJH LeadWorthy Teacher	0.089
Tracy Scholl	Fifth Grade Writing/Social Studies	0.095

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A is Campus Improvement Plan is based on a comprehensive needs assessment of the entire district that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Campus Advisory Team (CAT) collects student performance data from a variety of sources including CIRCLE, TPRI, TEMI, AIMSweb, TXKEA, MAP, common-based assessments (CBAs), and STAAR (scores and growth measures) to identify student needs and strengths. In addition to academic data, data related to parent engagement, student discipline, attendance, and technology use is gathered. Input from campus committees is organized and used to further identify campus needs. Additional input from campus stakeholders, including students, parents, community and businesses, is gathered and used to identify needs, problem statements, root causes, and to set goals for the school year. The CAT completes the final summative review of the CIP which issued along with all the data inputs to develop goals and strategies for the upcoming school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the district, administrators (including administrators of programs described in other parts of this title), the local educational agency, the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Members of the Campus Advisory Team (CAT) work collectively to develop the Campus Improvement plan (CIP). The committee consists of varied representatives of the Henrietta Elementary School (HES) learning community. Members include teachers from each grade level, special education teachers, special programs teachers, a non-teaching professional, parents, community members, and business members. The committee works collectively to complete the campus needs assessment, develop goals and strategies, determine grant purchases, and adjust the plan as needed during the school year.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Advisory Team (CAT) meets regularly (a minimum of four times) throughout the school year to review progress with the campus improvement plan (CIP) strategies. Campus committees meet throughout the year to carry out and review the various action steps outlined in the CIP. Campus committee leaders report to the CAT progress toward CIP strategies and recommend adjustments to the campus plan. Campus committees give input into problem statements, root causes, and strategies. The CAT evaluates the progress made

and determines if a strategy needs to be adjusted in any way. Reviews are done four times per year (November, February, April, and June).

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus improvement plan (CIP) is made available to stakeholders through the district's website where it can be translated into several languages. For parents and families without internet access or whose language spoken is not available, a request for a physical copy of the plan can be made by contacting Henrietta Elementary School administration.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: i. **will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards.

Various strategies within the campus improvement plan (CIP) address this element. To see these strategies, see the campus improvement plan (CIP) strategies tagged with the element 2.4.

2.5: Increased learning time and well-rounded education

ii. **will** use methods and instructional strategies that strengthen the academic program in the district, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Various strategies within the campus improvement plan (CIP) address this element. To see these strategies, see the campus improvement plan (CIP) strategies tagged with the element 2.5.

2.6: Address needs of all students, particularly at-risk

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Various strategies within the campus improvement plan (CIP) address this element. To see these strategies, see the campus improvement plan (CIP) strategies tagged with the element 2.6.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy,

agreed on by such parents, that **shall** describe the means for carrying out the following requirement. Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Every spring, the Campus Advisory Team (CAT) members representing parents and families are invited to review the Henrietta Elementary School (HES) Parent & Family Engagement Handbook and the HES Home-School Compact for the coming year. This group recommends changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting, both documents are ready to be included in the HES Student Handbook for the next school year. The Parent Family Engagement Handbook is also distributed at Meet the Teacher night in August. The Home-School Compact is discussed and signed during the parent-teacher conferences that are held during the first six weeks of school.

3.2: Offer flexible number of parent involvement meetings

The campus **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

In addition to fall parent conferences, Henrietta Elementary School (HES) hosts a variety of parent and family engagement activities for students, parents, and families to participate in together. Family Nights are held two to three times each school year and at times in conjunction with the Scholastic Book Fair. Through various sessions, important information shared pertaining to a variety of topics designed to educate parents on ways to support their children's education. HES collects feedback from parents regarding topics they would like to learn more about as well as ideal meeting days and times throughout the school year. To encourage as many parent and family members as possible to attend parent involvement meetings, HES advertises events in a timely manner and offer activities at a variety of times and days.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Bell	Fourth Grade Math Teacher	Title I	1.0000
Martha Taylor	Teaching Assistant	Title I	1.0000
Pam Payne	Teaching Assistant	Title I	1.0000

District Funding Summary

199 PIC 23 State Special Education (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		199-11-641X-00-101-2-24	\$300.00
Sub-Total					\$300.00
199 PIC 24 State Comp Ed (SCE) Accel Instr (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199-11-61XX-0X-101-2-24	\$114,281.00
1	1	3		199-11-62XX-0X-101-2-24	\$5,950.00
2	2	1		199-31-61XX-0X-101-2-24	\$15,803.00
Sub-Total					\$136,034.00
199 PIC 24 State Comp Ed (SCE) Accel Instr (HJH)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199-11-61XX-0X-041-2-24	\$66,527.00
2	2	1		199-31-61XX-0X-041-2-24	\$13,207.00
Sub-Total					\$79,734.00
199 PIC 24 State Comp Ed (SCE) Accel Instr (HHS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199-11-61XX-0X-001-2-24	\$10,000.00
2	2	1		199-31-61XX-0X-001-2-24	\$20,745.00
Sub-Total					\$30,745.00
255 Title II, Part A, TPTR (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2		255-11-64XX-00-101-2-24	\$3,302.00
2	2	2		255-11-6399-00-101-2-24	\$1,000.00
2	2	2		255-11-62XX-00-101-2-24	\$18,000.00
Sub-Total					\$22,302.00
211 Title I, Part A (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-11-61XX-0X-101-2-24	\$125,877.00

211 Title I, Part A (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-11-63XX-0X-101-2-24	\$100.00
Sub-Total					\$125,977.00
Grand Total					\$395,092.00

Addendums

Acronyms

ACT	American College of Testing	CNA	Comprehensive Needs Assessment
AP	Advanced Placement classes	CTE	Career and Technology Education
ARD	Admission, Review, Dismissal (Special Education)	DAEP	Discipline Alternative Education Program
BOY	Beginning Of Year	DAT	District Advisory Team
BYOD	Bring Your Own Device	DIP	District Improvement Plan
CAT	Campus Advisory Team	DMAC	Data Management for Assessment and Curriculum
CCMR	College, Career, and Military Readiness	ELA	English Language Arts
CBA	Common Based Assessment	ELL	English Language Learner
CIP	Campus Improvement Plan	EOC	End Of Course
CIS	Community In Schools	EOP	Emergency Operating Plan
CKH	Capturing Kids Hearts	ESC	Education Service Center, Region 9

ESL	English as a Second Language	LEA	Local Education Agency
ESSA	Every Student Succeeds Act	LEP	Limited English Proficient
FTE	Full Time Equivalent	LPAC	Language Proficient Assessment Committee
GPC	Grade Placement Committee	PBMAS	Performance Based Monitoring Analysis System
G/T	Gifted and Talented	PD	Professional Development
HB	House Bill	PEIMS	Public Education Information Management Act
HES	Henrietta Elementary School	PFE	Parent Family Engagement
HHS	Henrietta High School	PGP	Personal Graduation Plan
HISD	Henrietta Independent School District	PIC	Program Instruction Code
HJH	Henrietta Junior High School	PLC	Professional Learning Community
IDEA	Individuals with Disabilities Education Act	P(re)K	Prekindergarten
IEP	Individual Education Plan	PSAT	Preliminary Scholastic Aptitude Test
PTO	Parent Teacher Organization	SWP	School Wide Program

RDA	Results Driven Accountability	STEM	Science, Technology, Engineering, Mathematics
Rtl	Response to Intervention and Instruction	TAPR	Texas Academic Performance Report
SAT	Scholastic Aptitude Test	TEA	Texas Education Agency
SB	Senate Bill	TEC	Texas Education Code
SEA	State Education Agency	TEKS	Texas Essential Knowledge and Skills
SEL	Social Emotional Learning	TEKS RS	TEKS Resource System
SHAC	School Health Advisory Committee	TELPAS	Texas English Language Proficiency Assessment System
SRP	Standard Response Protocol	TEXES	Texas Examinations for Educator Standards
SSA	Shared Services Arrangement	TOPs	Treasuring Our Paraprofessionals
SSI	Student Success Initiative		
STAAR	State of Texas Assessments of Academic Readiness System		

T-PESS Texas Principal Evaluation and
Support System

TPRI Texas Primary Reading
Inventory

TSTC Texas State Technical College

T-TESS Texas Teachers Evaluation and
Support System

TxEIS Texas Education Information
System

UIL University Interscholastic
League

Addendum Demographics

Student Demographics

School Year	Total Enrollment	English as a Second Language	Career & Technology	Gifted & Talented	At Risk	Socio Economic Status	Special Education
2020-2021	908	0.7%	37.5%	6.3%	37.6%	35.8%	16.5%
2019-2020	941	0.7%	36.6%	6.5%	38.2%	41.6%	14.6%
2018-2019	935	0.5%	35.7%	6.0%	39.3%	44.5%	12.6%
2017-2018	958	0.6%	37.4%	6.2%	41.7%	40.5%	10.8%
2016-2017	928	0.3%	34.3%	6.6%	36.5%	42.1%	12.0%

Demographics for Ethnic Distribution

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2020-2021	86.6%	9.7%	0.2%	0.5%	0.3%	2.5%
2019-2020	86.0%	10.2%	0.2%	1.1%	0.6%	2.9%
2018-2019	85.6%	9.6%	0.2%	1.1%	0.5%	3.0%
2017-2018	85.9%	9.2%	0.2%	1.7%	0.5%	2.5%
2016-2017	88.1%	7.1%	0.3%	1.6%	0.1%	2.3%

Teachers Percentage by Years of Experience

School Year	Beginning	1-5	6-10	11-20	21+
2020-2021	1.3%	14.3%	24.8%	26.1%	33.5%
2019-2020	6.5%	11.8%	20.9%	28.3%	32.5%
2018-2019	7.9%	14.5%	17.2%	26.4%	34.0%
2017-2018	10.0%	11.7%	16.9%	25.4%	36.2%
2016-2017	1.2%	14.1%	18.0%	31.1%	35.6%

Teacher Retention Rate by Campus and District

School Year	HISD	HES	HJH	HHS
2020-2021	80.7%	84.8%	76.9%	73.3%
2019-2020	82.0%	75.7%	88.4%	82.7%
2018-2019	81.2%	84.8%	86.9%	67.7%
2017-2018	76.8%	67.6%	81.8%	80.6%

Addendum Student Learning

Student Achievement Data Table

Percentage of Students at Approaches Grade Level or Above on STAAR

	Math							Reading/Language Arts								Writing		Science			History	
Grade	3	4	5	6	7	8	A1	3	4	5	6	7	8	E1	E2	4	7	5	8	B	8	US
2020-2021																						
HISD	75%	73%	83%	82%	88%	61%	80%	75%	73%	81%	68%	86%	82%	84%	87%	66%	66%	79%	79%	88%	75%	96%
State	61%	58%	69%	66%	54%	60%	74%	68%	63%	72%	61%	68%	62%	71%	74%	53%	61%	61%	67%	83%	56%	88%
2018-2019																						
HISD	79%	85%	96%	95%	97%	90%	81%	81%	81%	90%	82%	90%	92%	73%	75%	78%	79%	80%	88%	83%	77%	98%
State	79%	75%	90%	81%	75%	88%	85%	76%	75%	86%	68%	76%	86%	68%	68%	67%	70%	75%	81%	88%	69%	93%

Percentage of Students at Meets Grade Level or Above on STAAR

	Math							Reading/Language Arts								Writing		Science			History	
Grade	3	4	5	6	7	8	A1	3	4	5	6	7	8	E1	E2	4	7	5	8	B	8	US
2020-2021																						
HISD	35%	57%	48%	46%	58%	33%	45%	44%	41%	49%	25%	51%	54%	73%	84%	50%	30%	38%	57%	59%	44%	85%
State	29%	34%	42%	34%	25%	35%	41%	37%	35%	49%	31%	44%	45%	50%	57%	26%	31%	29%	42%	54%	27%	69%
2018-2019																						
HISD	49%	49%	67%	80%	75%	56%	56%	46%	41%	61%	46%	61%	65%	46%	52%	47%	46%	53%	60%	58%	38%	85%
State	49%	48%	58%	47%	43%	57%	61%	45%	44%	54%	37%	49%	55%	50%	49%	35%	42%	49%	51%	62%	37%	73%

Percentage of Students at Masters Grade Level or Above on STAAR

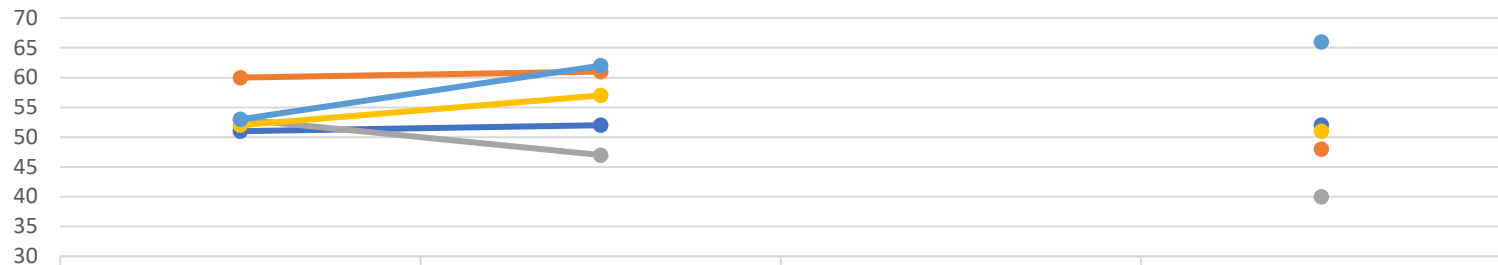
	Math							Reading/Language Arts								Writing		Science			History	
Grade	3	4	5	6	7	8	A1	3	4	5	6	7	8	E1	E2	4	7	5	8	B	8	US
2020-2021																						
HISD	13%	41%	24%	8%	26%	2%	28%	21%	22%	30%	10%	29%	22%	17%	8%	9%	8%	19%	32%	14%	15%	65%
State	14%	21%	24%	14%	11%	10%	23%	19%	17%	30%	14%	25%	21%	12%	11%	8%	9%	12%	23%	22%	13%	43%
2018-2019																						
HISD	27%	21%	49%	41%	34%	16%	30%	28%	21%	31%	18%	44%	30%	8%	3%	18%	16%	27%	30%	20%	20%	56%
State	25%	28%	36%	21%	17%	17%	37%	27%	22%	29%	18%	29%	28%	11%	8%	11%	18%	24%	25%	25%	21%	45%

HISD Approaches Grade Level or Above



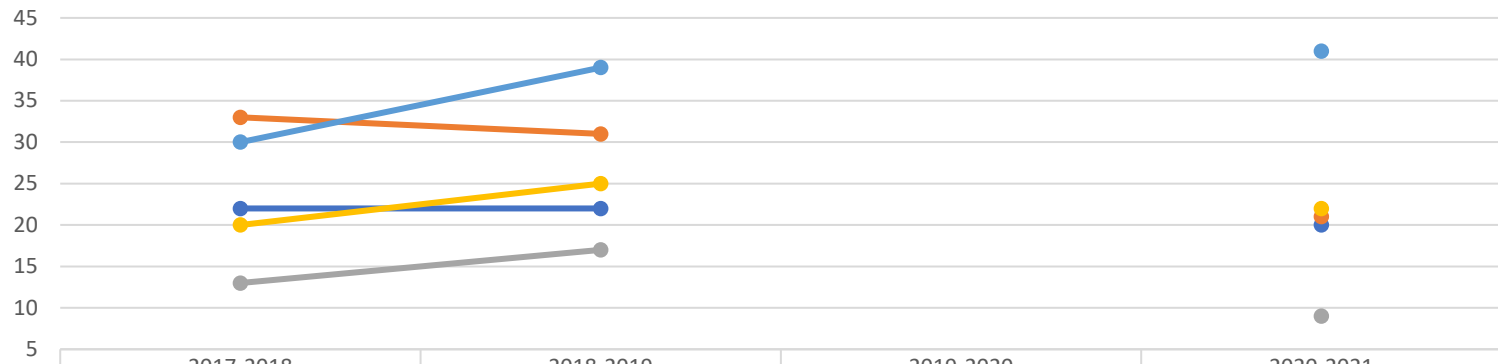
	2017-2018	2018-2019	2019-2020	2020-2021
ELA/Reading	82	82		80
Mathematics	88	88		79
Writing	76	78		66
Science	77	84		80
Social Studies	79	88		86

HISD Meets Grade Level or Above



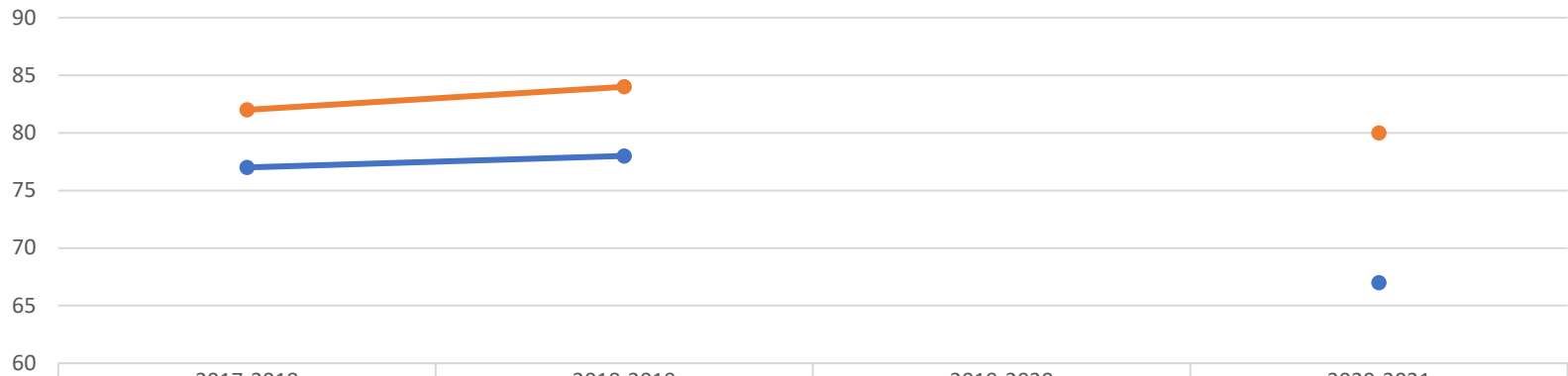
	2017-2018	2018-2019	2019-2020	2020-2021
ELA/Reading	51	52		52
Mathematics	60	61		48
Writing	53	47		40
Science	52	57		51
Social Studies	53	62		66

HISD Masters Grade Level or Above



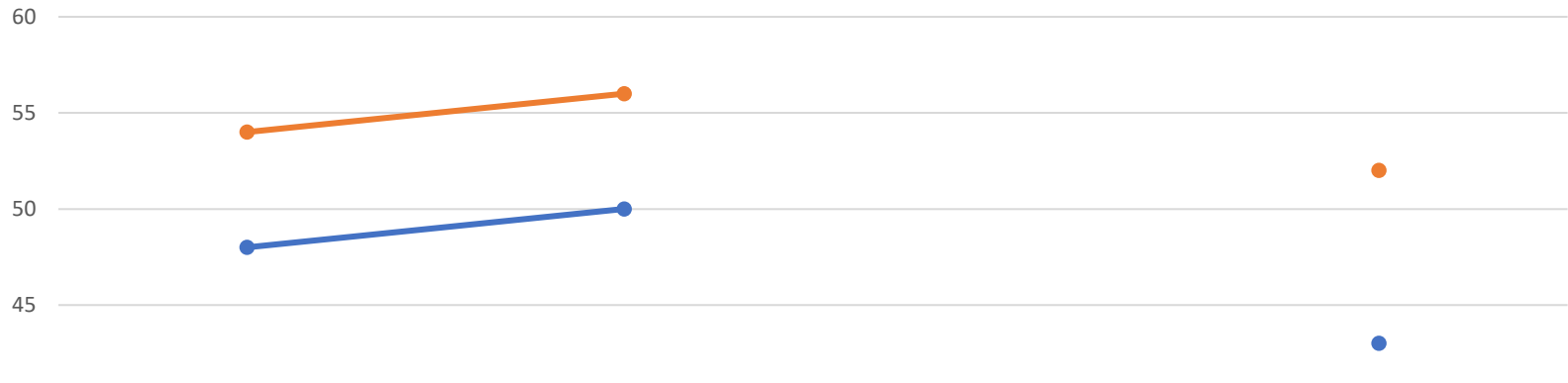
	2017-2018	2018-2019	2019-2020	2020-2021
ELA/Reading	22	22		20
Mathematics	33	31		21
Writing	13	17		9
Science	20	25		22
Social Studies	30	39		41

HISD vs State ELA/Reading Approaches Grade Level or Above



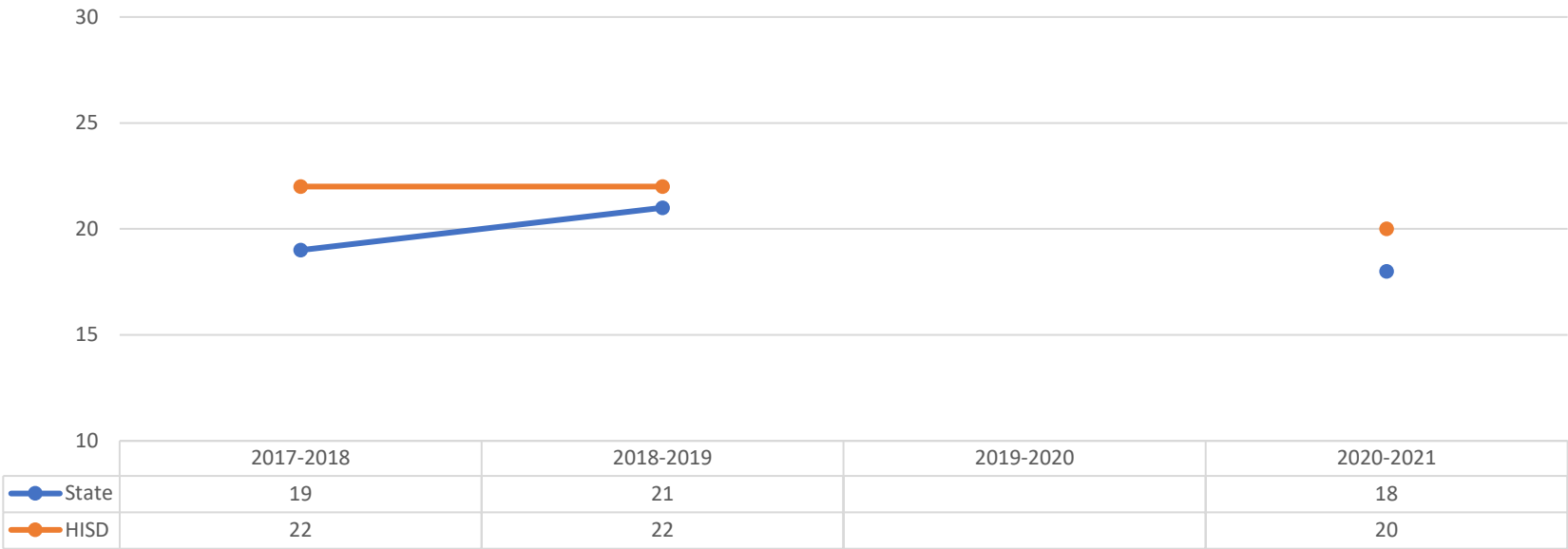
—●— State
—●— HISD

HISD vs State ELA/Reading Meets Grade Level or Above

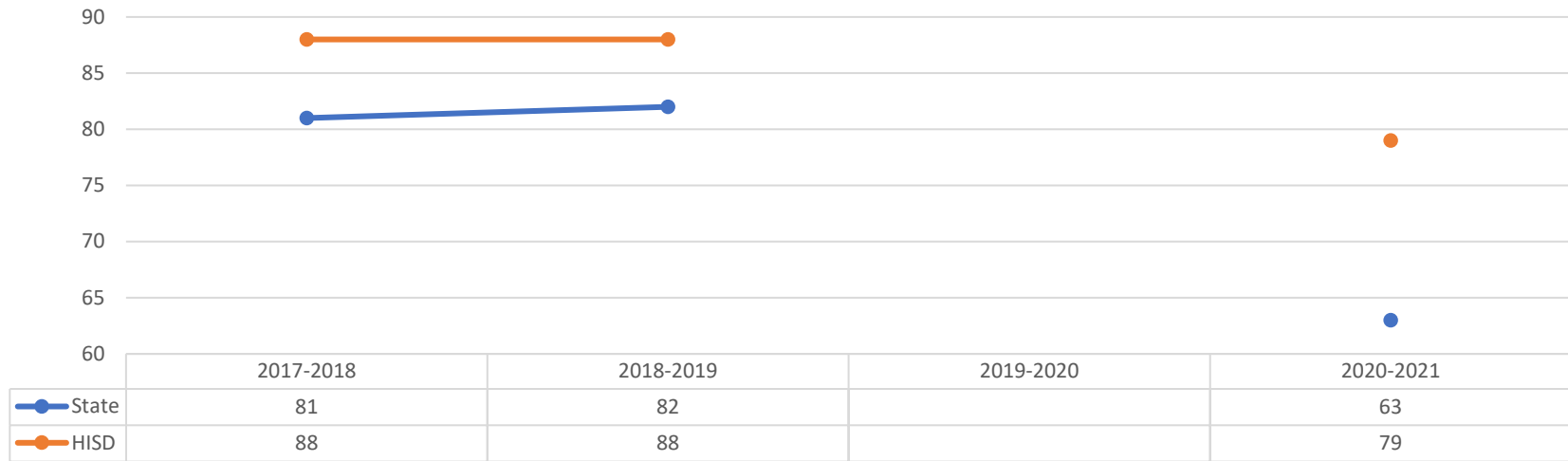


—●— State
—●— HISD

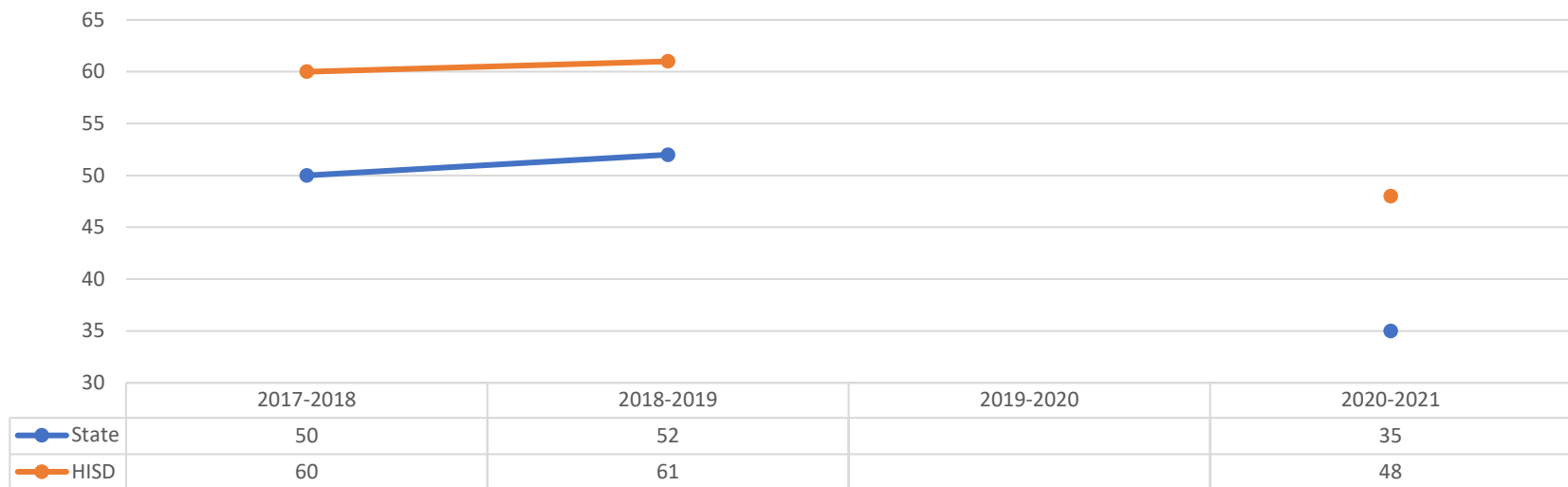
HISD vs State ELA/Reading Masters Grade Level or Above



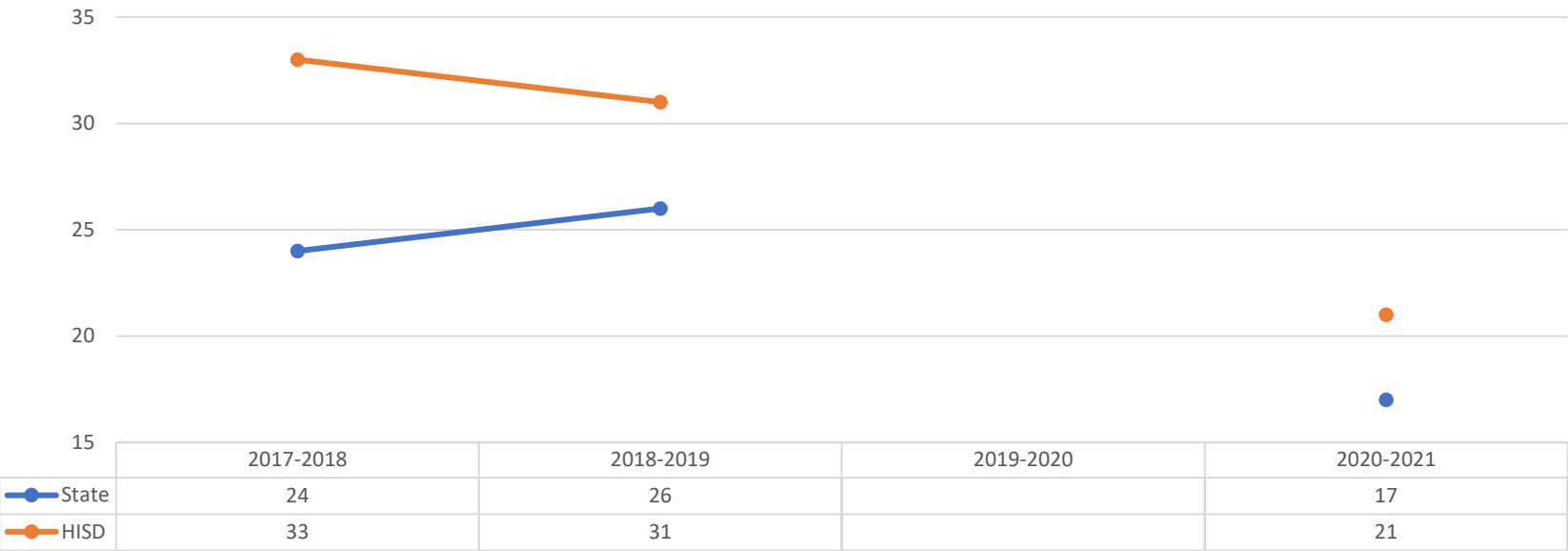
HISD vs State Mathematics Approaches Grade Level or Above



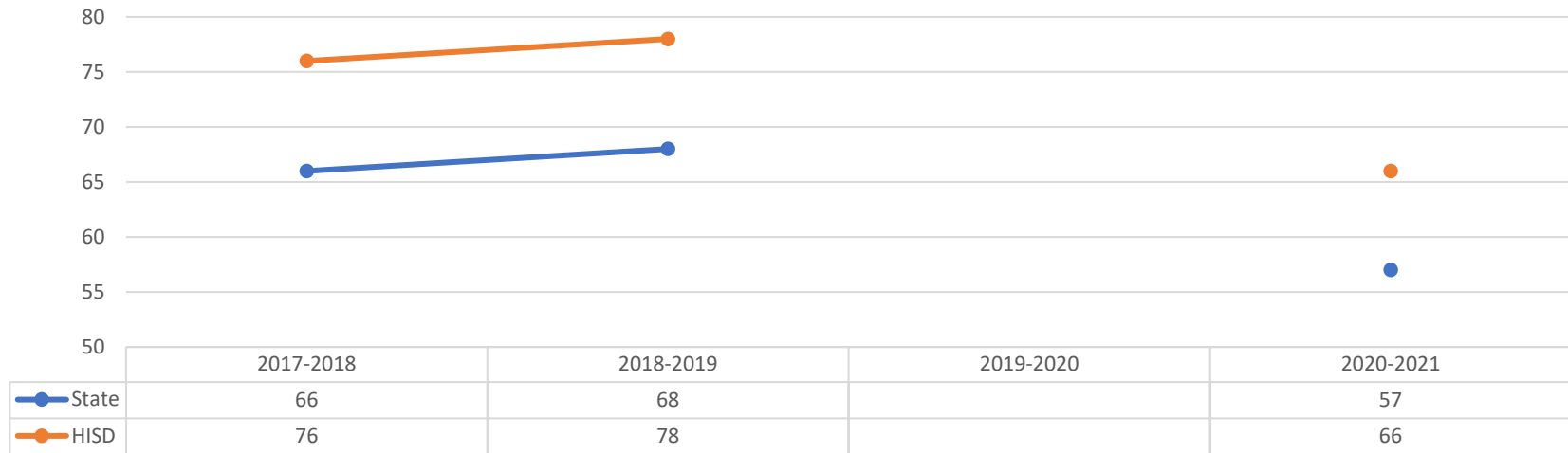
HISD vs State Mathematics Meets Grade Level or Above



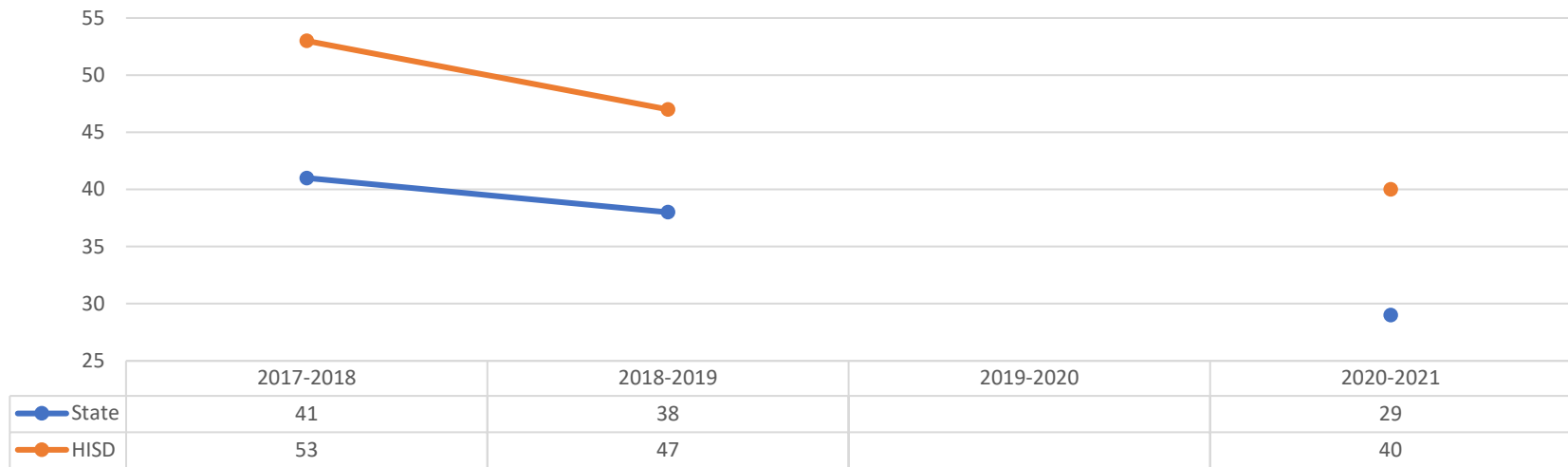
HISD vs State Mathematics Masters Grade Level or Above



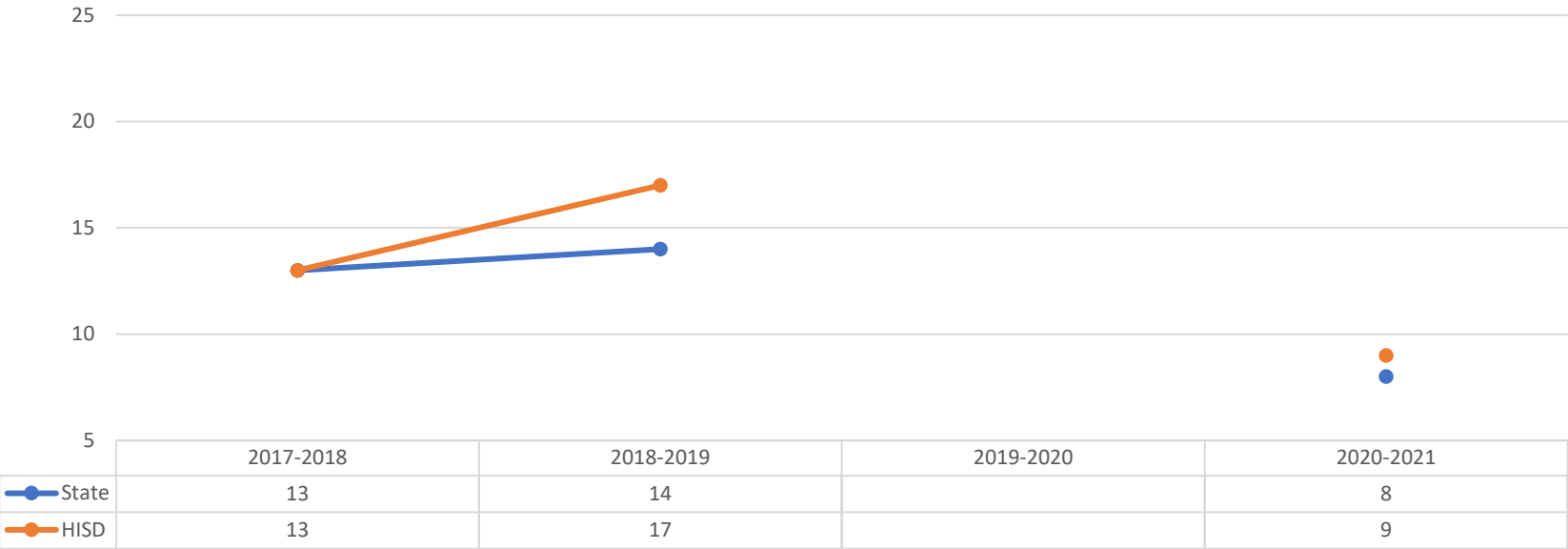
HISD vs State Writing Approaches Grade Level or Above



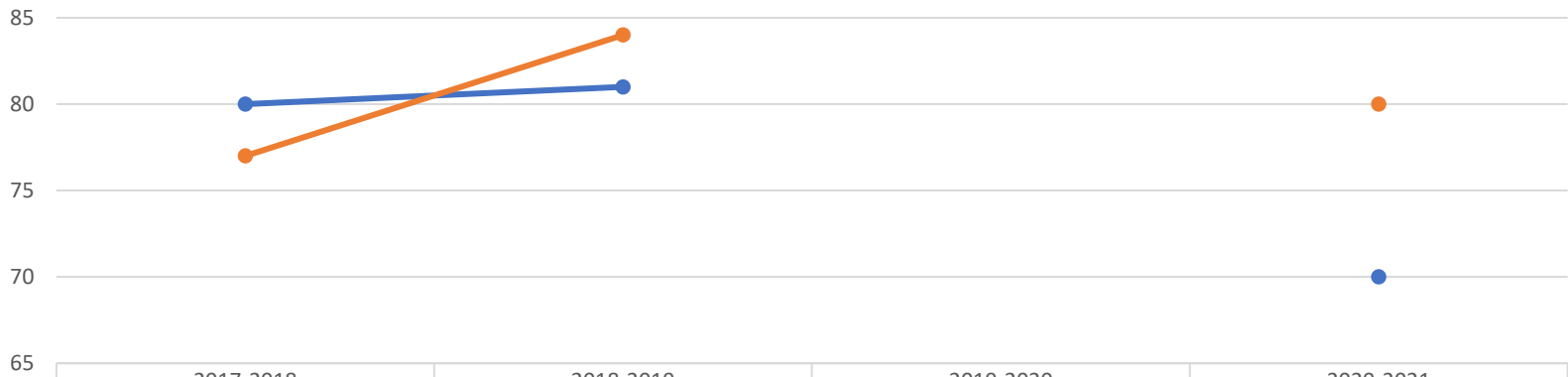
HISD vs State Writing Meets Grade Level or Above



HISD vs State Writing Masters Grade Level or Above

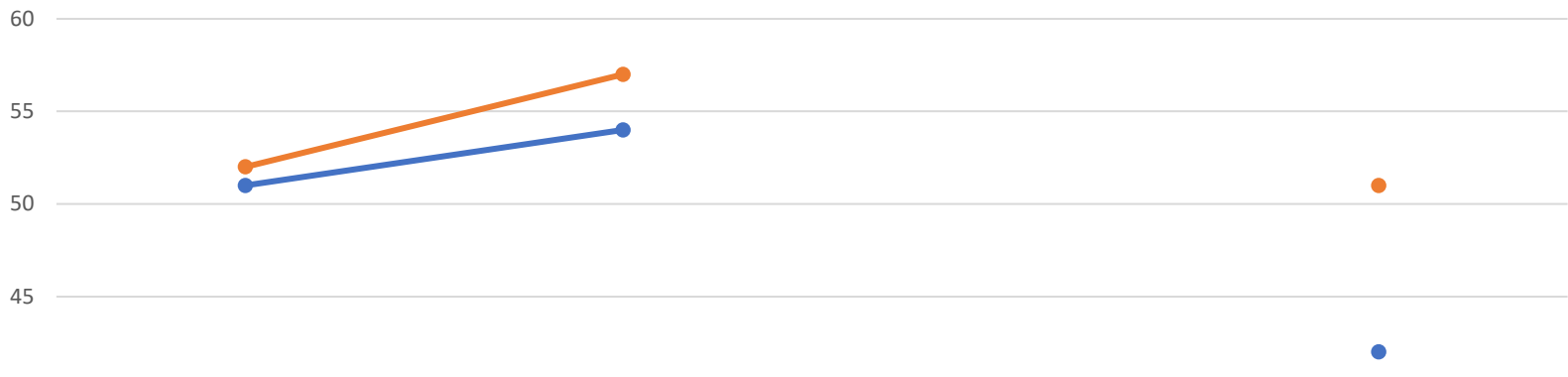


HISD vs State Science Approaches Grade Level or Above



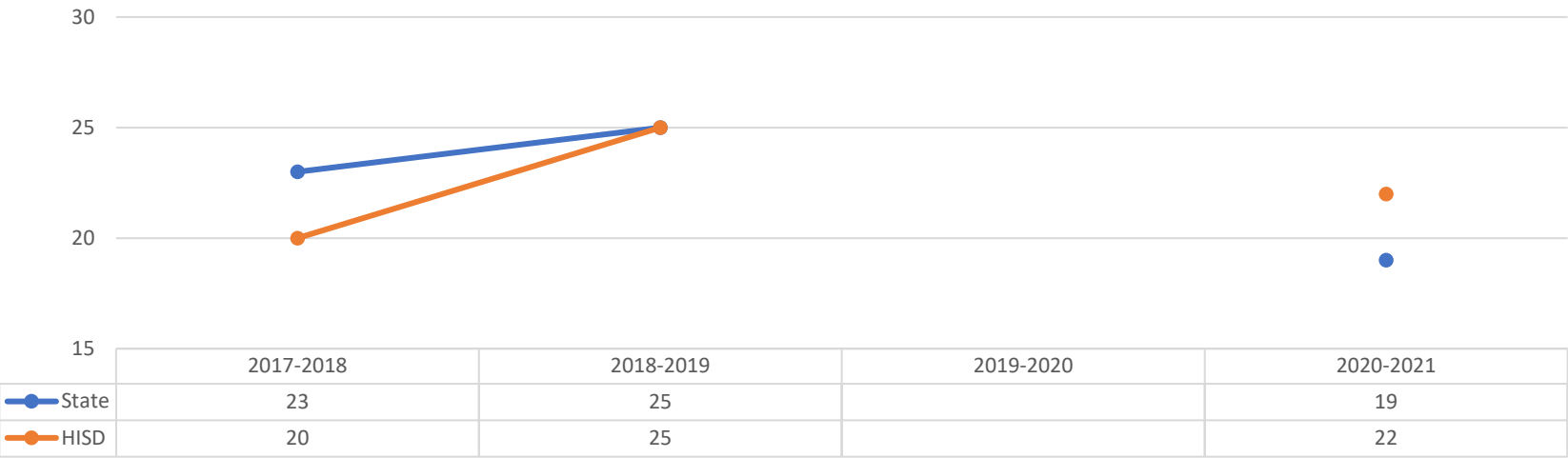
● State
● HISD

HISD vs State Science Meets Grade Level or Above

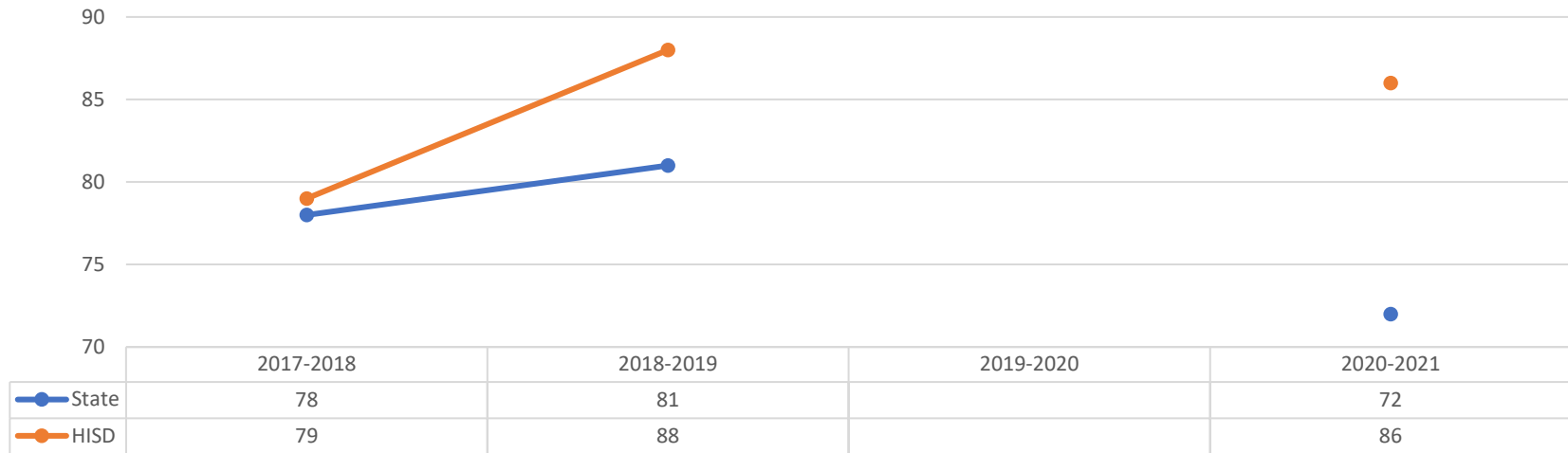


● State
● HISD

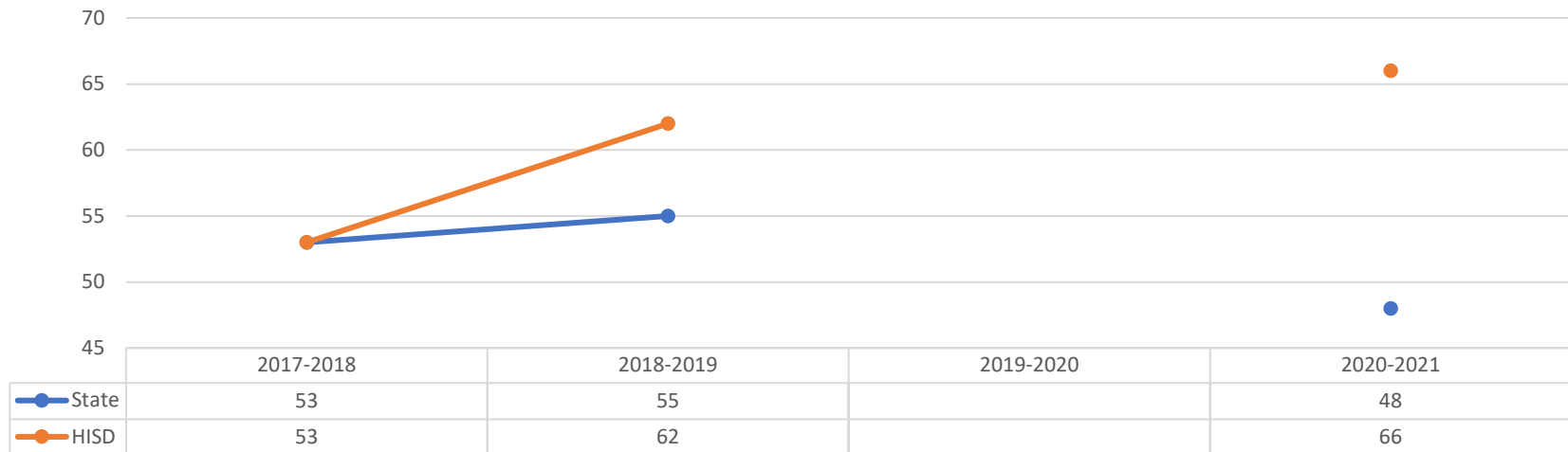
HISD vs State Science Masters Grade Level or Above



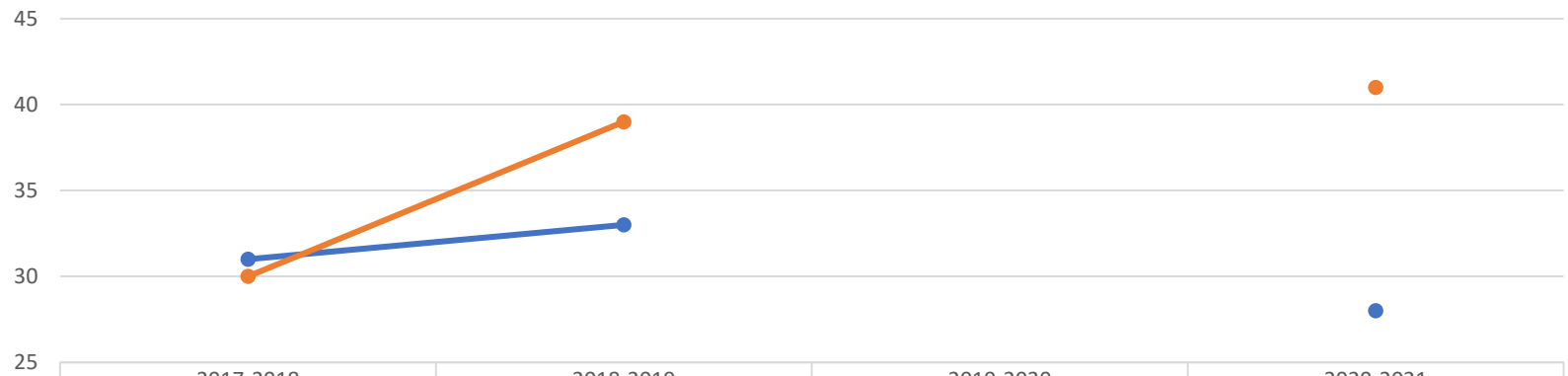
HISD vs State Social Studies Approaches Grade Level or Above



HISD vs State Social Studies Meets Grade Level or Above



HISD vs State Social Studies Masters Grade Level or Above

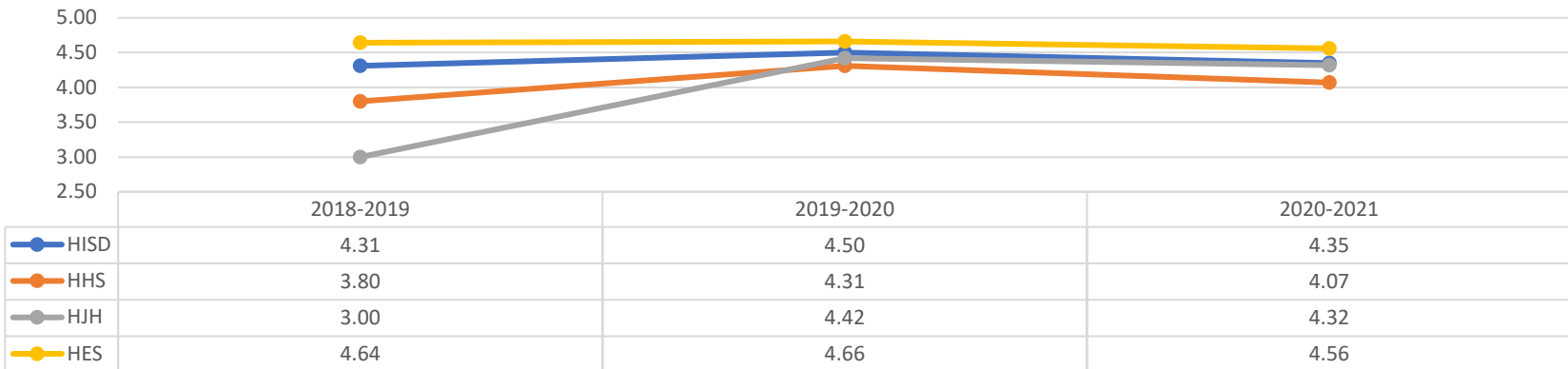


	2017-2018	2018-2019	2019-2020	2020-2021
State	31	33		28
HISD	30	39		41

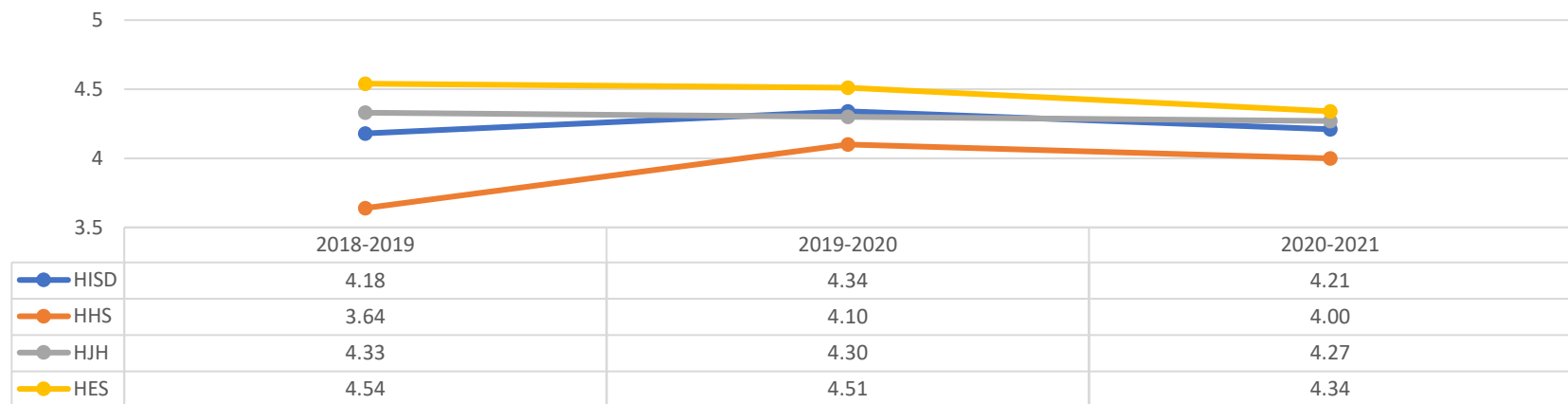
Addendum Perceptions

Academics

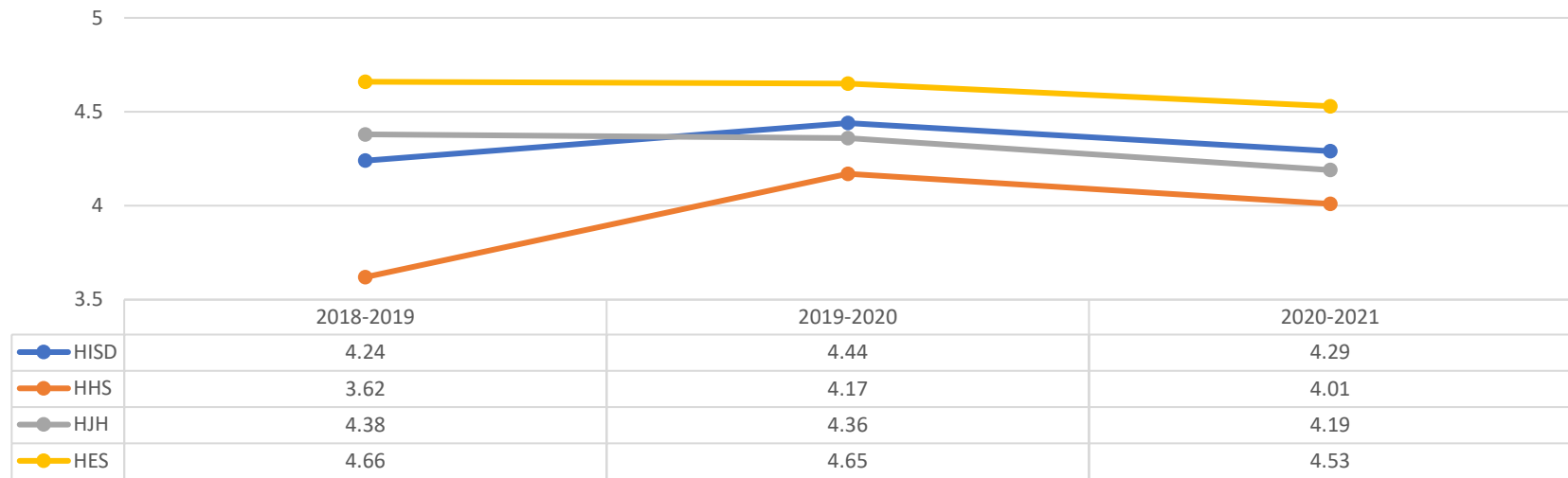
The district has an academic emphasis and believes that all children can learn and achieve the school's educational goals.



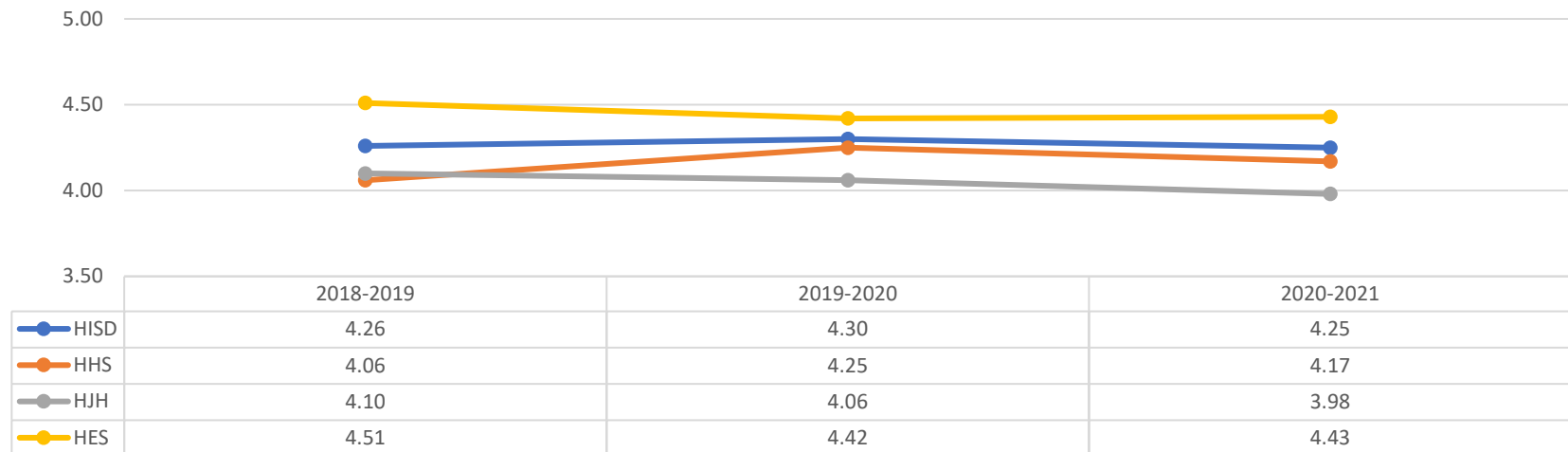
Students are respected regardless of their academic achievement level.



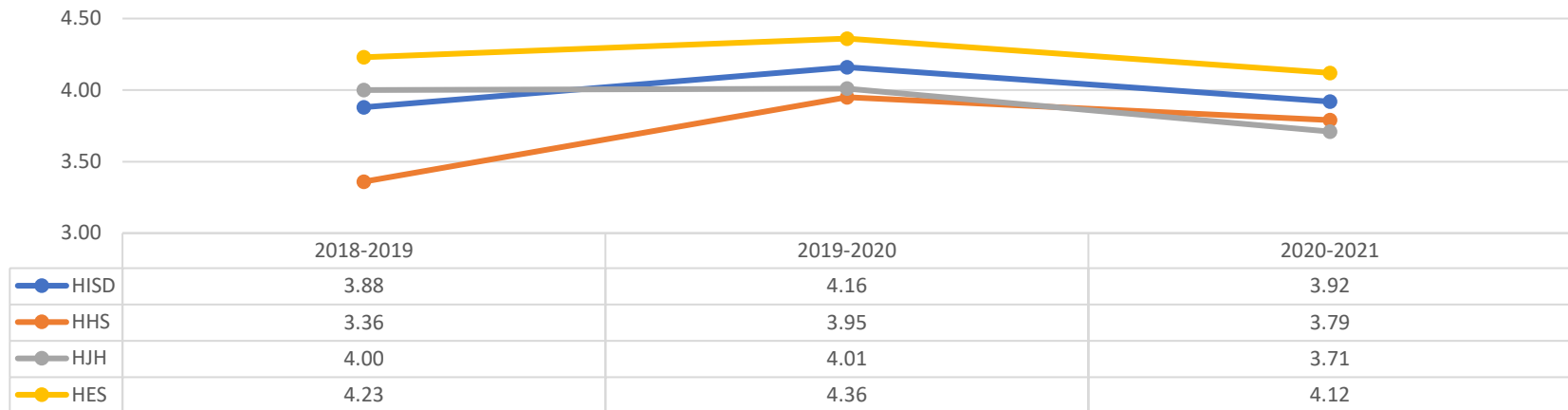
The district has high expectations for student academic achievement.



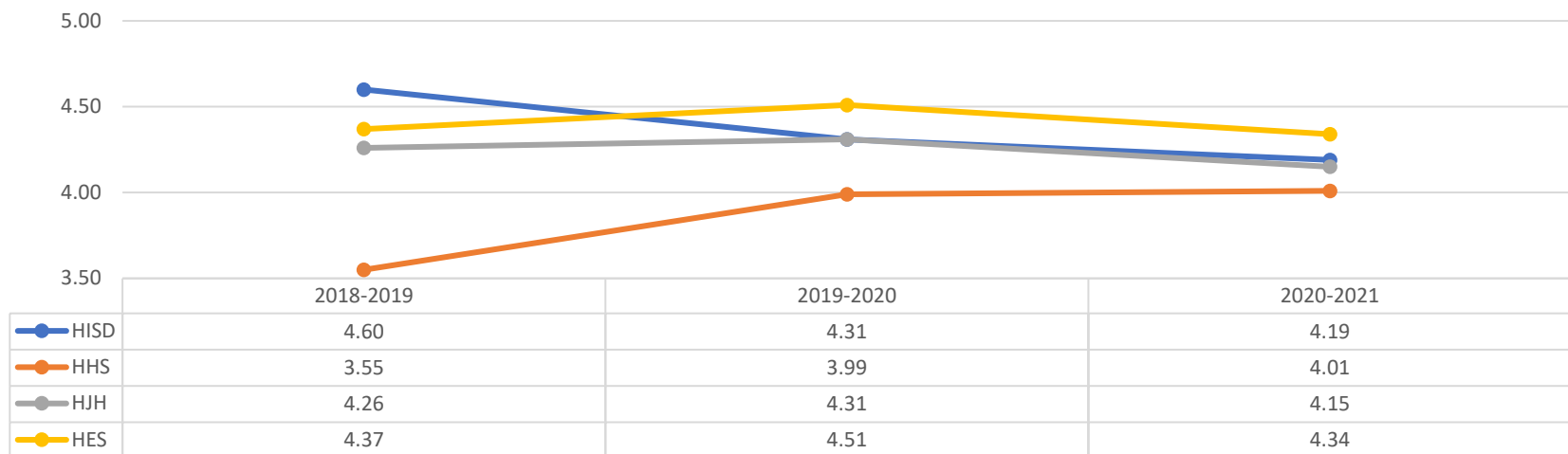
The district has high expectations for student achievement in extracurricular activities.



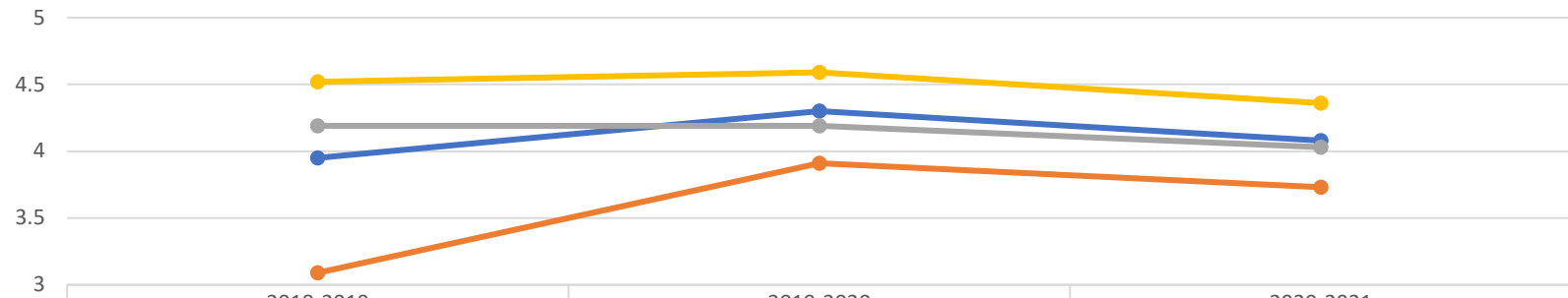
The district provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.



The school's curriculum will give students a solid educational foundation.



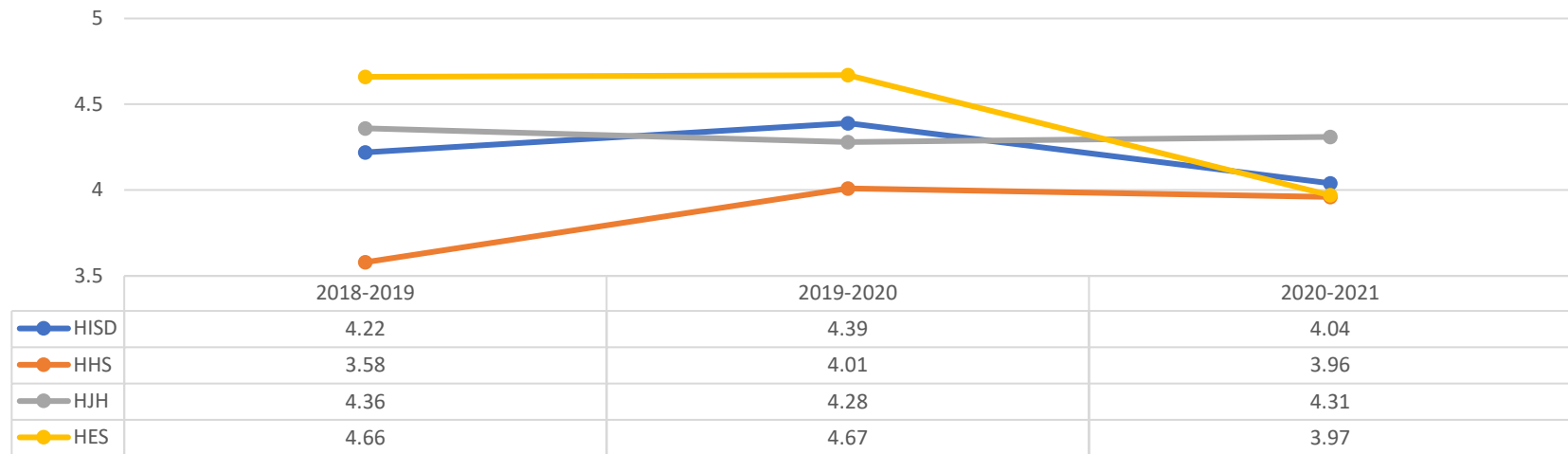
The district motivates students to learn.



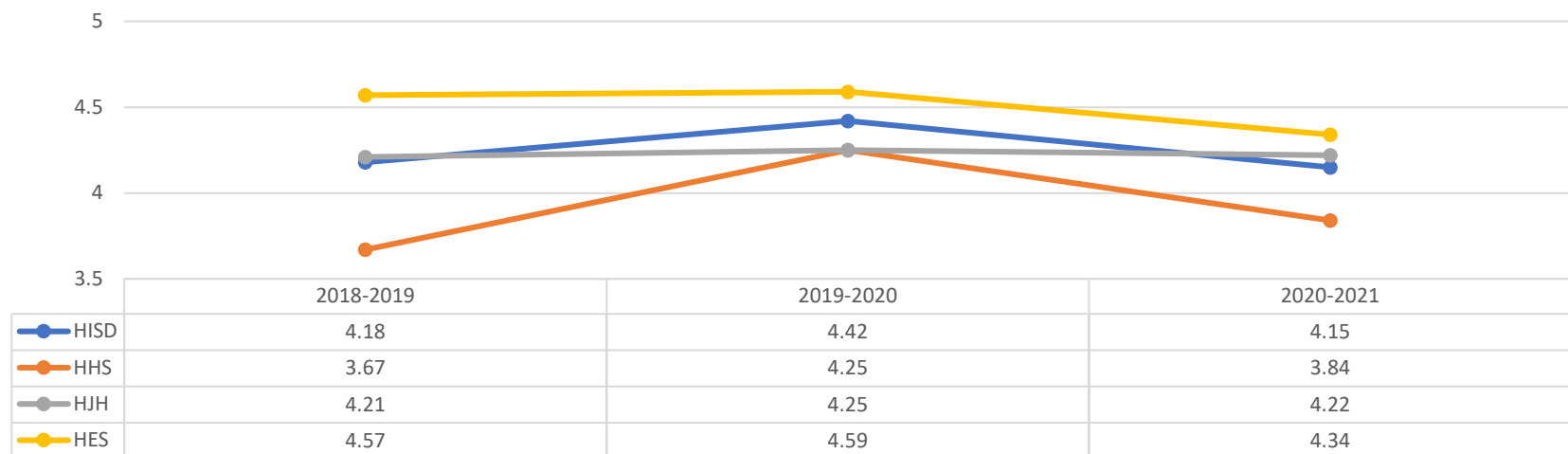
	2018-2019	2019-2020	2020-2021
HISD	3.95	4.30	4.08
HHS	3.09	3.91	3.73
HJH	4.19	4.19	4.03
HES	4.52	4.59	4.36

Communications

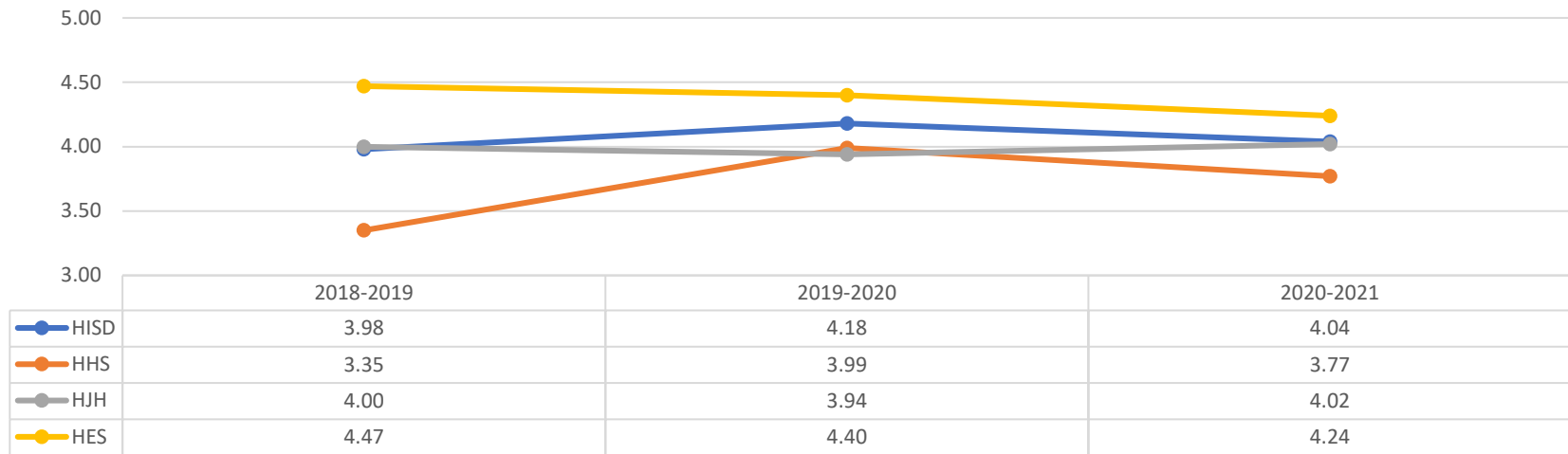
Parents and students feel comfortable talking with the principal.



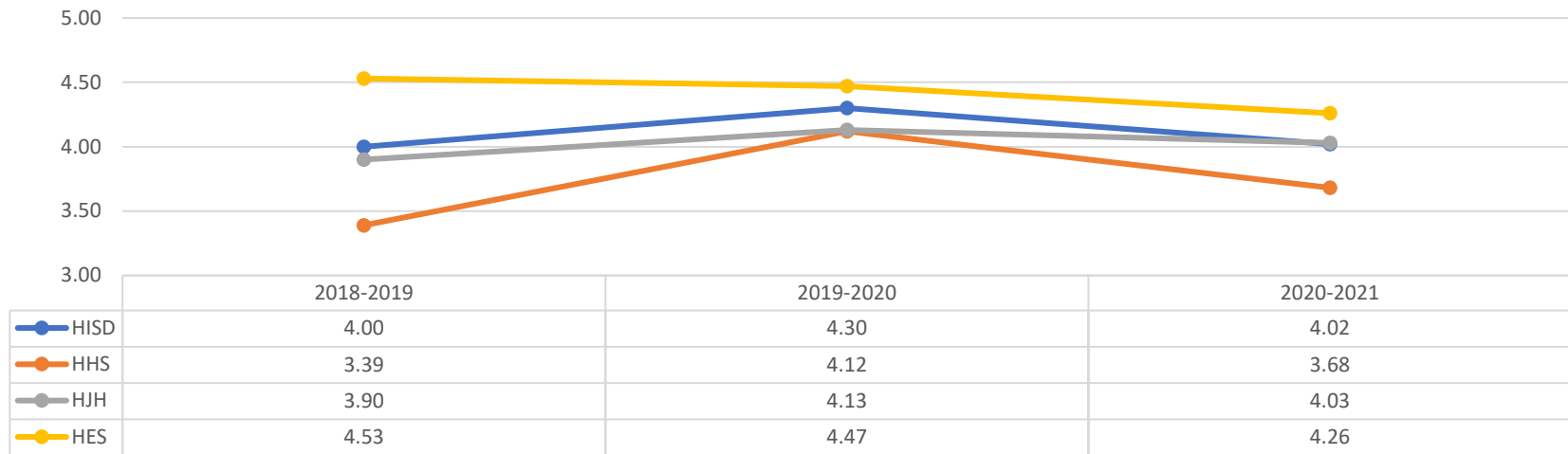
Parents and students feel comfortable talking with teachers.



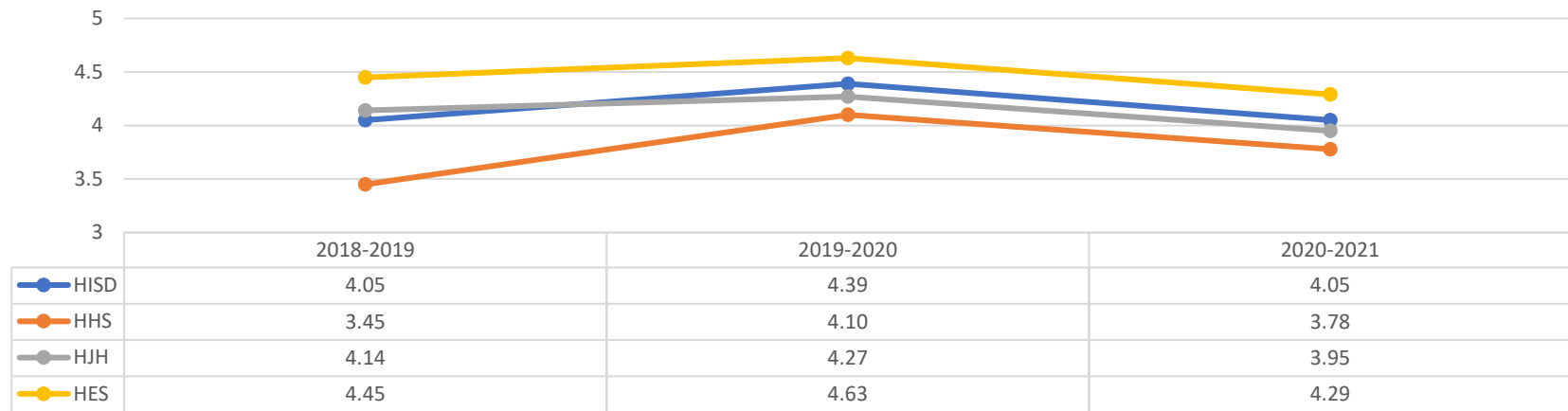
Students are willing to approach teachers for advice or help.



Teachers keep parents and students informed about academic progress.

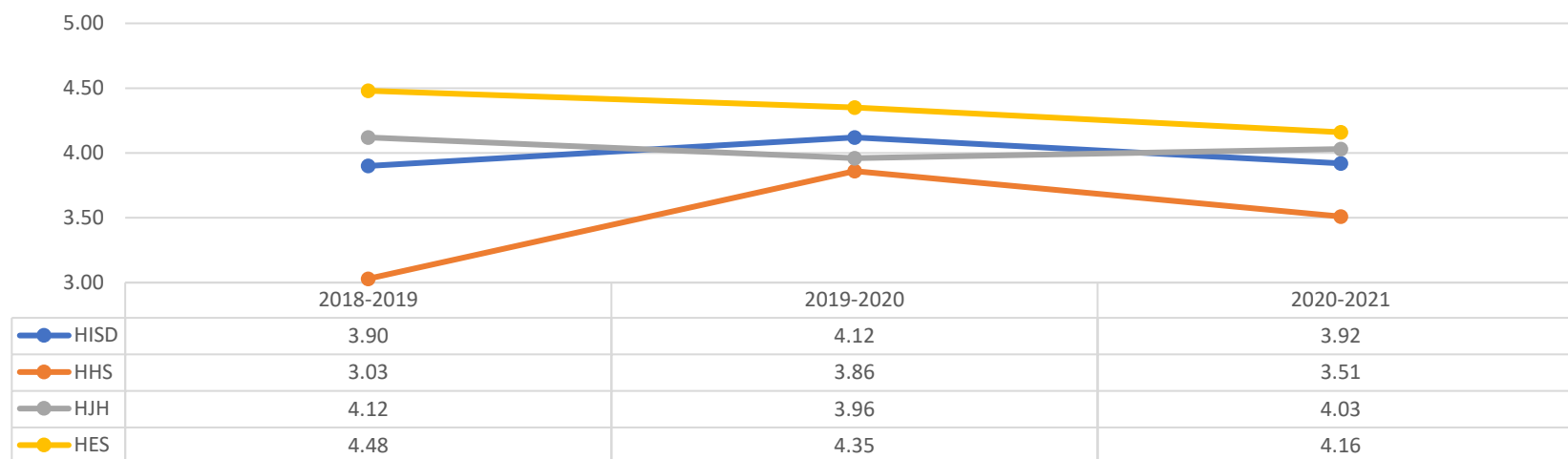


Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.

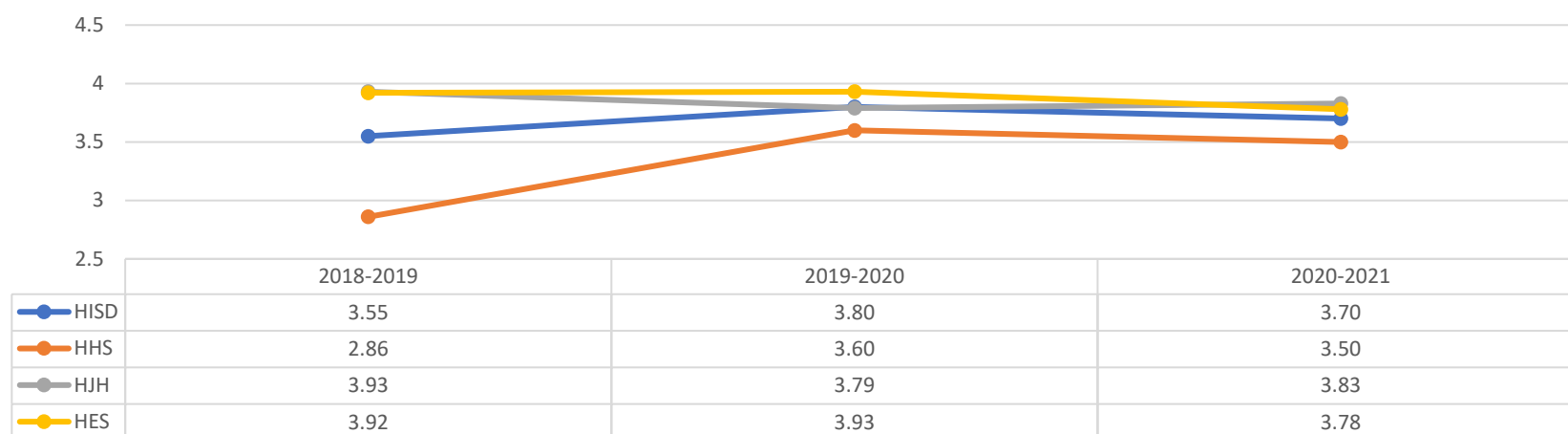


Discipline

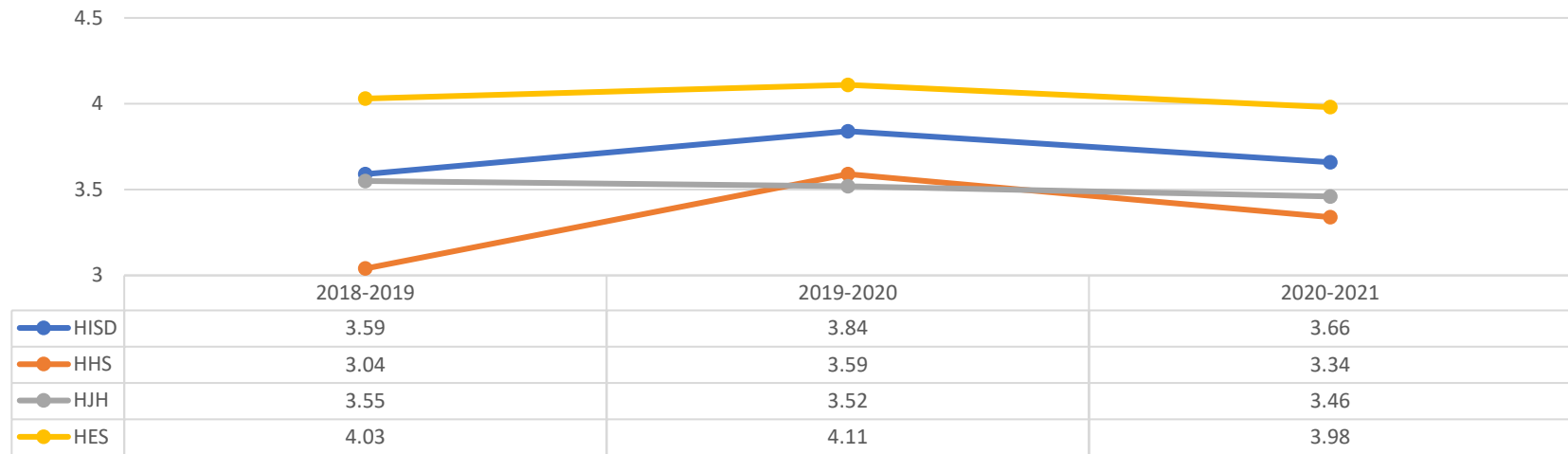
The district maintains high standards of behavior for all students.



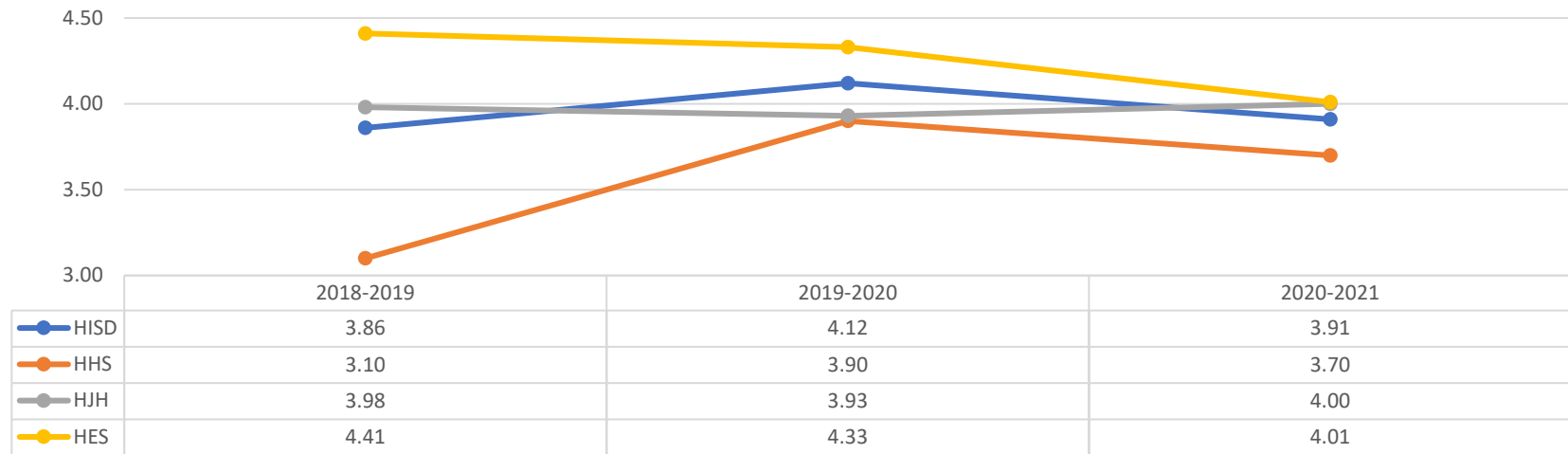
Disciplinary problems are few.



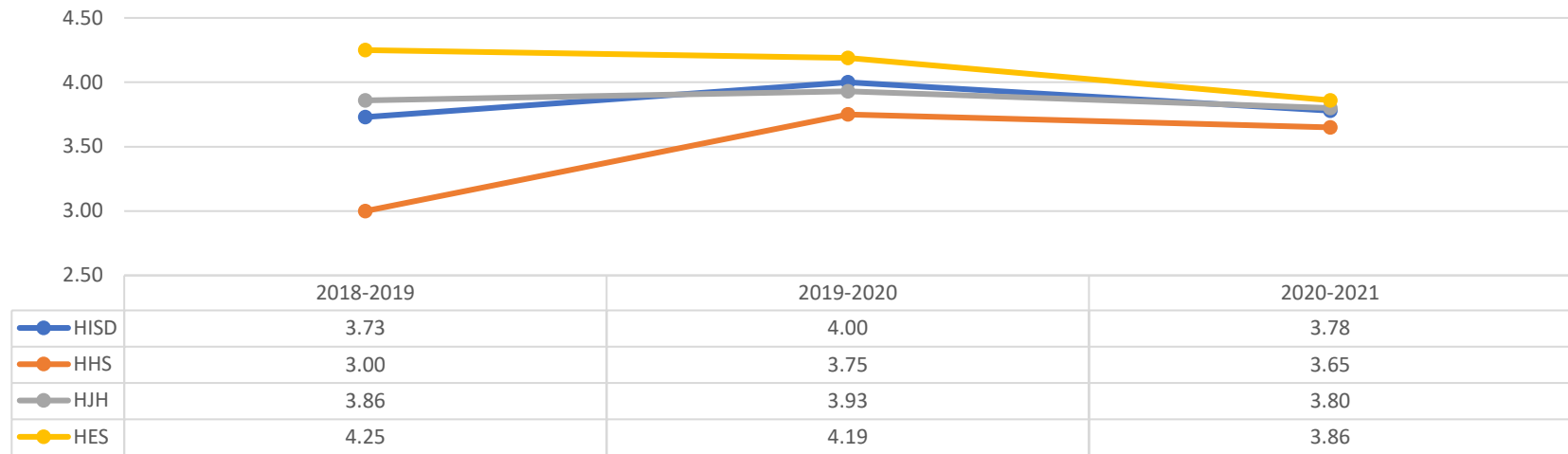
Students demonstrate respect toward all individuals.



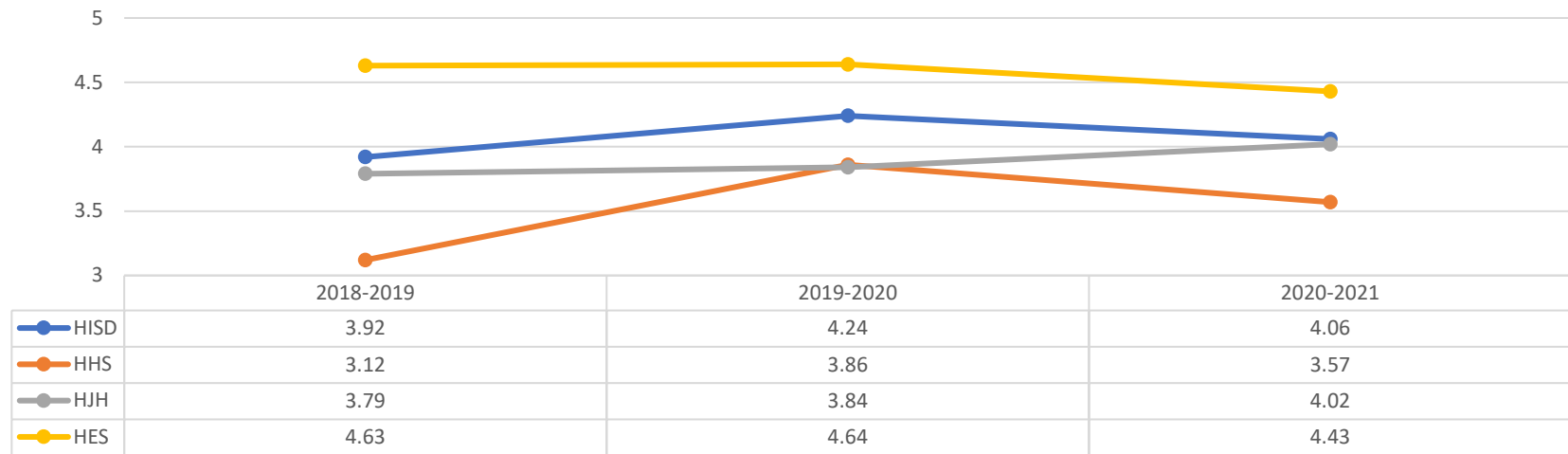
The district and teachers have mutual expectations for discipline.



The district handles disciplinary actions fairly and consistently.

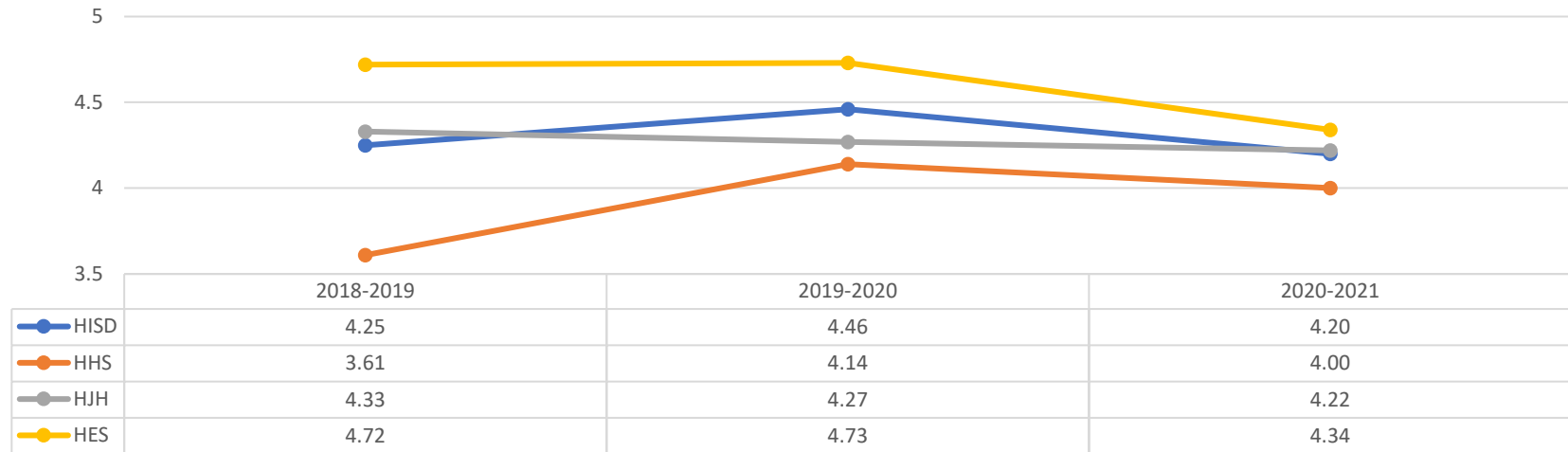


HISD students are recognized for positive behavior.

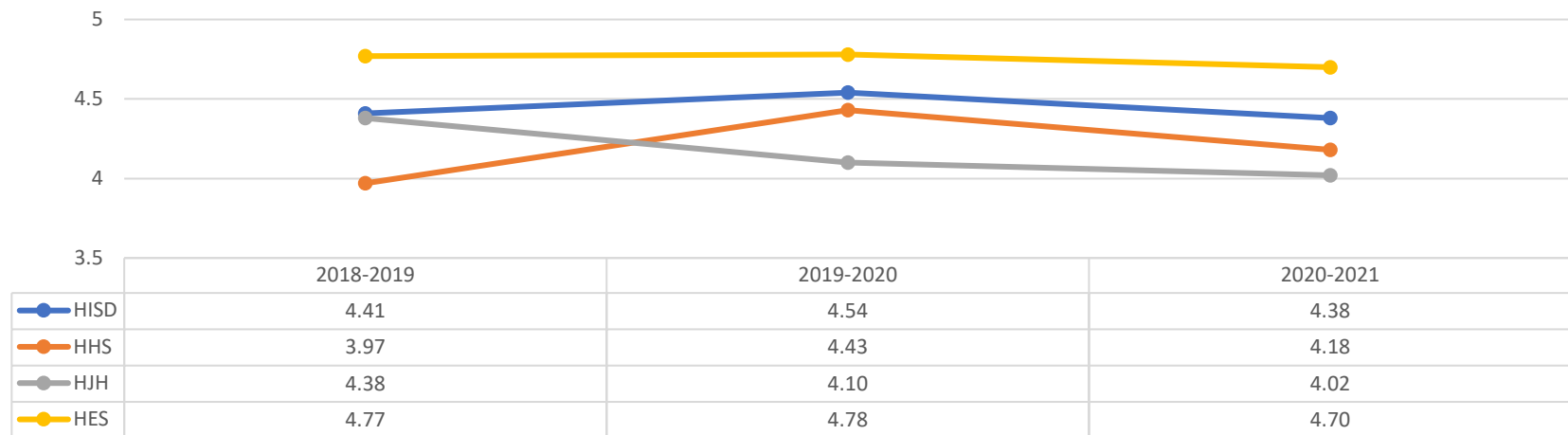


Climate/Environment

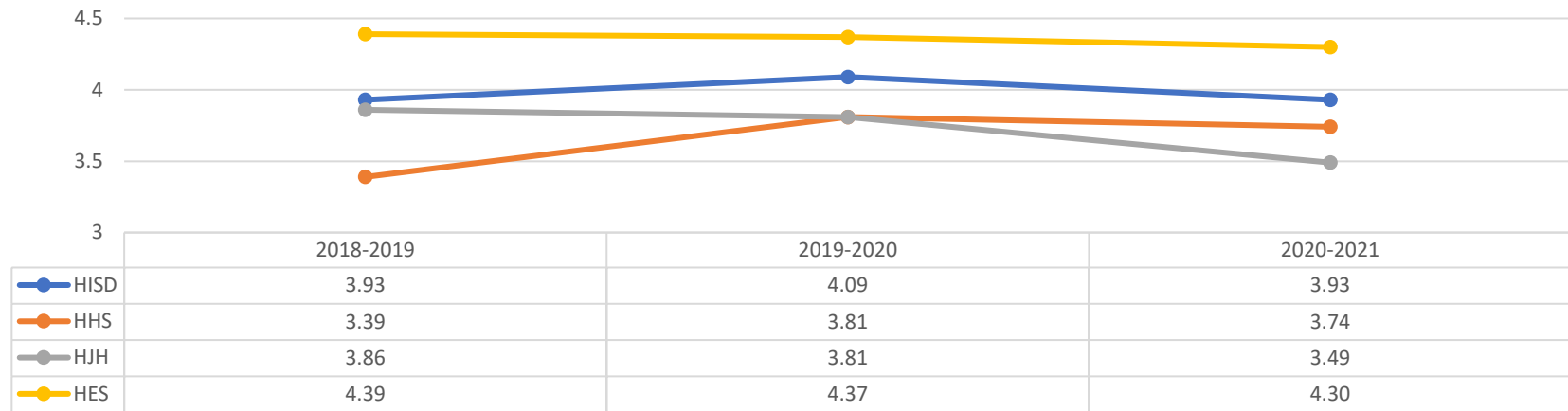
The district has an orderly, inviting atmosphere.



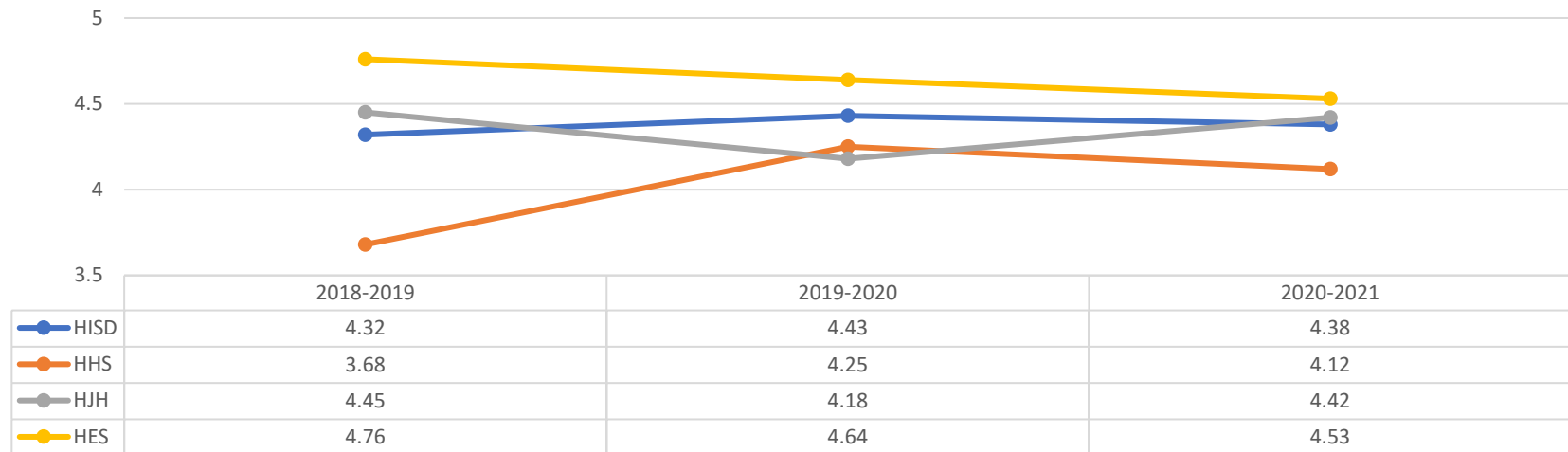
The district has attractive, safe, clean facilities and grounds.



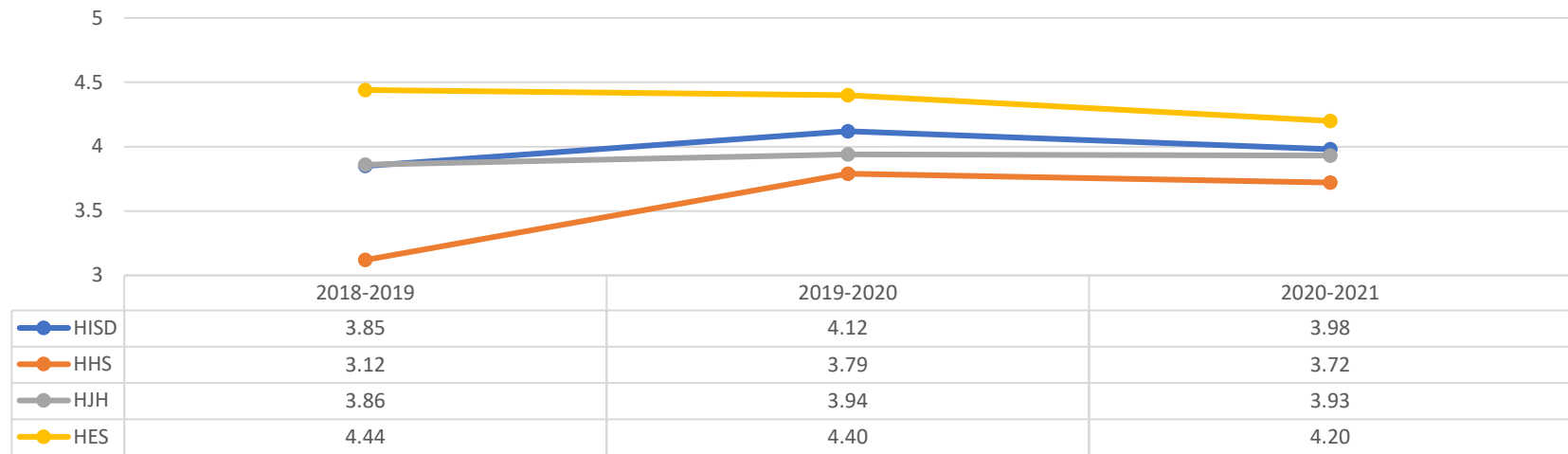
Students generally take care of and respect their own property and that of other students.



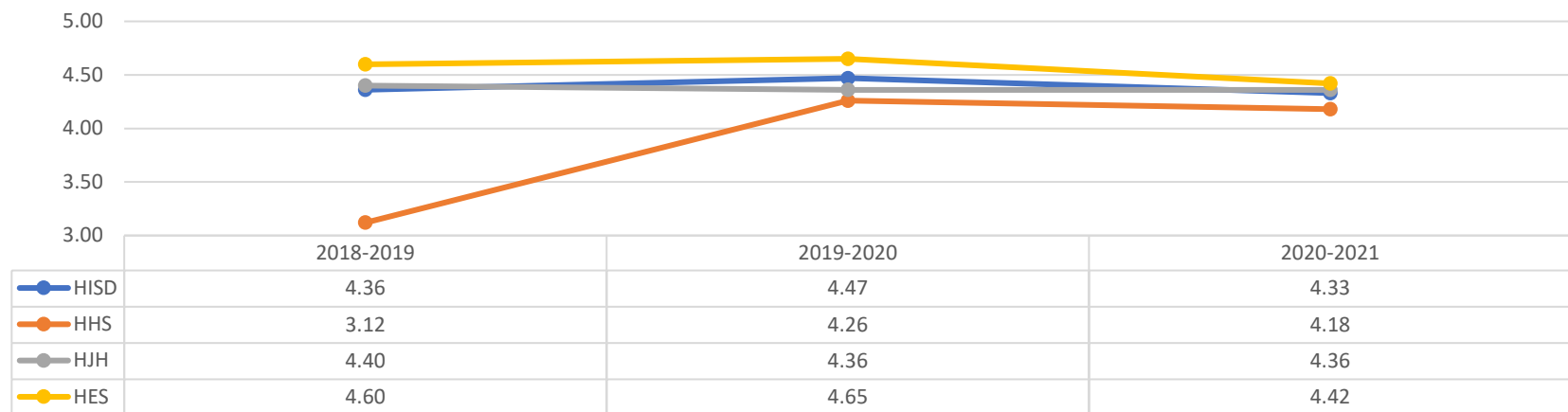
Students feel safe at school.



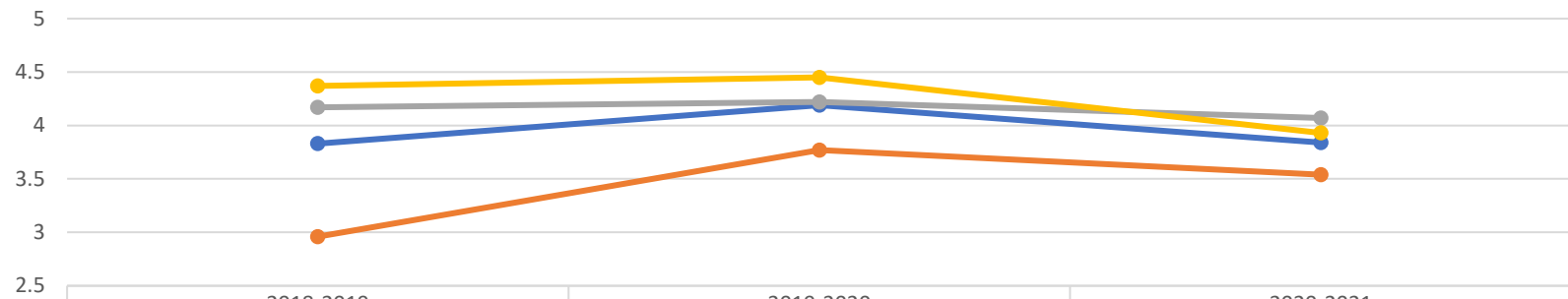
Teachers and students treat each other with respect.



The district gives honors, awards, and other forms of recognition to students for academic achievement.



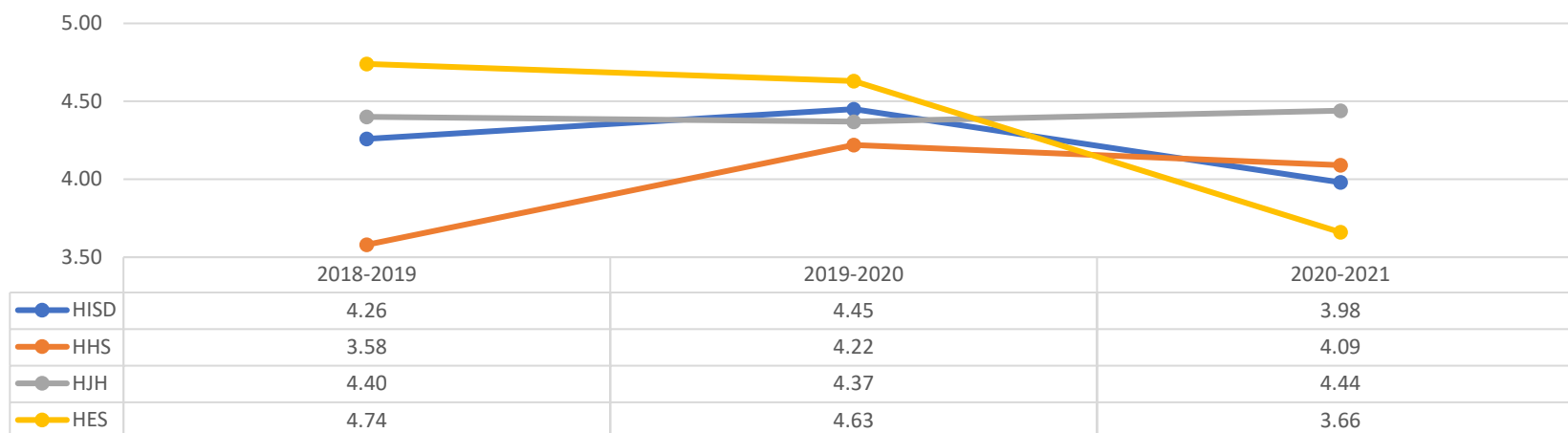
The district has good teacher morale.



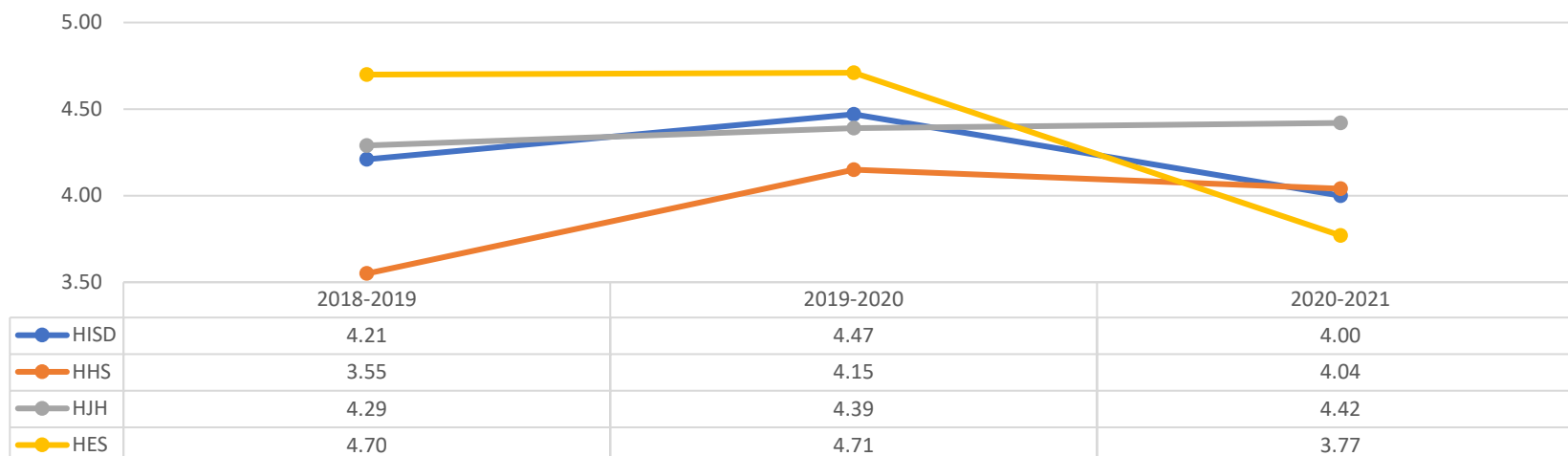
	2018-2019	2019-2020	2020-2021
HISD	3.83	4.19	3.84
HHS	2.96	3.77	3.54
HJH	4.17	4.22	4.07
HES	4.37	4.45	3.93

Leadership and Mission

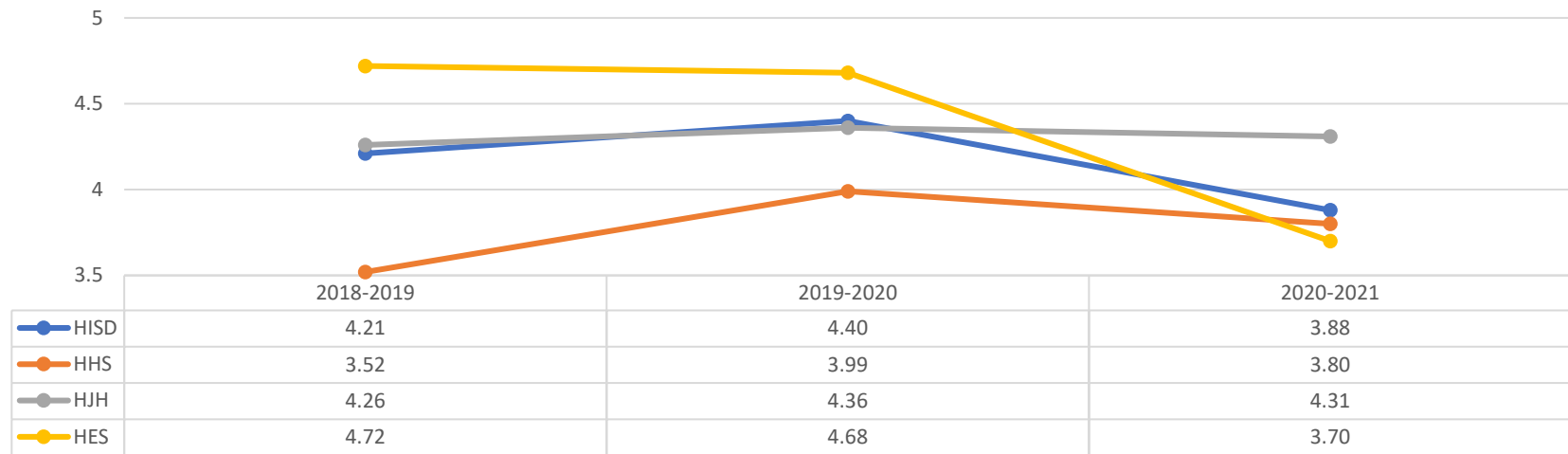
The principal has a high level of visibility.



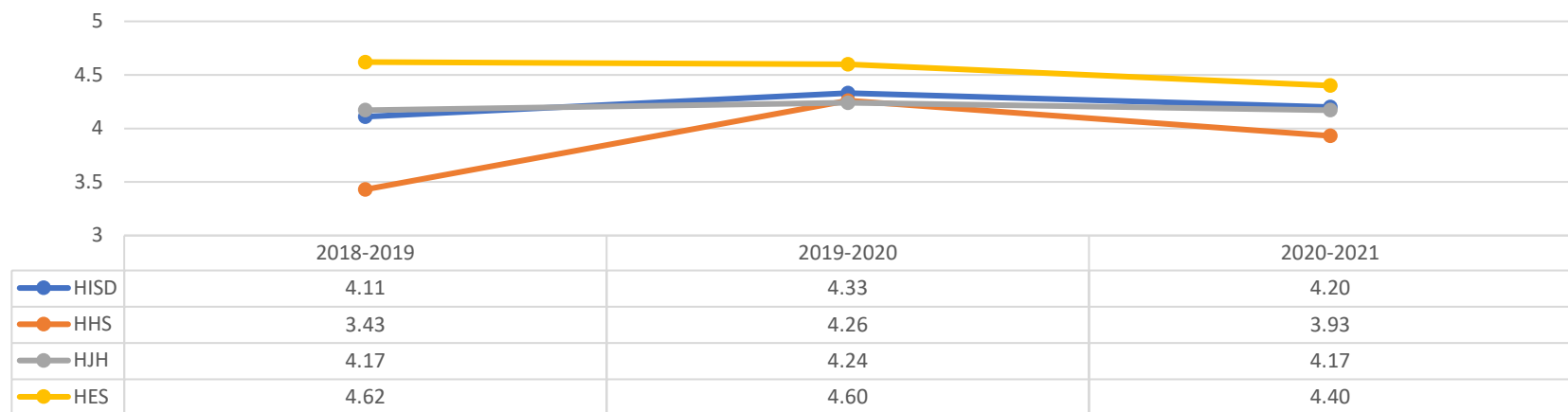
The principal takes an active interest in well-being of both teachers and students.



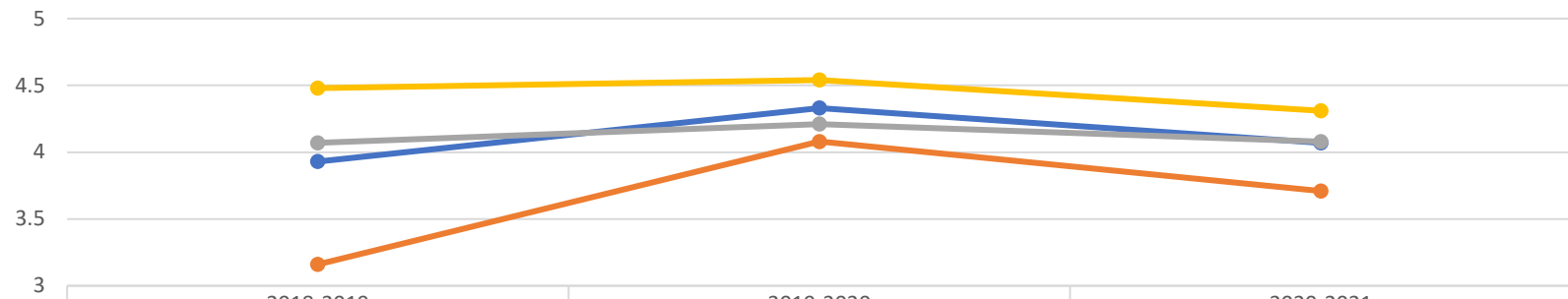
The principal provides leadership for continuous school improvement.



The district has staff members who believe they can help all students learn and take responsibility for learning outcomes.



Teachers work together on common issues and goals.



	2018-2019	2019-2020	2020-2021
HISD	3.93	4.33	4.07
HHS	3.16	4.08	3.71
HJH	4.07	4.21	4.08
HES	4.48	4.54	4.31

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

**Business
Representatives
and Community
Members**

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Meetings	A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
Public Meetings	The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. <i>Education Code 11.252(e)</i>
Communications	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. <i>Education Code 11.252(e)</i>
Consultation	A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. <i>Education Code 11.252(f)</i>
Responsibilities	The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. <i>Education Code 11.252(a)</i> [See District Improvement Plan at BQ(LEGAL)]
District Plan	Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. <i>Education Code 7.065(e)</i>
Dropout Prevention Review	<p>A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:</p> <ol style="list-style-type: none">1. The results of the audit of dropout records;2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none">a. Do not complete the program,b. Complete the program but do not take the high school equivalency examination, or

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- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

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District Advisory Team	In compliance with Education Code 11.251, the District Advisory Team shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The team shall serve exclusively in an advisory role except that the team shall approve staff development of a Districtwide nature.
Chairperson	The Superintendent shall be the Board's designee and shall name the chairperson of the team from among the team's members. The Superintendent shall meet with the team periodically.
Meetings	The chairperson of the team shall set its agenda and shall schedule at least one meeting per year; additional meetings may be held at the call of the chairperson.
Communications	<p>The Superintendent or designee shall ensure that the District-level team obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication may include, but are not limited to:</p> <ol style="list-style-type: none">1. Articles regarding the work of the team in District and campus publications or on the District's Web site.2. News releases to the local media regarding the work of the team.3. Periodic reports on the work of the team that may be posted on campus bulletin boards.
Composition	The team shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
Professional Staff	<p>Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the team.</p> <p>At least one campus-based nonteaching professional representative shall be nominated and elected by all professional staff.</p> <p>At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.</p>
Parents	The team shall include at least two parents of students currently enrolled in the District, selected in accordance with administrative

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	<p>procedures. The Superintendent shall, through various channels, inform all parents of District students about the team's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]</p>
Community Members	<p>The team shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.</p>
Business Representatives	<p>The team shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.</p>
Elections	<p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the team. [See DGA]</p> <p>The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the team shall be held in the fall of each school year at a time determined by the Board or its designee. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.</p>
Terms	<p>Representatives shall be elected or selected annually and shall be limited to two consecutive terms on the team.</p>
Vacancy	<p>If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.</p>
Other Advisory Groups	<p>The existence of the District-level team shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.</p>

**Sexual Abuse,
Trafficking, and
Maltreatment
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)*

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

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

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or
Neglect

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

Other Maltreatment

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

Trafficking of a
Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(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 FFEB]

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 4, 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(b)(1)–(2)

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. *Family Code 261.405(a)(4)(A), (b)*

Immunity from Liability

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

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

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. *Family Code 261.107(a)*

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. *Penal Code 39.06*

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. *Family Code 261.201(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *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, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code

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21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–
(f). 19 TAC 249.15(b)(4)

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school.

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. 19 TAC 61.1051(b)

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. 19 TAC 61.1051(b)(1)

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

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

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. 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; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

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

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

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3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

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

Required Poster

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

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline web-site](https://www.txabusehotline.org/)¹ for more information on reporting abuse, neglect, and exploitation.

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

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

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

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**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child

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and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

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and disclosed only in accordance with the rules of the investigating agency.

Immunity

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

**Failing to Report
Suspected Child
Abuse or Neglect**

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

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

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

**Responsibilities
Regarding
Investigations**

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

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

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

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

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Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must:

1. 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
2. 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 37.083, .0831 [See BQ]

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083 [See BQ]*

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681 [See also FB regarding Title IX]*

Designation of
Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

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Parties Entitled to Notice The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication Requirements A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

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

Complaint
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual
Harassment

Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Consent" is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment

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against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines

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or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

*Deliberate
Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education
Program or
Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator
Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

*Supportive
Measures
Required*

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

*Constitutional
Restrictions*

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title

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IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

*Response to a
Formal Complaint*

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

*Emergency
Removal*

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

*Administrative
Leave*

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures

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against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;
4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably

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prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

*Notice of
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known;

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- b. The conduct allegedly constituting sexual harassment;
and
- c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

*Dismissal of a
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

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*Consolidation of
Formal
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party’s voluntary, written consent to do so for a Title IX formal complaint (if a party is not an “eligible student,” as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a “parent,” as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding

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the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior

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sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

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*Implementation
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent

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with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials

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available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

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Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

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

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

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

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

**Prohibited
Harassment**

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

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

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

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

Sexual Harassment
By an Employee

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

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

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

By Others

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

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

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2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

Definition of District
Officials

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

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**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

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

**Investigation of
Reports Other Than
Title IX**

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

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

Initial Assessment

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

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

Interim Action

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

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

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<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 disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

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

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

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

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

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

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

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

False Claim

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

Records Retention

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

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

**Access to Policy and
Procedures**

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

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Scot Clayton
Position: Superintendent
Address: 1801 East Crafton, Henrietta, TX 76365
Email: [Title IX coordinator](mailto:scot.clayton@henrietta-isd.net) (scot.clayton@henrietta-isd.net)
Telephone: (940) 720-7900

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Paige Liggett
Position: 504/Testing Coordinator
Address: 1801 East Crafton, Henrietta, TX 76365
Email: [ADA/Section 504 coordinator](mailto:paige.liggett@henrietta-isd.net) (paige.liggett@henrietta-isd.net)
Telephone: (940) 720-7900

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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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- 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. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. 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;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. 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;
7. 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; and
8. 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.).

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 Web site to the extent practicable.

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**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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

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.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.