

Agenda of Regular Meeting

The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held August 10, 2020, beginning at 6:30 PM Westwood High School
1820 Panther Blvd.
Palestine, Texas 75801.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to COVID-19 coronavirus, the meeting will be conducted by video-conference. At least a quorum of the Board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.123 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

An electronic copy of the agenda packet is attached to the online notice www.westwoodisd.net
Members of the public who desire to address the Board regarding an item on this agenda must comply with the following registration procedures: send a request through Zoom Chat from 6:15 pm – 6:30 pm the day of the meeting. Including name and topic.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **Public Comments/AUDIENCE PARTICIPATION {Policy BED (Local)}**
6. **Action Item**
 - A. Board to consider and approve the agenda as presented
7. **INFORMATION ITEMS**
 - A. Finance Update
Presenter: Kyle Penn

Finance Update

Budget YTD

Kyle Johnson

8/10/2020



Topics

- Budget Year-to-Date
 - 2019-2020 Revenue Projections and Expenses
 - Staying within the adopted budget
- 2020-2021 Budget Preparation

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#WWEnergyBus

Function - % YTD compared to previous 2 years same time

Function	17-18	18-19	19-20
199 E 11 Instruction	99.25	97.42	87.93
199 E 12 Library	101.15	83.63	94.00
199 E 13 Curriculum	101.22	91.66	88.37
199 E 23 Campus Leadership	96.92	98.49	92.3
199 E 31 Counseling	93.5	97.61	77.36
199 E 33 Health Services	86.97	94.76	89.2

Function	17-18	18-19	19-20
199 E 34 Transportation	95.38	95.08	80.86
199 E 36 Extracurricular	101.7	96	89.02
199 E 41 General Administration	99.14	97.81	92.24
199 E 51 Maintenance	102.5	95.81	80.54
199 E 52 Safety and Security	100.9	79.01	70.91
199 E 53 Technology	89.1	95.71	86.26



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Salary - % YTD compared to last year same time

Function	17-18	18-19	19-20
199 E 11 Instruction	100.4	96.5	88.0
199 E 12 Library	101.2	94.5	93.9
199 E 13 Curriculum	101.3	91.6	87.8
199 E 23 Campus Leadership	97.4	99.1	95.4
199 E 31 Counseling	95.0	98.3	78.8
199 E 33 Health Services	87.6	95.6	91.2

Function	17-18	18-19	19-20
199 E 34 Transportation	91.5	91.3	71.8
199 E 36 Extracurricular	104.0	94.7	86.1
199 E 41 General Administration	98.2	101.5	94.1
199 E 51 Maintenance	102.0	91.9	90.2
199 E 53 Technology	84.5	93.3	81.9



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Projected Revenues & Conclusion

- We will be able to stay within the budget to complete the year
- Final budget amendment presented during August 27 meeting
- Additional recognized revenue will go into fund balance after the audit

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2020-2021 Budget Preparation

- Continued verification of special programs and individual line-items to refine the budget
- Notice of public hearing will be sent into Palestine Herald Press this week
- August 27th: Public hearing for budget.
 - Adopt Budget and Tax Rate
 - Final Amendment

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Code	Source		
3700	Fund Balance, Roll-forward	\$0.00	
5700	Local Sources	\$5,566,700.00	
5800	State Sources	\$10,410,425.00	
5900	Federal Sources	\$0.00	
		\$15,977,125.00	
	Source		
11	Instruction	\$8,094,097.00	50.66%
12	Instructional Resources	\$168,570.00	1.06%
13	Curr & Personnel	\$354,428.00	2.22%
21	Instructional Administration	\$63,216.00	0.40%
23	School Administration	\$1,047,614.00	6.56%
31	Guidance and Counseling	\$320,797.00	2.01%
33	Health Services	\$155,349.00	0.97%
34	Pupil Transportation	\$857,783.00	5.37%
35	Child Nutrition Services	\$0.00	0.00%
36	Extra/Co-Curricular	\$1,121,594.00	7.02%
41	General Administration	\$747,666.00	4.68%
51	Plant Maintenance	\$1,898,664.00	11.88%
52	Security & Monitoring	\$23,348.00	0.15%
53	Data Processing	\$597,999.00	3.74%
81	Construction & Acquisition	\$0.00	0.00%
93	Special Ed. Co-op	\$416,000.00	2.60%
99	Tax Appraisal & Collection	\$110,000.00	0.69%
		\$15,977,125.00	100.00%
		\$0.00	0.00%



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Questions?

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B. Acknowledge Employee Handbook for the 2020-2021 school year

Westwood ISD Agenda Item Information

Meeting Date: August 10, 2020

Subject: Westwood ISD 2020-2021 Employee Handbook

Administrator Responsible: Wade Stanford

Summary: The 2020-2021 Employee Handbook has limited changes form the previous year. All changes are highlighted for your convenience.

Administration's Recommendation: The Administration recommends the acknowledgement of the 2020-2021Employee Handbook.

Board Approval Required

XYES

NO

Westwood ISD

2020–2021 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email jlcorley@westwoodisd.net.



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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Westwood ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Electronic format may be accessed on the district website under the “For Employees” tab, and then clicking on the “Employee Handbook”

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Westwood ISD Administration Office if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to jlcorley@westwoodisd.net

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to jlcorley@westwoodisd.net.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at <https://pol.tasb.org/Home/Index/122>

District Information

Mission Statement, Goals, and Objectives

Policy AE

Vision

Westwood ISD...

Where Panthers excel today and lead tomorrow

Mission

Westwood ISD

We prepare future ready students in a positive and engaging educational environment.

Beliefs

We believe:

- In academic excellence for all students
- In developing leaders at all levels
- Every person is a leader - they lead where they are
- Our students want to excel and have pride in accomplishments
- Pride and tradition are foundational to our success
- Students have a place to belong
- Parental involvement is welcome and parents are encouraged to have a voice
- Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
- In being the best
- We are all a part of the Panther family

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by single-member district and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Leonard Armstrong
- Mike Bentley
- Dr. Carolyn Booker
- Mike Kelly
- Craig Nivens
- Dr. Don Rice
- Ronnie Stanhope

The board usually meets the second Monday of each month at the High School Drama Lab/Fine Arts/Science room. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and Westwood ISD Administration Office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

Monday	August 10, 2020
Monday	September 14, 2020
Monday	October 19, 2020
Monday	November 16, 2020
Monday	December 14, 2020
Monday	January 11, 2021
Monday	February 8, 2021
Monday	March 8, 2021
Monday	April 19, 2021
Monday	May 10, 2021
Monday	June 14, 2021
Monday	July 12, 2021

Administration

**Westwood ISD Administration Office
4524 W. Oak
Palestine, Texas 75801
903-729-1776**

**Superintendent
Wade Stanford**

**Assistant Superintendent of Curriculum & Instruction
Christine Bedre**

**Assistant Superintendent of Finance & Operations
Kyle Johnson**

**Director of Federal & Special Programs
Tiffany Carwell**

**PEIMS Director
Mindy Place**

**Director of Transportation
Philip Nedbalek**

**Director of Maintenance
Joshua Shultz**

**Director of Technology
Edwin Schuessler**

**Director of Athletics
Richard Bishop**

**CTE & Testing Coordinator
Kelly Green**

School Calendar

https://www.westwoodisd.net/apps/pages/2020-2021_Calendar

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

School Directory

**Westwood High School
1820 Panther Blvd.
903-729-1773**

**Principal
Scott Nettles**

**Assistant Principal
Jennifer Thomason**

**Counselor
Jeffery Tauber**

**Westwood Junior High
1801 Panther Blvd.
903-723-0423**

**Principal
Sonya Brown**

**Assistant Principal
Amy Harrison**

**Counselor
Debbie Coates**

**Westwood Elementary
2305 Salt Works Rd.
903-729-1771**

**Principal
Shinnitta Foreman**

**Assistant Principal
Brendan May**

**Counselor
Amber Linam**

**Westwood Primary
1701 W. Point Tap
903-729-1774**

**Principal
Rosa Perez**

**Assistant Principal
Charlotte May**

**Counselor
Tonya Morris**

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Westwood ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Wade Stanford, Superintendent, 4524 W. Oak St. Palestine, TX 75801, wstanford@westwoodisd.net, and 903-729-1776*. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *[Tiffany Carwell, Director of Federal & Special Programs, 4524 W. Oak St. Palestine, TX 75801, tncarwell@westwoodisd.net, and 903-729-1776*.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Westwood ISD Administration Office in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Wade Stanford when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact human resources if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact human resources if you have any questions regarding reverification of employment authorization.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Director of Transportation.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to the curriculum department by appropriate.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 1st. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page [17](#) for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call human resources.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside

employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Westwood ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from curriculum department.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page [redacted].)

All employees will receive written notice of their pay and work **schedules before the first pay date of the school year**. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact human resources for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried and hourly employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization.

The schedule of pay dates for the 2020–2021 school year follows:

Pay Period	Due Date	Pay Date	Pay Day
08/09/2020-09/05/2020	09/08/2020	09/25/2020	Tuesday
09/06/2020-10/03/2020	10/05/2020	10/23/2020	Friday
10/04/2020-10/31/2020	11/02/2020	11/20/2020	Friday
11/01/2020-12/05/2020	12/07/2020	12/18/2020	Friday

12/06/2020-01/02/2021	01/04/2021	01/22/2021	Friday
01/03/2021-02/06/2021	02/08/2021	02/25/2021	Thursday
02/07/2021-03/06/2021	03/08/2021	03/25/2021	Thursday
03/07/2021-04/03/2021	04/05/2021	04/23/2021	Friday
04/04/2021-05/01/2021	05/03/2021	05/25/2021	Tuesday
05/02/2021-06/05/2021	06/07/2021	06/25/2021	Friday
06/06/2021-07/03/2021	07/05/2021	07/23/2021	Friday
07/04/2021-08/07/2021	08/09/2021	08/25/2021	Wednesday

Automatic Payroll Deposit

Employees must have their paychecks electronically deposited into a designated account. A notification period of two weeks is necessary to activate this service. Contact the payroll department for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions

approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01am Sunday and ends at midnight Saturday.

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 30 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee **is** required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and Assistant Superintendent of Finance and Operations must give approval. For approved travel,

employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district, **per the state comptroller's office**. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

- Hourly employees must submit time off under “school business”, which covers scheduled work hours and driving time.

One Day Travel

- All Time spent traveling as part of a one-day work assignment or training in another location is compensable even if this time occurs outside the normal work schedule. However, time spent traveling from home to the local airport, bus depot, mass transit center, or other point of departure is not compensable. Meal time or travel time to and from lunch during the one-day assignment or training is not compensable if no work is performed. (29 C.F.R. Section 785.38)

Overnight Travel

- For overnight trips, compensable time depends on the nature of the travel and the time it occurs. If the traveling occurs during normal working hours, the time is compensable, even if it occurs during nonworking days (Saturday, Sunday, or holidays). Traveling as a passenger on an airplane, train, bus, or in an automobile is not compensable time if it occurs outside of normal working hours, unless the employee is required to perform work while traveling. (29 C.F.R. Section 785.39)
- If an employee is driving a vehicle, the time is compensable regardless of when the travel occurs. Meal periods or periods when the employee is sleeping are not compensable. (29 C.F.R. Section 785.41)
- Whether an employee must be compensated for time spent on-call or waiting to work depends on the degree of freedom given to the employee. (29 C.F.R. Section 785.17) For example, if a bus driver arrives at the stadium and is told to remain with the bus during the activity to safeguard district and student properties, the employee will be considered working. On the other hand, if the bus driver is told upon arrival to return in five hours and is free to use those hours at his or her discretion, the time will not be considered work time.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance

premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact human resources for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs can be paid by payroll deduction. Employees should contact human resources for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your supervisor, and then to human resources. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page [redacted] for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact human resources.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify human resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page [redacted] for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call human resources for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in whole and ½ day increments. Earned comp time must be used before any available paid state and local leave. Paid state and local leave will be used in the following order:

- Local leave
- State sick leave accumulated prior to the 1995-1996 school year
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

- Exhausting leave and going into “dock” status is a violation of leave policy and may result in disciplinary action, including termination or nonrenewal, if not on district approved leave.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee’s household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification. Any employee, who is absent more than three days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee’s unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee’s usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee’s discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three days in advance of the anticipated absence. The effect of the employee’s absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Discretionary use of leave shall not be allowed on the day before a school holiday, the day after a school holiday, days scheduled for end-of semester or end-of-year exams, days scheduled for state-mandated assessments, or professional or staff development days.

Any employee, who is absent the day before or after a holiday, because of a personal or family illness, must submit a medical certification from a qualified healthcare provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee’s final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in whole or ½ day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers’ compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee’s immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

In addition to the state minimum personal leave, the District shall provide four (4) additional days per year. This leave is earned at a rate of 1/2 day for every 22.5 days worked. This leave does not accumulate. The Board of Trustees will set a rate of pay for unutilized local leaves during the annual budget development process.

Sick Leave Pool

The district has adopted a policy for the establishment of a sick leave pool in order to assist employees who are suffering from personal catastrophic illness or injury, or illness or injury in the immediate family. Pooling may be requested when leave exhausts state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool. Requests for a sick leave pool recommendation must be made by employee's immediate supervisor, in writing to the superintendent for approval. For more information on the specific details of this policy, please refer to DEC Local, which is located in the district policy manual in the Westwood ISD Administration office.

POLICY DEC
(LOCAL)

SICK LEAVE POOL The District sick leave pool shall be established from voluntary donations by the District staff to assist a fellow employee suffering from personal catastrophic illness or injury or illness or injury in the immediate family. Pooling may be requested when an employee has exhausted his or her state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool.

ESTABLISHMENT A request for the establishment of a sick leave pool shall be made in writing to the Superintendent. The Superintendent shall then initiate the sick leave pool for the employee and notify District staff.

CONTRIBUTIONS The sick leave pool shall be composed of voluntary contributions by District staff for a specific individual and donated days

shall be designated to a specific pool. No staff member shall be allowed to contribute more than three of his or her local leave days per school year. A maximum of 30 days may be contributed to an individual sick leave pool.

CESSATION OF SICK LEAVE POOL The sick leave pool shall cease to exist when the employee returns to work, or when each voluntary donation reaches the three-day maximum and the pool is exhausted. Unused sick leave pool days shall revert to the donor and shall be divided in increments of no less than one-half days. No general pool shall remain in existence.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period

- A rolling 12-month period measured backward from the date an employee uses any FMLA leave.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or

injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA (LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact human resources for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the campus principal or immediate supervisor and the superintendent or the superintendent's designee should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to immediate supervisor, and human resources.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Approved leave for death in the immediate family shall be for no more than five workdays for each occurrence, subject to the approval of the District. **Employee must use allotted state or local days.**

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's

position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in authorized training or duty orders by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably

discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact human resources. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact human resources for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the Westwood ISD Administration office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page [REDACTED] for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;

- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=DIA&filter=DIA>

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. 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 based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page [redacted] and *Bullying*, page [redacted] for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=DHB&filter=DHB>

<https://pol.tasb.org/Policy/Code/122?filter=FFH&filter=FFH>

Reporting Suspected Child Abuse

Policies DG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the

information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <https://www.westwoodisd.net/>. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected

has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district’s acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the Director of Technology.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district’s students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee’s use of electronic communications interferes with the employee’s ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee’s page, including content added by the employee, the employee’s friends, or members of the public who can access the employee’s page, and for web links on the employee’s page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee’s personal social network page(s) using the district’s computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district’s logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written

approval from the employee’s immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.

- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH (EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who

claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who

communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district email address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
 - The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
 - The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:30 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
 - The employee does not have a right to privacy with respect to communications with students and parents.
 - The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]

- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Alcohol and Drug-Abuse Prevention

Policy DH

Westwood ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

<https://pol.tasb.org/Policy/Code/122?filter=DH&filter=DH>

<https://pol.tasb.org/Policy/Code/122?filter=DI&filter=DI>

Tobacco Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions

- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or

coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Director of Facilities.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all

persons, employees who observe or suspect a violation of the district’s weapons policy should report it to their supervisor or call Westwood ISD Administration Office immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building’s main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district’s management plan is kept in the maintenance office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district’s integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at each campus. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Other Topics

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, **social media accounts** and notify the following radio and television stations:

**KBHT – 93.5 KOYA – 96.7 KWRW – 97.7 KYYK – 98.3 KNET – 1450 KLTV – Ch. 7
KETK – Ch. 5**

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the campus/department secretary on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact accounts payable for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the human resource office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Westwood ISD Administration Office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to human resources. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. Each campus is responsible for scheduling the use of facilities after school hours. Contact campus principal to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the campus principal, or immediate supervisor. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page [REDACTED]. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in of the same act.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to campus principal, or immediate supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's

certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page [redacted].)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Westwood ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Wade Stanford, Superintendent, 4525 W. Oak St. Palestine, TX 75801, wstanford@westwoodisd.net and 903-729-1776, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Tiffany Carwell, Director of Federal & Special Programs, 4524 W. Oak St. Palestine, TX 75801, tncarwell@westwoodisd.net, and 903-729-1776 the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen[®]), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=FFI&filter=FFI>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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C. 2019-2020 End of year fundraiser summaries

FUNDRAISERS
2019
AUGUST-DECEMBER
FALL

PRIMARY

ELEMENTARY

JR. HIGH

HIGH SCHOOL	CHICK-FIL-A (BAND BOOSTER)	1,264.47
	NOISE MAKERS (CLASS OF 2022)	400.00

FUNDRAISERS

2019

AUGUST-DECEMBER

FALL

PRIMARY

	FUNDRAISER	GROSS TOTAL SALES				
PRIM						
PRIM						

ELEMENTARY

	FUNDRAISER	GROSS TOTAL SALES				
ELEM						
ELEM						
ELEM						

JR. HIGH

	FUNDRAISER	GROSS TOTAL SALES				
JRH						
JRH						

HIGH SCHOOL

	FUNDRAISER	TOTAL SALES				
HS	CHICK-FIL-A (BAND BOOSTER)	\$1,264.47	-	-	-	
HS	NOISE MAKERS- HOME FOOTBALL GAMES (CLASS OF 2022)	\$400.00				

FUNDRAISERS

2020

FUNDRAISERS

2020

JANUARY-JUNE

SPRING

PRIMARY

ELEMENTARY

JR. HIGH

HIGH SCHOOL

CHOCOLATE COVERED STRAWBERRIES (CLASS OF 2021)

\$448.56

YOUTH SUPPORTERS

\$1,492.00

JANUARY-JUNE

SPRING

PRIMARY

	FUNDRAISER	GROSS TOTAL SALES				

ELEMENTARY

	FUNDRAISER	GROSS TOTAL SALES				

JR. HIGH

	FUNDRAISER	GROSS TOTAL SALES				
JRH						

HIGH SCHOOL

	FUNDRAISER	GROSS TOTAL SALES				
HS	CHOCOLATE COVERED STRAWBERRIES (CLASS OF 2021)	\$448.56				
HS	YOUTH SUPPORTERS	\$1,492.00				
HS						
HS						
HS						
HS						
S						

D. Acknowledge student handbooks for the 2020-2021 school year

Westwood ISD



Student Handbook 2020–2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at ask@westwoodisd.net or (903) 729-1776.

Westwood ISD Student Handbook

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Westwood ISD Student Handbook

Preface Parents and Students:

Welcome to the 2020-2021 school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Westwood ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Westwood ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.westwoodisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any Westwood School office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in Westwood ISD Administration Office.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

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- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact Brenda Bing.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the central office at (903) 729-1776 or email ask@westwoodisd.net

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Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media

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platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

For the following school-sponsored purposes - all District publications and announcements - directory information shall include student name, address, telephone listing, electronic mail address, photograph, grade level, enrollment status, honors and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

For all other purposes, directory information shall include student name, telephone listing, photograph, grade level, honors and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. **Note:** Review **Authorized Inspection and Use of Student Records** on page .

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;

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- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

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State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Westwood ISD requires Health, of all students at the 8th grade level, for high school credit.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

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Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

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Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,

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- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page , are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

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Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.
 - Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's

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office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page .]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal or assigned designee is custodian of all records for currently enrolled students at the assigned school. The principal or assigned designee is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 4524 W. Oak, Palestine, TX, 75803.

The address of the principal's office is:

Westwood Primary, 1701 W. Point Tap Rd, Palestine, TX 75803

Westwood Elementary, 2305 Salt Works Rd, Palestine, TX 75803

Westwood Junior High, 1801 Panther Blvd, Palestine, TX 75803

Westwood High School, 1820 Panther Blvd, Palestine, TX 75803

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and

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include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences** on page , **Complaints and Concerns** on page , and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.westwoodisd.net.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page , and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **A Student in Foster Care** on page .]

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A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **Students who are Homeless** on page .]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student

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needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Anderson County Special Education Co-op (903) 876-3685.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,

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- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is

Westwood Primary School: Counselor – Tonya Morris at (903)729-1774

Westwood Elementary School: Counselor – Amber Linam at (903)729-1771

Westwood Junior High: Counselor – Debbie Coates at (903)723-0423

Westwood High School: Counselor – Jeffery Tauber at (903)729-1773

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page .]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page and **Special Programs** on page .]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page and policy FB for more information.]

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Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

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Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

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Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Mindy Place. For any questions about student absences, parents should contact the facilitator or

The truancy prevention facilitator for each campus is:

Westwood Primary School: Andrea Johnson (903)729-1774

Westwood Elementary School: Amanda Kizer (903)729-1771

Westwood Junior High: Kay Drees (903)723-0423

Westwood High School: Edna Stanhope (903)729-1773

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

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Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

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Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 2nd period. Primary and Elementary official attendance is taken every day at 9:30 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

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Accountability under State and Federal Law (All Grade Levels)

Westwood ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.westwoodisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Contact the campus principal for information about this opportunity.

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Awards and Honors (All Grade Levels)

Westwood High School publishes three documents each year that are given to each student. The Student Handbook and the Student Code of Conduct are published prior to the start of school. The Course Selection Guide will be published during the spring semester, which contains the bulk of information regarding academics for high school students. The following topics may be found in the Westwood High School Course Selection Guide.

1. Advanced Courses
2. Special Programs
3. Academic Awards
4. Career and Technology Education
5. Credit by Exam
6. Grade Point Equivalency Scale
7. Grading System
8. Grade Classification
9. Grade Point Averages
10. Transfer Grades
11. Grade points for Modified Classes
12. Eighth Grade Courses for High School Credit
13. Dual Credit Enrollment
14. Concurrent Enrollment
15. Correspondence Courses
16. Graduation
17. Top Ten Requirements
18. Valedictorian and Salutatorian
19. Honor Graduates
20. Class Ranking

Academic Programs

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 29 of this handbook and policy EIF.]

National Honor Society/National Junior Honor Society/Elementary

Membership is open to any student in the 10th, 11th and 12th grade enrolled in a school with a National Honor Society Chapter. Students in the 8th grade may also be eligible for the National Junior Honor Society. Students must be enrolled in the school for a period equivalent to one

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semester prior to being inducted into the society, and must meet the scholarship requirement. The minimum grade point average of 85 is required for membership. The grade point average used to determine eligibility usually includes the cumulative total of those, which count toward graduation from High School. A faculty council elects members to the National Honor Society/Junior Honor Society, which consist of five faculty members appointed by the campus principal. The NHS/JHS faculty council may remove students who do not fulfill the duties of the National Honor Society or the Junior Honor Society. A criterion for membership is based on scholarship, service, leadership, and character.

At Westwood Elementary, the following is required:

- A student enrolled in grade 4, 5 or 6 for a minimum of one semester (fall)
- A minimum or higher score on all previous STAAR tests
- A grade of 90% or higher in all subject areas during each grading period for the previous semester
- A satisfactory or better conduct grade in all classes
- A completed essay which addresses the prompt, "My Future as a Leader"
- A teacher recommendation
- A completed parent permission form

The NEHS faculty council may remove students who do not fulfill the duties of the National Elementary Honor Society. A criterion for membership is based on scholarship, service, leadership, and character.

Bullying (All Grade Levels)

Bullying is defined in state law as 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:

- 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as 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

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- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by submitting a message on the district tip line on the www.westwoodisd.net website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

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The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page .]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page , **Dating Violence, Discrimination, Harassment, and Retaliation** on page , **Hazing** on page , policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture
- Food & Natural Resources
- Arts
- Audio Video Technology and Communication
- Business Management, Administration, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services

WISD provides opportunities for all students to develop and demonstrate the knowledge and skills necessary to read, write, compute, solve problems, think critically, apply technology, and communicate across all subject areas, through a rigorous Career and Technology Education (CTE) program. Through a selected career pathway students will have the opportunity to take courses to earn college credit while preparing them for chosen careers. Students are encouraged to follow a coherent sequence of courses for a specific career pathway beginning in the 8th grade and continuing through the 12th grade to a two or four-year college. WHS offers several career clusters and programs of study in each of the career clusters that students can choose from to prepare for high skill, high demand, and high wage jobs beyond high school. A career cluster is a grouping of occupations based on commonalities, helps students choose courses that can prepare them for careers in the future. A program of study is a recommended sequence of coursework based on a student's interest or career goal.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil

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Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page .]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.westwoodisd.net .Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;

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- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

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- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

Information regarding class rank/highest ranking student may be found in the WISD Course Description Guide which is located online at www.westwoodisd.net. [For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

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[See **Class Rank/Highest-Ranking Student** on page for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Trinity Valley Community College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone

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number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.westwoodisd.net. The complaint forms can be accessed *online at* www.westwoodisd.net or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.westwoodisd.net and is listed below:

Assistant Principal, Westwood Primary School, (903)729-1774

Assistant Principal, Westwood Elementary, (903)729-1771

Sonya Brown, Westwood Junior High, sbrown@westwoodisd.net, (903) 723-0423

Scott Nettles, Westwood High School, ssnettles@westwoodisd.net, (903) 729-1773

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

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Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should stop by the campus counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page , and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page .]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

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- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent give written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office, or on the district's website at www.westwoodisd.net. [See policy FFH for more information.]

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

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- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

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Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a 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.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to

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determine whether the allegations, if proven, constitute bullying, as defined by law and policy FF1. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are Plato Courseware.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit

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in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page .] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Student's should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

The student dress code is set by the School Board of Trustees and reflects the standards of the school district and the community. The Westwood ISD has a very stringent student dress code, and it is strictly enforced. It is the responsibility of the student and the parents to ensure that the student's attire and grooming meet the standards of the student dress code. If a parent or student has a question about a particular garment or grooming method, they should contact school administration prior to wearing the garment or changing their appearance to check for

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acceptability. Time spent out of class for violations of the dress code shall be considered unexcused.

Not every situation can be covered in the dress code guidelines. Therefore, school administrators have the right to determine whether any attire or grooming is disruptive or detrimental to the learning process or does not meet community standards. In all cases, final decisions on the appropriateness of school dress rests with the campus administration. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, consequences will be applied. Repeated offenses may result in more serious disciplinary action.

Westwood ISD Dress Code

SHIRTS AND BLOUSES:

1. Collared polo, oxford style shirt, or WISD Spirit shirt. Short or long sleeve. No sheer material.
2. Male students must wear shirts tucked in with belts at all times
3. Logos are restricted to manufacturer's professional embroidered logos.
4. No exposed midriffs or cleavage
5. Undershirts must be any solid color
6. No crop tops, halter-tops or blouses that reveal skin at the midriff or cleavage, spaghetti straps less than a 2 inches, or "see through"/"see in" clothing
7. No clothing items with pictures, emblems, and/or writings that are lewd, offensive, vulgar, obscene, or racial in origin or clothing that exhibits connotations that allude to the aforementioned.
8. No clothing items that advertise or depict tobacco products, alcoholic beverages, drugs, or any substance prohibited by policy.
9. No clothing item or style that may be construed as gang related
10. No muscle shirts or tank tops. Sleeves are required for boy's shirts
11. No clothing that is excessively tight

SWEATSHIRTS, VESTS, SWEATERS AND HOODIES

1. Must be appropriately sized in the shoulders, sleeves and length and must be worn over an approved shirt or blouse and collar must be visible
2. Approved WISD or college logo are also permissible

OUTERWEAR

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1. Coats and jackets must fit and not be excessively long
2. No wearing of caps, hats, bandannas, curlers, sweatbands, hoods, “do-rags”, picks or combs or other head ornaments inside the building. These items can be confiscated by the principal/assistant principal.

PANTS, SHORTS AND CAPRIS

1. Must be solid: black, navy, denim, khaki
2. Worn at waistline
3. No wind shorts, spandex shorts or basketball shorts
4. No clothing that is excessively tight
5. No clothing with holes, shredded, or frayed areas

SKORTS, SKIRTS, JUMPERS AND POLO DRESSES

1. Must be solid: black, navy, denim, khaki
2. Worn at waistline
3. Shorts, dresses, or skirt length must fall not shorter than a dollar bill width from the knee when standing or walking in both the front and the back
4. No clothing that is excessively tight
5. No clothing with holes, shredded, or frayed areas

FOOTWEAR

1. Tennis shoes, western boots, loafers, sandals, flats, brown or black leather like shoes and boots are permitted. All footwear must have a back.
2. Shoes must be a matching pair and worn appropriately
3. No combat boots, shoes with wheels, flip flops, sliders, cleats, house shoes, moccasins, steel toed boots, or slippers

BELTS

1. Belts are appropriate in any style or color
2. Belts must be worn with belt-loops and must be visible and have no excessive length

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3. No pants, skirts, and shorts worn below or above the natural waistline. No (baggy, big bottom type), sagging pants or shorts. Material will be provided to hold pants or shorts at natural waistline. The shoes must be visible

DISTRICT PROHIBITS:

1. Any clothing associated with sleepwear, including house shoes, pillows, and pajamas
2. Earrings worn by male students
3. Earrings that are distracting or disruptive to the educational setting worn by female students
4. Visible decorative body scars, or tattoos must be covered while the student is in attendance at Westwood schools or any school related activity
5. Accessories that may be worn which are disruptive, draws inordinate attention to the individual student, or which presents a health or safety hazard to the student or others, including spike jewelry or chains
6. Students wearing any jewelry associated with the fad of body piercing while in attendance at Westwood Schools or any school related activity. Nose rings, nose studs, tongue spikes, eyelid rings, or any other jewelry associated with body piercing is forbidden
7. Facial hair (mustaches, beards, goatees, etc.) will be allowed as long as it is kept neatly trimmed – sideburns must not exceed the bottom of the earlobe
8. Hairstyles deemed a distraction or inappropriate by administration, including, but not limited to ponytails, tails, Mohawks, man buns, colored hair, hair beyond the top of the collar, below the ears, and below the eyebrows for male students and outrageous hair styles. Hair shall be clean and well-groomed and must be a natural shade. Hair must not be an obstruction to sight. All styles considered to be potentially inappropriate cannot be covered; therefore, the school administration will determine a particular style as approved or not approved.
9. Dark glasses inside the building, with the exception of prescription glasses
10. Pacifiers of any type

If a student violates the dress code, he/she will be subject to disciplinary action. The student will have to correct the violation immediately. If the student refuses or is unable to make the correction, they may be placed in ISS or sent home. If they are sent home, they will receive an unexcused absence.

The principal, in cooperation with the sponsor, coach, or other person in charge of any extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page .]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See [Graduation](#) on page and [Standardized Testing](#) on page .]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in

Commented [1]: Do we need to add in what All A and A/B honor roll is to be consistent across the campuses?
+rperez@westwoodisd.net +sbrown@westwoodisd.net
+ssforeman@westwoodisd.net +ssnettles@westwoodisd.net
I believe the HS has this listed somewhere (curriculum course guide)
Assigned to Rosa Perez

Commented [2R1]: Yes, we do need to add that piece.

Commented [3R1]: We can discuss further today and finalize the wording.

Commented [4R1]: Sounds good, bring a few examples of wording for us to view.

Westwood ISD Student Handbook

English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page , may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page .]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

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- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

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- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page .]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the assistant superintendent of curriculum and instruction. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)

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20	Grade 12 (Senior)
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Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page for additional information on grading guidelines.]

Grading - Honor Roll

A Honor Roll: To be eligible for this distinction on a six weeks basis:

1. The student must receive A's in all core content area courses (Language Arts, Math, Reading, Science and Social Studies). In grades 7-12 a student must maintain an A average in all classes.
2. The student must have an "S" in the following areas: Art, Music, Physical Education, Technology Applications and Conduct.

To be eligible for the end of the year award, a student must have all A's and S's every six weeks. In grades 7-12 a student must maintain an A average in all classes every six weeks.

A & B Honor Roll: To be eligible for this distinction on a six weeks basis:

1. The student must receive A's and B's in all core content area courses (Language Arts, Math, Reading, Science and Social Studies). In grades 7-12 a student must receive all A's and B's in all classes.
2. The student must have an "S" in the following areas: Art, Music, Physical Education, Technology Applications and Conduct.

To be eligible for the end of the year award, a student must have made the A/B Honor Roll and received S's in all other areas each six weeks. In grades 7-12 a student must maintain an A or B average in all classes every six weeks.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page .]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;

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- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page .

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement

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English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech or other proficiency	0.5	0.5
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue. Available Endorsements are:

- Science
- Technology
- Engineering
- Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Graduation Activities

Graduation activities will include:

- the Graduation ceremony
- the Graduation practice
- the Graduation breakfast
- any other district-sponsored events for Graduating seniors

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Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Top 10
- National Honor Society

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page .]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page .]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into,

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affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page and policies FFI and FNCC for more information.]

Health—Physical and Mental Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

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Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page , entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

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If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page .

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

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Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the athletic director to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

The district follows the UIL guidelines for physicals. This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

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Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.westwoodisd.net for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page .]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.westwoodisd.net

[See **Celebrations** on page and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district

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before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full-time nurse, Kim Gilbreath, at Westwood Junior High (903)723-0423 or Westwood High School (903)729-1773. Elementary School Nurse -Ginger Morris (903)729-1771, Primary School Nurse- Tiffany Roberson (903)729-1774.
- Counselors: Primary School- Tonya Morris at (903) 729-1774; Elementary School- Amber Linam at (903)729-1771; Westwood Junior High- Counselor – Debbie Coates at (903) 723-0423; Westwood High School- Jeffrey Tauber at (903) 729-1773
- The local public health authority, City of Palestine Health Department, which may be contacted at (903) 731-8533.
- The local mental health authority, ACCESS, which may be contacted at (903) 723-6136

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/122>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB

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- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

- SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.
- Ensure each campus has a trained Crisis Prevention Intervention core team.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Tiffany Carwell at (903) 729-1776 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from Tiffany Carwell at (903) 729-1776.

[See **Human Sexuality Instruction** on page and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Tiffany Carwell at (903) 729-1776 with questions about the content or implementation of the district's wellness policy and plan.

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Homework (All Grade Levels)

Homework deserves special attention to ensure its value in the learning process and to avoid frustrating the student, teacher or parent. The assignment should serve as reinforcement of learning at the level of independent practice. The review of grading of the work should provide immediate feedback to the student and inform the teacher of student progress toward mastery. Failure to complete an assignment in a class will result in the student having one additional day to complete the assignment with a maximum grade of a 70. It is the responsibility of all students involved in extra-curricular activities, to make arrangements in advance with the teacher for any work/tests he/she will miss during the school sponsored activity. The purpose of the homework/assignment policy is to encourage students to become responsible for their work ethic in preparation for college and the work force after graduation.

Reasons for Homework:

1. To expand, reinforce or enrich regular class work
2. To build interests in reading and learning
3. To hold students accountable for work missed due to absence
4. To encourage parent-awareness of student learning
5. To provide an opportunity to pursue special interest or ability areas
6. To increase learning time
7. To establish independent study skills
8. To complete work started in class

Procedures to Request Assignment

When a student is absent from school for more than three (3) days a parent may request assignments from each teacher. This should be done through the office and the parent will be given a time to pick up assignments. Assignments need not be requested unless the student will miss at least 3 days of school. Requests for assignments should be made before 9:00 a.m.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

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Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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[See policy FL(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Westwood ISD only holds a closed campuses. Students are not permitted to leave campus during lunch. Family visitors (immediate family) are permitted to eat lunch with their children.

Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

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Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page .]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Middle/Junior High School Grade Levels

Grades 7–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Christine Bedre, Assistant Superintendent of Curriculum and Instruction, 4524 W Oak, Palestine, TX, 75803, (903) 729-1776.
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Tiffany Carwell, Special Programs Coordinator, 4524 W Oak, Palestine, TX, 75803, (903) 729-1776.
- All other concerns regarding discrimination: See the superintendent, Wade Stanford, (903) 729-1776..

[See policies FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

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- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page .]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the Primary School office at (903)729-1774 or Elementary School office at (903)729-1771 or Junior High office at (903) 723-0423 or High School office at (903) 729-1773 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page .]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: : Athletic Booster Club, FFA Booster Club, Band Booster Club, and Junior High Parent Support Group.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 2nd Monday of each month at 6:30 p. m. at Westwood High School Fine Arts Building. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at administration office and campuses and online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001715> [See policies BE and BED for more information.]

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Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page .]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

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- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High Grade Levels

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page .]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR

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administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the [school counselor and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page .]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page and **Standardized Testing** on page .]

Release of Students from School

[See **Leaving Campus** on page .]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance [in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page for how to schedule a conference.]

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Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 10 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by forms outside counselor's office or using the district tip line on the www.westwoodisd.net website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

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Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: school messenger system, social media, district website, and local radio station.

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[See **Communications-Automated, Emergency** on page .]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page .]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes are handled in accordance with administrative policy listed in the Course Description Guide.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Josh Shultz, the district's designated asbestos coordinator, at (903) 723-9386.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See food services to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

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If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the *director of food services*. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Josh Shultz, the district's IPM coordinator, at (903) 729-9386.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the teacher's class assigned times with teacher permit.

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Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. The following areas are open to students before school, beginning at 7:15 a.m.

- *Office*
- *Gym*
- *Cafeteria*

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page and policy FNF(LEGAL) for more information.]

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Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 86.]

[See **Steroids** on page .]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Anderson County Co-op, (903) 876-3685.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn

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about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page .]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page .]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Christine Bedre, who has been designated as the district's foster care liaison, at (903) 729-1776 with any questions.

[See **Students in the Conservatorship of the State** on page .]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Tiffany Carwell*, at (903) 729-1776.

[See **A Student Who is Homeless** on page .]

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Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

- Football games
- Opening announcements and greetings for the school day
- National Honor Society Induction Ceremonies
- Prom
- Student organizational banquets and other ceremonious events.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school and other credit recovery (or credit acceleration opportunities upon approval by campus principal) will be offered to WISD students. Students in grades 7-12 that do not pass core classes (English, Math, Science, and History) for the year will be required to attend summer school to obtain credit for the class they did not pass.

Tardies (All Grade Levels)

A student who is more than 4 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage

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is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page , **Bullying** on page , and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page , for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page .]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact (903) 723-0425

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.

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- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

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Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact campus offices for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

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Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

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DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

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Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/122?filter=FFI> Below is the text of Westwood ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/30/2017

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- Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
 - For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

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.

Westwood ISD Student Handbook

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.

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

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Westwood ISD Student Handbook

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

Bullying

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.

- Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

- Corrective Action

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.

- Transfers

The principal or designee shall refer to FDB for transfer provisions.

- Counseling

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.

Westwood ISD Student Handbook

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.

E. Federal Programs
Presenter: Tiffany Carwell

Westwood ISD Agenda Item Information

Meeting Date: 8/10/2020

Subject: Federal Programs Update

Administrator Responsible: Tiffany Carwell

Summary: Overview of 19-20 federal spending.

Administration's Recommendation: Item is information only.

Board Approval Required YES NO x

Every Student Succeeds Act (ESSA) Overview of Federal Spending 2019-2020

Tiffany Carwell
August 10, 2020

201



Historical Federal Allocation Trends

	2016-2017	2017-2018	2018-2019	2019-2020
Title I, Part A	\$353,319	\$382,958	\$378,705	\$415,833
Title II, Part A	\$48,762	\$68,687	\$63,416	\$59,320
Title III	SSA with ESC 7	SSA with ESC 7	SSA with ESC 7 (\$9,296)	SSA with ESC 7 (\$8,376)
Title IV	Not Funded	\$10,000	\$29,110	\$43,876

202

*All totals include carryover and reallocation funds.



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 #WWWay
 #WWEnergyBus

Westwood Low Socioeconomic Status (SES)

Title I Eligible, Served	Title I Eligible, Not Served
Primary - 74%	Junior High - 51%
Elementary - 76%	High School - 49%

203

District - 63%



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Overview of Spending 2019-2020

Title I, Part A Improving Basic Programs \$415,833	
Payroll	81%
Contracted Services	4%
Supplies and Materials	15%
Other Operating Costs	0%

Title II, Part A Supporting Effective Instruction \$59,320	
Payroll	34%
Contracted Services	15%
Supplies and Materials	15%
Other Operating Costs	52%

Title IV, Part A Student Support and Academic Learning \$43,876	
Payroll	0% <small>204</small>
Contracted Services	13%
Supplies and Materials	47%
Other Operating Costs	40%



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Major Initiatives

Improve Instruction

- Instructional Coaches
- Intervention Staff (teachers and paraprofessionals)
- Universal Screener
- Supplemental programs

Teacher and staff support

- Professional Development
- Region 7 services
- Mentor Program

Student Enrichment

- Social Emotional Learning
- Counselor training

205



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2020-2021 Planning Amounts

Title I, Part A	\$336,854
Title II, Part A	\$42,691
Title III (SSA)	\$8,618
Title IV, Part A	\$27,905

206

**Amounts do not include carryover and reallocation.*

***Application Submitted - 7/30/2020*



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TEA's Strategic Priorities

- Recruit, support, and retain teachers and principals
- **Build a foundation of reading and math**
- Connect high school to career and college
- Improve low-performing schools

207



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2019-2020 SMART Goal

The percentage of 3rd grade students who meet or master grade level performance standards on the STAAR Reading assessments will increase from 28% to 31% by May 2020.

208



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F. Update 115

Westwood ISD Agenda Item Information

Meeting Date: August 10, 2020

Subject: Policy Update

Administrator Responsible: Wade Stanford

Summary: This is a 1st Read of Policy Update 115 and an addition to DED (LOCAL)

Administration's Recommendation: N/A

Board Approval Required

YES

XNO

Nonduty Days

Full-time employees assigned to positions normally requiring 226 days of service shall have unscheduled, nonduty days. Nonduty days are not paid days. These are the days remaining in the year after holidays and scheduled duty days have been satisfied.

The business office shall determine the number of nonduty days each school year based on the official school calendar adopted by the Board. At least ten nonduty days shall be awarded to eligible personnel each school year. Use of nonduty days shall require the prior approval of the employee's immediate supervisor.

When an employee who has used more nonduty days than he or she has accumulated ceases to be employed by the District, the cost of the unearned nonduty days shall be deducted from the employee's final paycheck. The daily or hourly rate of pay shall be used when an employee's wages or salary must be adjusted.

Professional Employees

Professional employees may accrue any unused nonduty days to the following school year. Any accrued days not used by June 30th of the following year shall be forfeited.

Paraprofessional Employees

Paraprofessional employees who have not used all nonduty days within the year these days are awarded shall have all unused nonduty days converted to compensatory time. At no time shall a paraprofessional employee forfeit unused nonduty days.

Vacations

Noncontract employees in positions normally requiring 260 workdays of service per year shall earn ten workdays of paid vacation per year. Employees shall be eligible for vacation time after 90 days of continuous employment. Use of vacation days shall require advance approval by the campus principal or designee.

Holidays

Noncontract employees in positions normally requiring 260 workdays of service per year shall receive ten paid holidays per school year, according to a schedule determined by the Superintendent.

8. **Board to consider approval of consent agenda (5 minutes)**
 - A. Fundraisers

**WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event**

Organization: HS/JH Football Campus: HS Date submitted 7/27/2020

Fundraising Event: FB Coupon Card Sales

Requested fundraising date/dates: August 2020

Vendor (if applicable) Adrenaline Fundraising

Address _____ City/State _____ Telephone _____

List specific items that will be sold: Coupon cards

Price per item: \$ 25.00 Will customer pay in advance? yes, coupons will be given when purchased

Profit to organization should never be less than 50%; otherwise, explain _____

What will money raised from this fundraiser be used for? Athletic programs

If **NO** vendor is involved; list location of event: _____
Estimated cost to organization to start fundraiser \$ _____
How much will you charge your customer? \$ _____ Will you accept donations? _____

I, Kay Denison, am submitting this fund raising request before my organization starts raising funds. I understand that I am held responsible for ordering and distributing merchandise and collecting all funds submitting funds to the office, to be deposited in my activity account. With the conclusion of this fund raiser, I will complete this form and return to the campus office.

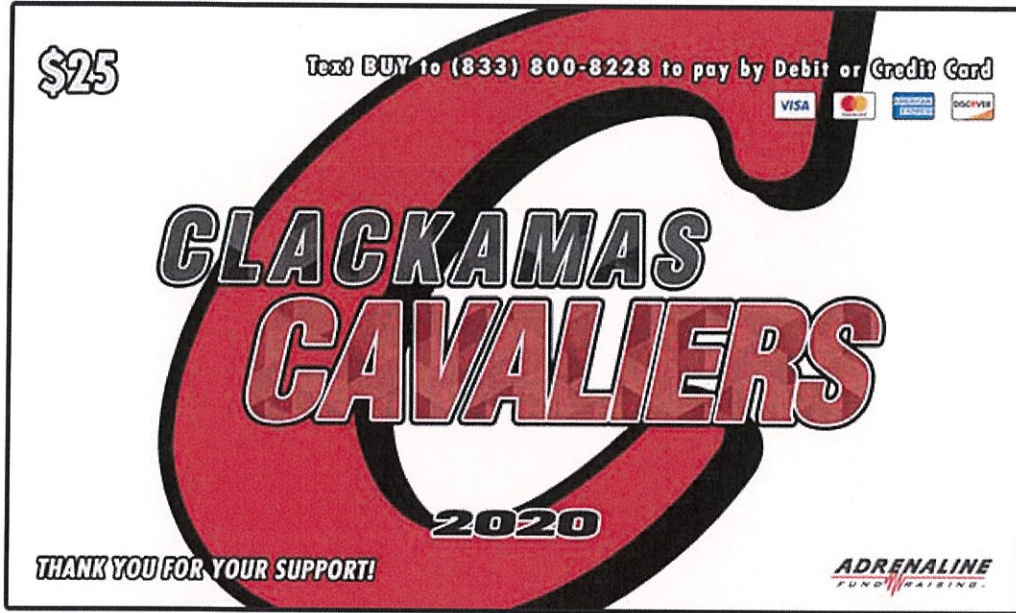
PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

[Signature] 7/27/20 / _____
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total Proceeds collected \$ _____
Total Deposited in activity account \$ _____ Total invoice from vendor \$ _____
Expenses incurred for a successful fundraiser \$ _____ (advertising, t-shirts, supplies, etc.)
Total Profit my organization benefitted from this fundraiser \$ _____
I, _____, understand that these funds will not be available until this form is completed and returned to the campus office

(<https://adrenalinefundraising.com/>)

GET STARTED
(/GET-STARTED/)



COUPON TICKETS

These provide numerous discounts to local merchants including restaurants, retail stores, salons, services, and more. Adrenaline Fundraising finds between eight and sixteen local merchants for each card who will provide generous discounts for their products and services.

These are perfect for busy, on-the-go families who are looking for opportunities to save a buck. The discounts provided are good for one year. Each ticket can be customized with a group photo, logo, and/or schedule as a way to promote your group.

As your families enjoy the discount, you enjoy community support and the benefits of a successful fundraising campaign.



ADRENALINE RAISING CAVALIERS

(<https://adrenalinefundraising.com/>)

GET STARTED
(/GET-STARTED/)

2020

THANK YOU FOR YOUR SUPPORT!

ADRENALINE FUNDRAISING



FREE PIZZA
with purchase of a pizza
(equal/dessert)

Expires 02/28/2021



FREE PIZZA
with purchase of a pizza
(equal/dessert)

Expires 02/28/2021



FREE PIZZA
with purchase of a pizza
(equal/dessert)

Expires 02/28/2021



FREE PIZZA
with purchase of a pizza
(equal/dessert)

Expires 02/28/2021



FREE 5 WINGS
with the purchase of 15 wings or more

Expires 02/28/2021



FREE 5 WINGS
with the purchase of 15 wings or more

Expires 02/28/2021



FREE 5 WINGS
with the purchase of 15 wings or more

Expires 02/28/2021



FREE 5 WINGS
with the purchase of 15 wings or more

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more (excludes alcohol),
not valid with any other promotional offer

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more (excludes alcohol),
not valid with any other promotional offer

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more (excludes alcohol),
not valid with any other promotional offer

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more (excludes alcohol),
not valid with any other promotional offer

Expires 02/28/2021



1/2 OFF LUNCH ENTRÉE
with purchase of lunch entrée (a la carte) only

Expires 02/28/2021



1/2 OFF LUNCH ENTRÉE
with purchase of lunch entrée (a la carte) only

Expires 02/28/2021



\$5.00 OFF
with purchase of 2 dinner entrees and 2 beverages
(dine in only)

Expires 02/28/2021



\$5.00 OFF
with purchase of 2 dinner entrees and 2 beverages
(dine in only)

Expires 02/28/2021



\$5.00 OFF
any 2 entrees and 2 beverages

Expires 02/28/2021



\$5.00 OFF
any 2 entrees and 2 beverages

Expires 02/28/2021



\$5.00 OFF
any 2 entrees and 2 beverages

Expires 02/28/2021



\$5.00 OFF
any 2 entrees and 2 beverages

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more

Expires 02/28/2021



\$5.00 OFF
total bill of \$25.00 or more

Expires 02/28/2021



\$5.00 OFF total bill
of \$25.00 or more

Expires 02/28/2021



\$5.00 OFF total bill
of \$25.00 or more

Expires 02/28/2021



\$5.00 OFF
classic sundae with purchase of any sundae
of equal or greater value

Expires 02/28/2021



FREE KIDS SCOOP
with purchase of any double or triple scoop

Expires 02/28/2021



\$5 OFF MVP Haircut Experience
Expires 2/28/21 • CODE 2906
Prices vary by location. Not valid with any other offer.
Valid if bartered, copied, traded, or sold.
Valid only at Oregon and Vancouver Locations



\$5 OFF MVP Haircut Experience
Expires 2/28/21 • CODE 2906
Prices vary by location. Not valid with any other offer.
Valid if bartered, copied, traded, or sold.
Valid only at Oregon and Vancouver Locations



\$5.00 OFF



\$5.00 OFF

215



\$5.00 OFF



\$5.00 OFF



/adrenalinefundraising.com/wp-content/uploads/2019/12/cav-1.jpg)

WHAT'S THE BEST WAY TO RAISE MONEY FOR YOUR TEAM?

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10 MINUTES FOR YOUR YOUTH GROUPS
DONATION
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FOR FUNDRAISING INFO, PLEASE VISIT ADRENALINEFUNDRAISING.COM OR CALL 888-621-5380



12130 SE 82ND AVE.



12130 SE 82ND AVE.

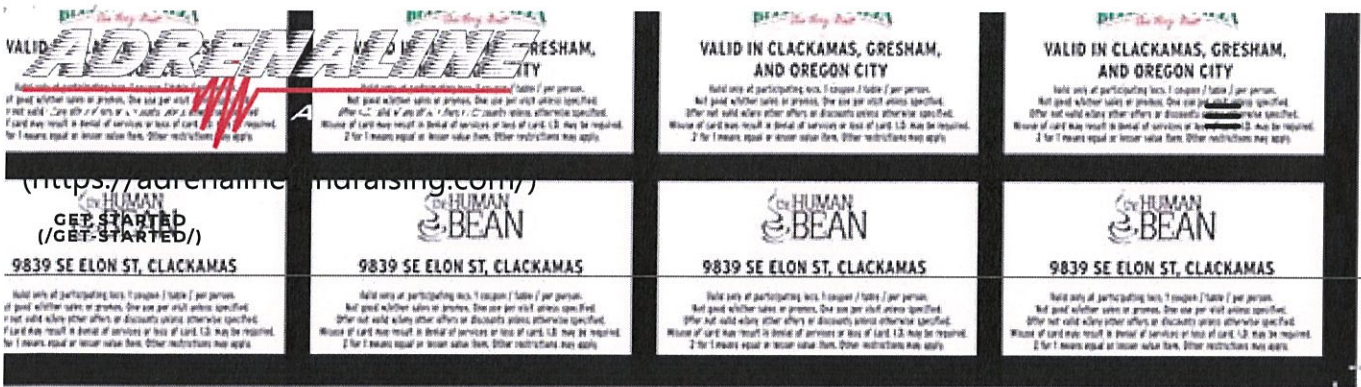
216



12130 SE 82ND AVE.



12130 SE 82ND AVE.



/adrenalinefundraising.com/wp-content/uploads/2019/12/cav-2.jpg)

FUNDRAISING TODAY

**GET STARTED
(/GET-STARTED/)**



(<https://adrenalinefundraising.com/>)

CONTACT INFORMATION

Email: [info@adrenalinefundraising.com\(\)](mailto:info@adrenalinefundraising.com)

Toll Free: (888) 621-5380(tel:888-621-5380)

Fax: (800) 677-3508



(<https://www.facebook.com/>)



(<https://twitter.com/>)

HOURS OF OPERATION

Mon: 8AM – 5PM CST

Tue: 8AM – 5PM CST

Wed: 8AM – 5PM CST

Thu: 8AM – 5PM CST

Fri: 8AM – 5PM CST

WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event

Organization: Class of 2021 Campus: H.S. Date submitted Jan-8, 2020

Fundraising Event: Choc. C. Strawberries

Requested fundraising date/dates: Feb 2020

Vendor (if applicable) Brookshires, for Strawberries,

Address	City/State	Telephone
---------	------------	-----------

List specific items that will be sold: Choc C Strawberries

Price per item: \$20 dozen 12 1/2 dozen Will customer pay in advance? yes

Profit to organization should never be less than 50%; otherwise, explain No

What will money raised from this fundraiser be used for? Prom, Senior Activities

If NO vendor is involved; list location of event: _____

Estimated cost to organization to start fundraiser \$ _____

How much will you charge your customer? \$ _____ Will you accept donations? _____

I, Jessica Morgan 903-922-5202, am submitting this fund raising request before my organization starts raising funds. I understand that I am held responsible for ordering and distributing merchandise and collecting all funds submitting funds to the office, to be deposited in my activity account. With the conclusion of this fund raiser, I will complete this form and return to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

<u>[Signature]</u> Campus Principal's Signature	<u>1-8-20</u> Date	<u>[Signature]</u> WISD Superintendent's Signature	<u>1-15-20</u> Date
--	-----------------------	---	------------------------

Total Proceeds collected \$ _____

Total Deposited in activity account \$ _____ Total invoice from vendor \$ _____

Expenses incurred for a successful fundraiser \$ _____ (advertising, t-shirts, supplies, etc.)

Total Profit my organization benefitted from this fundraiser \$ _____

I, _____, understand that these funds will not be available until this form is completed and returned to the campus office

**Westwood Independent School District
Booster Club/Parent Organization
Fund Raiser Profit/Loss Statement**

School: Westwood Highschool Club: _____

Fund Raiser Title: Choc Covered Strawberry

Actual Sales:

<u>Receipt No.</u>	<u>Amount Deposited</u>	<u>Sales Tax (if required)</u>
<u>1</u>	\$ <u>590.00</u>	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
Total Sales/Tax	\$ _____	\$ _____

Actual Sales (Amount Deposited – Less Sales Tax) \$ 590.00

Actual Expenses:

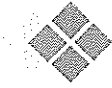
<u>Invoice Number</u>	<u>Invoice Amount</u>
<u>1</u>	\$ <u>42.00</u>
<u>2</u>	\$ <u>99.54</u>
_____	\$ _____
_____	\$ _____
Total Expenses	\$ <u>141.54</u>

Net Profit/Loss (Total Sales less Total Expenses) \$ 448.56

Club Treasurer: Jennifer Morgan Date: 8-4-20

Sponsor: _____ Date: _____

Principal: _____ Date: _____



VERABANK

VeraBank, N.A.
P.O. Box 1009
Henderson, TX 75653-1009

00005521 TC02445S022920033348 01 00000000 0021533 002



WESTWOOD HIGH CLASS OF 2021
603 CHANCELLOR DR
PALESTINE TX 75803-6767

Account Number 001023001819
Statement Date 02/28/2020
Statement Thru Date 03/01/2020
Checks/Items Enclosed 1
Page 1

Customer Service Information

- Customer Service:**
(877) 566-2621 or (903) 657-8521
- Email Us At:**
contactus@verabank.com
- Visit Us Online:**
www.verabank.com

BASIC BUSINESS CHECKING

Account Number: 001023001819

Account Owner(s): WESTWOOD HIGH CLASS OF 2021

Balance Summary

Beginning Balance as of 02/01/2020	\$6,317.62
+ Deposits and Credits (1)	\$590.00
- Withdrawals and Debits (2)	\$142.14
Ending Balance as of 02/29/2020	\$6,765.48
Service Charges for Period	\$0.00

CREDITS

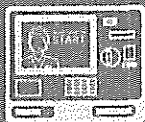
Date	Description	Deposits
Feb 18	DEPOSIT	590.00

DEBIT CARD TRANSACTIONS

Date	Description	Deposits	Withdrawals
Feb 03	POS PURCHASE BRPBOXSHOP.COM 563-243-5210 IA 999999 *****0373 01/30 23:09		99.54
Feb 13	POS PURCHASE WAL WAL-MART SUPER 9107 PALESTINE TX 034500 *****0373 02/13 08:36		42.60

DAILY BALANCE SUMMARY

Date	Balance	Date	Balance	Date	Balance
Feb 03	6,218.08	Feb 13	6,175.48	Feb 18	6,765.48



PUSH our BUTTONS

Find an ATM

221

Use our ITMs
to talk to a
teller today!



VERABANK

Account Number 001023001819
Statement Date 02/28/2020
Statement Thru Date 03/01/2020
Page 2

CHECK IMAGES

Account Number: 001023001819

CHECKING DEPOSIT			
20200218	16:24:32	23	PAL16259
000000130	Checking Deposit		2302
1023001819		Amount: \$	590.00
⑆5011⑆3151⑆1023001819⑆		⑆000005900⑆	

02/18/2020

590.00

00005521 0008229 0002-0002



See back of receipt for your chance
to win \$1000 ID #:7P7HCL3JXJG



903-729-4441 Mgr: ADAM HARDING
2223 S LOOP 256
PALESTINE TX 75801
ST# 00345 OP# 000187 TE# 09 TR# 03383
STRAWBERRIES 750301951901 F
10 AT 1 FOR 4.26 42.60 N
SUBTOTAL 42.60
TOTAL 42.60
DEBIT TEND 42.60
CHANGE DUE 0.00
EFT DEBIT PAY FROM PRIMARY
42.60 TOTAL PURCHASE
Debit ***** 0373 I 0
REF # 004400318191
NETWORK ID. 0082 APPR CODE 910799
Debit
AID A0000000042203
TC 0E84E30C6F551CDC
*NO SIGNATURE REQUIRED
TERMINAL # SC012346
02/13/20 08:36:40
ITEMS SOLD 10
TC# 4229 6524 7470 7721 9764



02/13/20 08:36:46
Scan with Walmart app to save receipts



- B. Approve minutes of the regular board meeting July 13, 2020 and Special Board Meeting July 27, 2020

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:30 pm, July 13, 2020
Place: Westwood Administration Office
Purpose: Regular Board Meeting
Members Present: President Don Rice, Ronnie Stanhope,
Dr. Carolyn Booker, Leonard Armstrong, and Mike Kelly
Members Absent: Mike Bentley and Craig Nivens
Others Present: Wade Stanford, Kyle Johnson and Brenda Bing

Don Rice called the meeting to order at 6:30 pm.

ROLL CALL

Mr. Stanford gave the invocation.

Pledge of Allegiance/Texas Pledge

ACTION ITEM

5. On a motion by C. Booker and a second by M. Kelly the board voted unanimously to approve the agenda as presented.

Open Forum

7. Information Items

A. Finance Update - Kyle Johnson

- a. Mr. Johnson gave a budget update on the YTD budget as far as salary and function go. He also talked about the ESSER Grant and the 20-21 Budget Process. He will set a date and get the date to Mr. Stanford for the Budget Workshop the week of July 27th. He will set the date for public hearing for budget and tax rate before August 20th and a budget will be adopted before August 31st.

B. Student handbooks for the 2020-2021 school year. - Mr. Stanford

- a. One unified student handbook for all campuses in the district. No changes.

C. Campus and District Improvement Plans 2020-2021 - Mr. Stanford

- a. All plans are living, fluid documents because of the COVID. Campuses and district have worked hard to shape these.

D. Code of Conduct for the 2020-2021 school year -Mr. Stanford

- a. Stayed the same as last year except for the date.

E. Region 7 Educational Services for the district 2020-2021 -Mr. Stanford

- a. TEKS Resource and TEKS Guide prices not set yet. Costs are roughly the same as last year and the total is \$65,000. Cost for Bilingual and CTE services are not set yet because they are dependent on state allotment money.

F. School Operations for 2020-2021 school year - Mr. Stanford

- a. Start date of school may get pushed back to September and maybe to Thanksgiving. Or may begin fully virtual
- b. Mr. Stanford asks the board what they can back and support in the community
- c. Dr. Rice does not support A/B day schedule
- d. Mr. Stanford explains Synchronous/Asynchronous models and how it affects funding
- e. Mr. Kelly does not see either model working, but parents are scared but can't leave their kids at home due to work
- f. Dr. Rice asks what we will do about UIL saying students can be virtual students yet still come up to school to participate in extracurricular activities.
- g. Dr. Rice says families will have to make a choice and Mr. Stanford says he wants to meet with each family that chooses to stay at home
- h. Commissioner pushing face-to face and it is the best teaching model. He is saying that you can't shut down for more than 5 days at a time due to COVID exposure
- i. Dr. Rice doesn't even want to offer virtual school and Mr. Stanford says we do have that option.
- j. Mr. Stanford reads guidelines to virtual school from the TEA FAQ sheet over Home Based Learning. He explains that we have to file an Asynchronous plan with an attestation for Synchronous learning. The Asynchronous plan has to pass the rubric laid out by the state or we must rewrite that plan.
- k. Board all agrees that home-based learning has its own unique sets of challenges
- l. Dr. Booker asks if the teachers' contracts say anything about virtual learning and Mr. Stanford says we may legally have to write a second job description to cover virtual learning. Mr. Stanford says that all teachers have to come back to work.

8. Action Items

- A. On a motion by C. Booker and a second by L. Armstrong the board voted unanimously to entering into an agreement with Axley and Rode for audit services for the fiscal year ending August 31, 2020.
 - B. On a motion by M. Kelly and a second by R. Stanhope the board voted f/a unanimously to approve entering into an agreement with Edwards Risk Management, Inc. for property and casualty coverage for the year beginning September 1, 2020.
 - C. On a motion by L. Armstrong and a second by M. Kelly the board voted unanimously to approve Texas Education Agency Staff Development Minutes Waiver.
 - D. On a motion by M. Kelly and a second by L. Armstrong the board voted f/a unanimously to approve the purchase of audio/visual equipment to outfit the district's classrooms at a price of \$207, 674. This equipment will be vital to meet the synchronous and asynchronous models of instruction put in place for home-based learning in response to COVID-19. This equipment will also benefit the student's as we progress into the future of education.
 - E. On a motion by D. Rice and a second by R. Stanhope the board voted f/a unanimously to approve Shifting money between functions to better utilize excess funds in some functions, in order to help purchase and install items to help with the health and safety of our staff and students during COVID-19.
9. On a motion by L. Armstrong and a second by C. Booker the board voted f/a unanimously to approve the consent agenda:
- A. Minutes of Regular Board Meeting June 8, 2020 and Special Board Meeting June 18, 2020 and July 6, 2020.
 - B. Campus Fundraisers- none
 - C. Investment Report – Mr. Johnson

- a. Presented investments for the 3rd quarter of the fiscal year

10. Closed Session

The president stated the board would go into closed session at 8:36 pm.

The president stated the board would come out of closed session 9:27 pm.

- A. On a motion by Dr. Don Rice and a second by Dr. Carolyn Booker the board voted unanimously to extend Superintendent Wade Stanford's contract for an additional year.

11. Future agenda items request and events

Adjournment: There being no further business, President Dr. Don Rice adjourned the meeting at 9:30 pm.

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:00 pm, July 27, 2020

Place: Westwood Administration Office

Purpose: Special Board Meeting

Members Present: President Dr. Don Rice, Mike Kelly, Dr. Carolyn Booker
and Craig Nivens

Members Absent: Ronnie Stanhope, Mike Bentley and Leonard Armstrong

Others Present: Wade Stanford

President Dr. Don Rice called the meeting to order at 6:00 pm.

The invocation was given by Dr. Don Rice

Pledge of Allegiance/Texas Pledge

A. On a motion by Dr. Booker and a second by Craig Nivens the board voted unanimously to approve the agenda as presented.

6. Public Comments - none

7. Closed Session

The president stated the board would go into a closed session at 6:04 pm.

The president stated the board would come out of closed session at 8:07 pm

A. Board self-evaluation

8. The president of the board adjourned the meeting at 8:07 pm

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:00 p.m., August 3, 2020
Place: Westwood Administration Office
Purpose: Special Board Meeting
Members Present: President Dr. Don Rice, Mike Kelly, Craig Nivens, Dr. Carolyn Booker, and Ronnie Stanhope
Members Absent: Mike Bentley, Leonard Armstrong
Others Present: Wade Stanford, Kyle Johnson and Brenda bIng

President Dr. Don Rice called the meeting to order at 6 pm.

Invocation was given by Kyle Johnson

Pledge of Allegiance/Texas Pledge

- A. On a motion by Carolyn Booker and a second by Mike Kelly the board voted unanimously to approve the agenda as presented.

6. Public Comments

- 7. A. On a motion by Don Rice and a second by Ronnie Stanhope the board voted unanimously to approve public hearing to adopt the budget and set the tax rate set for August 27, 2020 at 6:00 pm.
- B. Action will be taken August 27, 2020 to present the final budget amendment. On a motion by Mike Kelly and a second by Carolyn Booker.
- C. On a motion by Don Rice and a second by Craig Nivens the board voted unanimously to approve the Westwood ISD S-O-A-R (Safely Open and Return) Plan as presented and amended for the 2020-2021 school year.
- D. On a motion by Don Rice and a second by Carolyn Booker the board voted unanimously to approve the 2020-2021 Synchronous Attestation Summary for the District.

8. Information

- A. Budget Workshop-presented by Kyle Johnson. Presented the projected budget for 20-21 school year, including projected revenues, projected expenses, and certified values/tax rate.

9. Closed Session

The president stated the board would go into closed session at 8:16 pm.

The president stated the board would come out of closed session at 8:50 pm.

- A. On a motion by Dr. Don Rice and a second by Ronnie Stanhope the board voted unanimously to approve Charlotte May as assistant principal.
- B. On a motion by Dr. Don Rice and a second by Ronnie Stanhope the board voted unanimously to approve Brendan May as assistant principal.

8. **ADJOURNMENT:** There being no further business, President Dr. Don Rice adjourned the meeting at 8:53 pm

C. Order of election for the school board election postponed from May 2, 2020 Election

**ORDER POSTPONING THE GENERAL ELECTION TO BE HELD ON MAY 2, 2020
UNTIL NOVEMBER 3, 2020; EXTENDING TERMS UNDER THE HOLDOVER
PROVISION OF THE TEXAS CONSTITUTION; AND ORDERING OTHER MATTERS
INCIDENT AND RELATED TO THE POSTPONEMENT OF SUCH ELECTION**

WHEREAS, on Jan. 13, 2020, 2020 the Westwood ISD Board of Trustees (the "Board"), of the Westwood Independent School District (the "District"), ordered a general election to be held within the District on May 2, 2020; and

WHEREAS, on March 13, 2020, the Governor of Texas certified that the novel coronavirus (COVID-19) poses an imminent threat of disaster and, under the authority vested in the Governor by Section 418.014 of the Texas Government Code, declared a state of disaster for all counties in Texas; and

WHEREAS, Section 41.0052 of the Texas Election Code prescribes a procedure for a political subdivision to change a general election date, but the time for making such a change has expired; and

WHEREAS, the Governor of the State of Texas issued a proclamation on March 18, 2020 suspending Section 41.0052(a) and (b) of the Texas Election Code to the extent necessary to allow political subdivisions that would otherwise hold elections on May 2, 2020, to move their general and special elections for 2020 only to the next uniform election date, occurring on November 3, 2020, without otherwise adjusting the term of office, and suspending Sections 31.093 and 42.0621(c) of the Texas Election Code to the extent necessary to require all county election officers, if requested by an affected political subdivision, to enter into a contract to furnish election services with any political subdivision who postponed their election to November 3, 2020; and

WHEREAS, Tex. Const. art. XVI § 17 requires officers within the State of Texas to hold over and continue the performance of their duties until their successors shall be duly qualified; and

WHEREAS, the Board of Trustees finds that it is in the public interest to move the District's election from the May 2, 2020 uniform election date to the November 3, 2020 uniform election date.

IT IS, **THEREFORE**, ORDERED BY THE BOARD OF TRUSTEES OF THE WESTWOOD INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. Moving Election Date. The Board is exercising its authority granted by the Governor's proclamation and is hereby moving the election that would have been held on Saturday, May 2, 2020 to the next uniform election date, which is Tuesday, November 3, 2020.

Section 2. Effect of Changing Date on Candidate Filings. The filing period for the election will not be re-opened for the November 3, 2020 uniform election date. All valid, accepted applications that were filed with the District for the election that was to be held on May 2, 2020

will remain valid.

Section 3. Effect of Changing Date on Applications for Ballot by Mail. All applications for voters that are voting by mail due to being over the age of 65 or due to disability will still be valid for the November 3, 2020 election. Applications for ballot by mail for voters who submitted applications based on expected absence from the county will **not** be valid for the November 3, 2020 election. Applications for ballot by mail based on expected absence from the county for the November 3, 2020 election will need to be received by October 23, 2020.

Section 4. Effect of Changing Date on Election Deadlines. Updated relevant deadlines and dates for voters for the November 3, 2020 election:

Voter Registration Deadline:	October 5, 2020
Deadline to submit an Application for Ballot by Mail:	October 23, 2020
Dates for Early Voting:	October 19, 2020 – October 30, 2020

Section 5. Effect of Changing Dates on Order of Election. The Board will meet by August 17, 2020 to make any necessary revisions to the entity's original order of election which was adopted Jan. 13th, 2020. Those revisions may include:

1. The change to the date of the election;
2. Any changes in location of the main early voting location;
3. Any changes to early voting dates and hours, including weekend early voting;
4. Any changes to the identity of the early voting clerk and their contact information; or
5. Any changes to branch early voting locations.

Section 6. Preamble Incorporation. The recitals contained in the preamble hereof are hereby found to be true, and such recitals are hereby made a part of this Order for all purposes and are adopted as a part of the judgment and findings of the Board.

Section 7. Inconsistent Provisions. All orders and resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Order are hereby repealed to the extent of such conflict, and the provisions of this Order shall be and remain controlling as to the matters ordered herein.

Section 8. Governing Law. This Order shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

Section 9. Severability. If any provision of this Order or the application thereof to any person or circumstance shall be held to be invalid, the remainder of this Order and the application of such provision to other persons and circumstances shall nevertheless be valid, and the Board hereby declares that this Order would have been enacted without such invalid provision.

Section 10. Notice of Meeting. The Board officially finds, determines, recites and

declares that written notice of the date, hour, place and subject of the meeting at which this Order is adopted was posted on a bulletin board located at a place convenient to the public at the District's administrative offices for at least seventy-two (72) hours preceding the scheduled time of the meeting; that a telephonic or telegraphic notice of such meeting was given to all news media who have consented to pay any and all expenses incurred by the District in connection with providing such notice, both as required by the Open Meetings Law, Chapter 551, Texas Government Code, as amended; and that such meeting was open to the public as required by law at all times during which this Order and the subject matter thereof was discussed, considered and formally acted upon. The Governor has suspended and modified certain open meeting requirements pursuant to his disaster declaration. These changes include allowing the entity to establish procedures for telephonic or videoconferenced meetings that are accessible to the public.

Section 11. Authorization to Execute. The President of the Board is authorized to execute and the Secretary of the Board is authorized to attest this Order on behalf of the Board; and the President of the Board is authorized to do all other things legal and necessary in connection with the holding and consummation of the Election.

Section 12. Effective Date. This Order is effective immediately upon its passage and approval.

PASSED AND APPROVED this 13th day of April, 2020.



President, Board of Trustees

ATTEST:



Secretary, Board of Trustees

[SEAL]

The State of Texas

Elections Division
P.O. Box 12060
Austin, Texas 78711-2060
www.sos.texas.gov




Phone: 512-463-5650
Fax: 512-475-2811
Dial 7-1-1 For Relay Services
(800) 252-VOTE (8683)

Ruth R. Hughs
Secretary of State

ELECTION ADVISORY

NO. 2020-12

TO: Election Officials

FROM: Keith Ingram, Director of Elections 

DATE: March 18, 2020

RE: Actions for May 2, 2020 Uniform Election Date

The purpose of this advisory is to provide guidance to local political subdivisions regarding their options for any general or special elections that have been ordered for the May 2, 2020 uniform election date. Pursuant to Section 418.016 of the Texas Government Code, the Governor has issued a proclamation suspending certain provisions of the Texas Election Code and the Texas Water Code to allow all local political subdivisions that are utilizing the May 2, 2020 uniform election date to postpone their election to the November 3, 2020 uniform election date. Pursuant to Texas Election Code 31.003 and 31.004, our office has issued the following guidelines for entities that choose to exercise this authority and postpone their election to the November uniform election date.

Effect of Postponement of Election

- **Candidate Filings:** By postponing their election date, the political subdivision is preserving all candidate filings and ballot order actions that have already been taken. The postponement does **not** have the effect of reopening candidate filings.
 - **Deadlines related to Candidate Filings, Declarations of Ineligibility, Withdrawals or Death:** The deadlines that apply to the November 3, 2020 election would apply to all candidates who are currently on the ballot for the May 2, 2020 election.
- **Ballot By Mail Requests:** All applications for a ballot by mail (ABBM) that were filed for the May 2, 2020 election that are marked annual would apply for the November 3, 2020 election. All single use ABBMs that were submitted for reasons of age or disability would still be valid for the November 3, 2020 election. If a single use ABBM was submitted and indicated the reason for voting by mail was due to absence from the county, this ABBM would not be valid as the applicable election date has changed. However, we would recommend that the political subdivision send a letter to these voters along with a new ABBM in case the circumstances

surrounding their absence from the county are still valid or the voter is otherwise eligible to vote by mail.

- **Ballots by Mail:** If a political subdivision has already sent out mail ballots, those mail ballots that are returned would still be valid for the November 3, 2020 postponed election date.
- **Election Records:** All records, including candidate filings, applications to vote by mail, ballot proofs, and printed ballots shall be retained and preserved.
 - **Printed Ballots:** If your ballots have already been printed up, you may be able to reuse them for November. However, if you must change your ballot to reflect any corrections or changes that occur between now and November, you would treat the original ballots as you would in a traditional ballot correction and those ballots should be destroyed in accordance with Section 52.0064 of the Texas Election Code.
- **Requirement to use County Election Precincts in November 2020:** Per Section 42.002 of the Texas Election Code, county election precincts are required for all elections occurring in November 2020. You will need to work with your county election officer to determine whether you need to make any modifications to your ballot in light of this requirement.
- **Requirement for County Election Officer to contract with Local Political Subdivisions:** All county election officers are required to contract with local political subdivisions that postponed their May 2, 2020 election and that request a contract for election services or a joint election agreement with their county election officer pursuant to the Governor's suspension of certain Texas Election Code provisions.
- **Office Hours:** The relevant dates for maintaining office hours for election purposes will be based on the November uniform election date rather than the May election date. Under Section 31.122 of the Texas Election Code, those office hours will need to be maintained for at least three hours each day, during regular office hours, on regular business days between September 14, 2020 and December 13, 2020. However, these entities should post contact information for individuals to contact their office about election-related issues during the timeframe that those offices may be closed over the coming months.
- **Holdovers in Public Office:** Under Art. XVI, Sec. 17 of the Texas Constitution, the individuals who currently hold public offices that are scheduled to be on the ballot on the May uniform election date will continue to exercise the duties of those offices until the new officers take their oaths of office, following the November uniform election date.
- **Campaign Finance Filings:** Please contact the Texas Ethics Commission for further guidance on how these modified timelines will affect any campaign finance reporting requirements. Their office can be reached at (512) 463-5800.
- **Candidates on the ballot in both May and November:** For candidates that may be running for two offices (one normally occurring in May and one normally occurring in November), these candidates will not be removed from the ballot as they are separate elections that are normally not occurring on the same date.

Required Action by Governing Body to Move Election Date

In order to utilize this move, the governing body of the political subdivisions holding the elections must **order** the postponement of their election to the November 3, 2020 uniform election date. The order for this official action should contain the following items:

1. A reference to the proclamation that authorizes the entity to postpone their election date, and the fact that the political subdivision is exercising this authority.
2. Confirmation that the candidate filings for the election will remain valid for the election held on the November date and that the filing period will not be re-opened for the November election date.
3. Confirmation that all ABBMs for voters that are voting by mail due to being over the age of 65 or due to disability will still be valid for the postponed election, and that ABBMs for voters who submitted ABBMs based on expected absence from the county would not be valid for the postponed election.
4. The major relevant dates for the November election, including the voter registration deadline (October 5, 2020), the deadline to submit an ABBM (October 23, 2020), and the dates for early voting (October 19, 2020 – October 30, 2020).

Necessary Revisions to Order of Election

In addition, the entity will need to meet by August 17, 2020 to make any necessary revisions to the entity's original order of election. Those revisions may include:

1. The change to the date of the election;
2. Any change in location of the main early voting location;
3. Any changes to early voting dates and hours, including weekend early voting;
4. Any changes to the identity of the early voting clerk and their contact information; or
5. Any changes to branch early voting locations.

If you are holding a bond election, you may need to make additional revisions to your order of election for that bond election. If this is the case, we recommend reaching out to your bond counsel for additional guidance.

Securing Election Records

All election records should be stored and secured during the postponement period. This may require your entity to use preservation methods that are similar to the methods you would use during the preservation period after the election has occurred. This includes:

- Storing returned ballots by mail in locked, sealed ballot boxes.
- Securely storing any unused ballots.
- Securely retaining any relevant election records, including candidate applications and ABBMs.

Voting System Equipment

If you are leasing voting system equipment from the county or directly from the vendor, then you may need to contact your vendor or your county regarding any necessary modifications to those lease agreements or to modify your procedures and timelines for receiving that equipment.

Open Meeting Requirements

The Governor has suspended and modified certain open meeting requirements pursuant to his disaster declaration. These changes include allowing the entity to establish procedures for telephonic or videoconferenced meetings of governmental bodies that are accessible to the public.

These procedures must include a process for members of the public to participate and address the governmental body in those meetings, notice to the public on the means of participating remotely, and access to the public for recordings of those meetings.

For more information, please review the applicable documentation from the Governor's Office or contact the Office of the Attorney General.

Update Official Websites and Notify Media

Any entities that are exercising this authority to postpone their election date must post notice on the entity's website and should alert any local media organizations regarding this change to their election date.

The entity must also provide notice to their county election officer regarding this change, as the county is required to post the entity's notice of election on the county's website no later than the 60th day before the date of the election under Election Code 4.008. If that election date will be changing due to the entity's decision to postpone the election then the entity must provide a revised notice to the county for posting on the county's website.

If you have any questions regarding this advisory, please contact the Elections Division at 1-800-252-2216.

KI:CA:CP

D. Region 7 Educational Services for the district 2020-2021 school year

Service Agreements for Contract Year 2020/2021

As of Wednesday, July 1, 2020, WESTWOOD ISD has proposed the selection of the following services:

Accountability & School Improvement test1

Option 4:Closing the Gaps and Instructional Implications for Accountability \$2500.00

Academic Content Cooperative test1

Academic Content Cooperative \$17250.00

Administrative Leadership Cooperative test1

Administrative Leadership Cooperative \$3400.00

240

Comprehensive Business/Finance/Funding and Accountability/OnDataSuite Cooperative test1

Business/Finance/Operations & Funding/Accountability Cooperative 10% Discount \$3281.00

Digital Learning test1

Digital Learning Basic Membership Fee \$1750.00

Discovery Education Streaming \$3112.00

BrainPOP \$3992.00

BrainPOP ELL \$75.00

Individual ZOOM Accounts \$20.00

ESSA Contracted test1

Title I, Part A Consolidated Application/Compliance Services \$5198.36

Fine Arts Cooperative test1

Fine Arts \$500.00

Gifted and Talented test1

G/T \$9516.00

Health, Nurses, and PE Cooperative test1

Nurses, Health, and PE \$1500.00

Personnel Services Cooperative test1

Personnel Cooperative \$2275.00

Online Application Consortium \$2178.00

Purchasing Cooperative test1

Purchasing Cooperative			\$1159.00
Professional School Counselor test1			
Professional School Counselor			\$1800.00
School Safety and Security Cooperative test1			
School Safety Cooperative			\$5200.00
Superintendent Academy test1			
Superintendent Academy			\$800.00
TEKS Resource System test1			
TEKS Resource System	19-20 SY - \$9220.00	Call For Pricing*	
TEExGUIDE	19-20 SY - \$5,000	Call For Pricing*	
Bilingual/ESL Title III SSA test1			
Title III Bilingual/ESL - SSA			Call For Pricing*
Career & Technical Education SSA test1			
CTE - Shared Service Arrangement			Call For Pricing*
Title I, Part C Migrant Education SSA test1			
Title I, Part C - Migrant Education Program SSA			Call For Pricing*
Total of proposed selections			\$65,506.36

E. Acknowledge code of conduct

Westwood ISD



Student Code of Conduct 2020–2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at ask@westwoodisd.net or (903) 729-1776.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district administration office at (903) 729-1776.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the *Westwood ISD* Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website at www.westwoodisd.net. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.westwoodisd.net.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 20, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 13, **DAEP Placement** on page 15, **Placement and/or Expulsion for Certain Offenses** on page 22, and **Expulsion** on page 25, certain offenses that require or permit specific consequences are listed.

Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 12.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 22.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 22.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 22.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 22. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 15 and **Expulsion** on page 25 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks

connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.

- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 13.
- Placement in a DAEP, as specified in **DAEP** on page 15.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 22.
- Expulsion, as specified in **Expulsion** on page 25.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.

- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints

regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.westwoodisd.net.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal the director of transportation, campus principal, or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;

- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular

classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent’s designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 25.) (See **glossary** for “under the influence.”)
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 25.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.

- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 25.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal. Following valid attempts to require attendance, the district may hold the conference

and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP. The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the

student's attitude, and statutory requirements. The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's

office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.westwoodisd.net Appeals shall begin at *Level 1 with the campus principal*. The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter

school or another district. The district may place the student in the district's DAEP or a regular classroom setting.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;

- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 15)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.

- Aggravated robbery.
- Breach of computer security. (See **glossary**)

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:

- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)
Note: A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student’s parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the WISD Superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the WISD Hearing Officer shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school.

However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the

period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a) 65 years of age or older, or
 - b) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a) Any vegetation, fence, or structure on open-space land; or
 - b) Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another, or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as 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:

1. 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;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies 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 interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
 2. The frame or receiver of any such weapon;
 3. Any firearm muffler or firearm weapon; or
 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a) An explosive weapon;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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F. Campus and District Improvement Plans 2020-2021

Westwood Independent School District

District Improvement Plan

Improvement Plan

2020-2021

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Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow.

Core Beliefs

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At WISD, we believe:

In academic excellence for all students

In developing leaders at all levels

Every person is a leader - they lead from where they are

Our students want to excel and have pride in accomplishments

Pride and tradition are foundational to our success

Students have a place to belong

Parental involvement is welcome and parents are encouraged to have a voice

Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis

In being the best

We are all a part of the Panther family

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Comprehensive Needs Assessment

Revised/Approved: April 30th 2020

Demographics

Demographics Summary

The students in the Westwood Independent School District are described in the attached 2018-2019 TAPR report page 21. The report displays both the State of Texas and WISD. Student attendance rate has stayed consistent around the 96% range for the past four school years (2015-2016 through 2017-2018). This rate is equal or higher than the regional and state rate. Campuses offer proactive incentives encouraging students to attend school as well as educating parents on the importance of consistent school attendance. Campuses present a perfect attendance award at the end of the school year on awards night to recognize students for their hard work and efforts. As part of campus intervention for students with attendance problems, PEIMS clerks send home warning letters, call parents and schedule attendance meetings with the parents to increase awareness of potential attendance issues. On every campus, the attendance committee has been formed to consider attendance issues and prevent truancy.

Programs for special student populations continue to be an area of focus for all campuses. Teachers are being challenged to increase their level of certifications to include English as a Second Language (ESL), Special Education, and other high demand areas such as Gifted and Talented (GT).

Based on the past two years of data, there is a decrease in the retention of highly qualified teachers. The staff retention rate for 2018-2019 was 63% and 2017-2018 was 68%. Providing quality staff development both on- and off-site, district funding of specialized certification areas, continuing quality intensive mentoring programs, increase payment of campus mentors, the addition of district instructional coaches, weekly team/grade level meetings for instructional planning as well as other programs will continue to build and grow.

The district average for teacher's salary was \$40,781, which is \$13,341 less than the state average. WISD has a lower teaching salary than surrounding schools. Some additional stipends are offered but not bonus pay.

Strategies and structures are in place to build capacity at the WISD mentoring program, continuing to strive to offer common planning periods for department and grade levels, as well as implementing district and campus vertical alignment days. District and campus administration support in addition to regional support with enhanced course offerings to better curriculum and instruction. In the Summer of 2020, WISD will continue to offer Westwood University (all virtual due to COVID-19) providing high-quality professional development options.

Demographics Strengths

WISD is consistent in its demographic makeup and student mobility from year to year.

Problem Statements Identifying Demographics Needs

Problem Statement 5: Competitive wages and incentives are not offered to recruit and retain quality certified teachers and staff at all levels. **Root Cause:** Non-competitive wages including stipends and bonuses.

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Student Learning

Student Learning Summary

- Diagnostically, students' understandings are checked and subsequent instruction is planned.
- TEA's Data-Driven Instruction model is being used in K-12 (emphases in the 2019-2020 school year in tested subjects) to ensure re-teach low tested TEKS. Exit tickets are created, used, and evaluated to monitor student performance (growth).
- Instructional coaches have been added to the WISD teaching and learning team to assist campuses and teachers with teaching and learning, data, re-teachers, professional development, and much more. (19-20 school year)
- Implementation of a new ELAR curriculum from kindergarten through eighth-grade. (19-20 school year)
- Extensive ELAR training for Kindergarten through eighth-grade teachers was held in the district with an emphasis on reader/writer workshop instructional model, phonics, and guided reading. (19-20 school year)
- Consulting with ELAR specialist on implementation of curriculums Kindergarten through eighth grade. (19-20 school year)
- Implementation of Exploros in grades 6-8 for social studies contents supplemental resources and training for teachers. (19-20 school year)
- Implementation of PK-high school STEMScopes to assist with science instruction as well as training for teachers. (19-20 school year)
- TEXguides and Implementing the TEKS Resource System pacing guides were implemented to assist teachers with pacing sequences and activities. (19-20 school year)
- Hired Response to Intervention (RTi) director for all campuses to assist with tracking student progress, tiering student levels, implementation of remediation as well as a behavior intervention.
- Implementation of Exact Path remediation in RTi tier 2 students in the classroom on the Elementary, Junior High, and High School campuses.
- Assessment of learning, or summative assessment, provides teachers and students with information about the attainment of content knowledge.
- Formative assessments are embedded into the district curriculum for each unit. These formative assessments help the teacher to gauge the level of learning for each unit. Examples of formative assessments are projects and performances, writing assignments, tests, hand-on learning, and asking questions.
- Looking district-wide from 2018 and 2019 STAAR assessments, gains are visible across all reporting categories (approaches, meets, masters) for science and social studies.

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Weaknesses:

District all-grades percent scoring lower than the state average on TAPR for the approaches grade level or above:

- All Subjects - 11%
- Reading - 13%
- Math - 11%
- Writing - 12%
- Science - 6%
- Social Studies - 10%

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Student Learning Strengths

- Graduation rates increased from 96% in 2017 to 98% in 2018.
- RHSP/SAP/FHSP-E/FHSP-DLA Graduates increased from 86.1% in 2017 to 89.9% in 2018.
- College, Career, and Military Readiness increased above the state average: District - 63.9% / State - 65.5%
- Increase in dual credit courses from 25.7% in 2017 to 32.7% in 2018 well above the state average of 20.7%.
- Advanced dual credit completion rate increased from 27.9% in 2017 to 47.4% in 2018 in all subjects taken.
- Career/Military Ready graduates increased from 23.3% in 2017 to 33.7% in 2018.
- Graduate with completed IEP and Workforce Readiness increased from 0% in 2017 to 5.9% in 2018.
- Graduate's completing a CTE Coherent Sequence of coursework aligned with Industry-Based Certifications increased from 28.7% in 2017 to 46.5% in 2018.
- Graduate's completing CTE coherent Sequence increased 7% points from 2017(75.2%) to 2018 (82.2%).

TSIA results for Reading increased drastically for the subject area of reading from 21.8% in 2017 to 46.5% in 2018. Mathematics and both subject

areas heald a steady increase.

- Advanced Placement course exams had a higher participation rate jumping 3% points for 2018 in the eleventh and twelfth grades.
- Advanced Placement course exams criterion had a large leap jumping 11% points for 2018 in the eleventh and twelfth grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance from third-grade to high school are consistently below the region and state averages. **Root Cause:** Inconsistency of reading curriculum and Tier 1 instruction across grade levels and campuses.

Problem Statement 2: Student performance form third-grade to seventh-grade scores are lower than the region and state averages. **Root Cause:** Inconsistency of data driven instruction across grade levels from K-12th grade.

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District Processes & Programs

District Processes & Programs Summary

Instructional/Curricular (Offered within the district on various campuses)

WISD partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available, along with offering PRS (pregnancy-related services) for WISD students. The increase of Industry-Based Certification offerings continues at the high school level. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

In the 2019-2020 school year, each campus underwent the Effective School Framework needs assessment. Campus administration worked collaboratively to create a small or large gap approach for the identified areas. The campuses will utilize data to implement into daily leadership and data-driven instruction. ESF framework will be reflected in campus needs assessment as well as improvement plans.

Curriculum Programs:

- TEKS Resource System as a district curriculum utilizing pacing guides and TEXGuides for aligned activities
- Renaissance Learning for Reading and Mathematics Assessment
- Reading A-Z
- Pre-Kindergarten-Circle Testing
- Kindergarten-second grade - TPRI
- Imagine Learning (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Exact path, Study Island, Plato, ESL Reading Smart)
- Flocabulary
- Big Day for Pre-K

-HARCOURT

-PEARSON

-MCGRAW HILL

-Fountas and Pinnell: Leveled Literacy Intervention and Guided Reading

Personnel (recruit/support/retain)

- New Teacher Academy (3 days) for all new staff to the district
- Free Pre-Kindergarten for staff children
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district level coaching and support to complete certifications, requirements, and help in the classroom
- Instructional coaching assistance by the WISD teaching and learning team
- Eduhero online professional learning (district-wide)

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Administrative

-New Principals Academy

-Administrative Organizations / Conferences for professional development

(TEPSA, TASSP, TASA, TCWSE)

District Processes & Programs Strengths

-Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.

-District vertical alignment days were continued in the 2019-2020 school year (two half days).

-All campuses implemented intervention during the school day for reading/mathematics.

-Westwood Primary and Elementary implemented a standard LLI Intervention block for all grade levels on the master schedule.

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-Westwood ISD has focused on RtI across all four campuses with the help of the RTi Director.

-High School, Junior High School, Elementary, and Primary Campuses implemented informal conferences for all subject/grade levels.

-Better utilization of instructional technologists across the district with a focus on core subjects.

-Pre-k through 8 recently adopted a new ELAR curriculum

-District PD provided throughout the school year on identified needs

-Westwood Primary School implemented a Robotics Program for GT students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 3: All campuses currently are performing lower than the region and state percentages on state assessments. **Root Cause:** No set framework in place for campus administration to follow identifying instructional needs.

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Perceptions

Perceptions Summary

Instructional, Curricular, Personnel (recruit/support/retain), Organizational, and Administrative:

WISD programs and processes include the Skyward student management system, parent meetings sign-in sheets, scheduled parent conferences, family engagement, community food program grants, district and community Google surveys.

Current Communication Model:

WISD Audiences:

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Internal:

Pre-K - 12th Grade students

WISD Staff (district, campus, auxiliary, paraprofessional, professionals, substitutes, and volunteers)

WISD Board of Trustees

External:

Parents

Taxpayers

Stakeholders

Media

Civic/Business Leaders

Neighborhood Groups / Realtors

Prospective Residents of the District

Neighboring School Districts

Legislators

WISD Communication Channels (Both Internal and External)

The Westwood ISD website (www.westwoodisd.net)

Individual campus websites

Campus principal weekly newsletters

Westwood ISD Mobile APP

School Messenger (Targeted Correspondence with parents per grade level, special programs, campuses, the entire district, etc.)

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Westwood ISD Facebook/Twitter Accounts

"Westwood Way" Blog by the superintendent

"Curriculum Corner" By Assistant Superintendent of Curriculum and Instruction

Eduphoria/Skyward

Local Media (Palestine Herald Press, KYYK, 98.3)

Community Surveys (Posted on the district/campus website and sent through school messenger)

Safe School - online reporting platform open to the public

Perceptions Strengths

*A plan for the future is in place which includes evaluation of building use and technical applications.

*The district uses many means of communication in order to keep students, teachers, and families apprised of school programs and plans.

*Teachers are provided in-service opportunities in order to “backward plan” in order to more prepare students successfully master the teaching objectives.

*Teachers are encouraged to find ways to praise student success.

*New teachers are provided mentors and administrative support.

*Teachers are given feedback via leadership walks and learning walks, in which administrators and instructional leaders provide help to teachers with regard to meeting state standards.

*WISD schools are proactive in creating a warm and friendly environment for both staff and students.

Problem Statements Identifying Perceptions Needs

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Problem Statement 4: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

Root Cause: Families and community lack awareness of how to become more involved in cultivating partnerships with campuses or the district.

Priority Problem Statements

Problem Statement 1: Student performance from third-grade to high school are consistently below the region and state averages.

Root Cause 1: Inconsistency of reading curriculum and Tier 1 instruction across grade levels and campuses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student performance form third-grade to seventh-grade scores are lower than the region and state averages.

Root Cause 2: Inconsistency of data driven instruction across grade levels from K-12th grade.

Problem Statement 2 Areas: Student Learning

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Problem Statement 3: All campuses currently are performing lower than the region and state percentages on state assessments.

Root Cause 3: No set framework in place for campus administration to follow identifying instructional needs.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

Root Cause 4: Families and community lack awareness of how to become more involved in cultivating partnerships with campuses or the district.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Competitive wages and incentives are not offered to recruit and retain quality certified teachers and staff at all levels.

Root Cause 5: Non-competitive wages including stipends and bonuses.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

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Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: April 30th 2020

Goal 1: Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2021, character education, social-emotional guidance, and discipline referrals will show a decrease of 10% in disciplinary classroom removals.

Evaluation Data Sources: Discipline Referral Data (Skyward, TSDS)

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Summative Evaluation: None

Strategy 1: Implement a character program for K-12 to emphasize and promote positive character traits.	
Strategy's Expected Result/Impact: Positive behavior reinforcement characteristics in students.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus counselors	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Explore research based programs and implement those that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence.

Strategy's Expected Result/Impact: Students will have a clear understanding of proper social interactions and well being.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Campus Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
	Funding Sources: None	June 311

Strategy 3: The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.

Strategy's Expected Result/Impact: District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.		Formative
Staff Responsible for Monitoring: District Administration Federal/Special Programs Director School nurse(s) SHAC Committee		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
	Funding Sources: None	June

Strategy 4: All WISD campuses will participate in age appropriate community service programs.

<p>Strategy's Expected Result/Impact: Instill the importance of public service to the local community in both students and staff.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus School Organizations Parent Volunteers Campus Counselors</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: Explore various district and community opportunities to recognize students, staff members, and stakeholders for exhibiting positive character traits. ³¹²

<p>Strategy's Expected Result/Impact: Exposure of positive character traits in the community from our students and others who are showcased; therefore, increasing the display of positive characteristics in others.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Campus Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Recruit knowledgeable and motivational speakers and/or programs to provide positive character examples to students and staff.

Strategy's Expected Result/Impact: To give students and staff exposure to various positive interactions throughout the school year resulting in higher morale across the district.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	
Title I Schoolwide Elements: None	Summative
Problem Statements: None Funding Sources: None	June 313

Strategy 7: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.

Strategy's Expected Result/Impact: To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	
Title I Schoolwide Elements: None	Summative
Problem Statements: None Funding Sources: None	June

Strategy 8: Develop a calendar of events targeting Energy Bus principles, strategies and team-building activities throughout the school year at both the campus and district level.

Strategy's Expected Result/Impact: Provide continued activities that focus on personal responsibility and positivity.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	
Title I Schoolwide Elements: None	Summative
Problem Statements: None Funding Sources: None	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 1: By the end of the 2020-2021 school year; 100% of students in each subgroup will show growth in both the reading and mathematics state assessments.

Evaluation Data Sources: STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Summative Evaluation: None

Strategy 1: Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.	
<p>Strategy's Expected Result/Impact: Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Technologist Classroom Teachers ESC 7 - Curriculum Specialists</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 2: Continue a cohesive district assessment calendar for 2020-2021 including CBA (curriculum based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY, TPRI, CLI Engage Circle and TXKEA, AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.

<p>Strategy's Expected Result/Impact: To create consistency and awareness across the district related to local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 3: Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.

<p>Strategy's Expected Result/Impact: Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches RTI Director Classroom Teachers Instructional Support Staff</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: Utilize and continue various campus intervention programs to assist at-risk students with academic success in english language arts and reading as well as mathematics.

<p>Strategy's Expected Result/Impact: Students served through intervention programs will show growth on both local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration RTi Director Campus Counselors Classroom Teachers Title I Staff Paraprofessionals</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June 317

Strategy 5: Provide continued professional development, coaching, and modeling of both instructional strategies and technology.

<p>Strategy's Expected Result/Impact: Increase usages of instructional programs, applications, and usage of available technology devices across district classrooms.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Technology Staff Teacher Leaders</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS that is student-centered and student led.

Strategy's Expected Result/Impact: Ensure quality instruction as shown on T TESS and data.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 7: Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for LEP students. (PBMAS)

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 8: Continue to refine current processes and instruction across the district for RtI that adheres to addressing student learning needs.

Strategy's Expected Result/Impact: Reduction of the number of students served in Tier two and three .	Formative
Staff Responsible for Monitoring: Campus Administration District RtI coordinator Campus RtI Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Results Driven Accountability	Summative
Funding Sources: None	June

Strategy 9: Partner with inclusion specialist to implement inclusion strategies assisting students served through Special Education, Section 504, and ESL with grade-level curriculum and testing.

Strategy's Expected Result/Impact: Consistency of instruction and use of designated supports on a daily basis.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Anderson County Special Education Co-op Diagnosticians Counselors Testing Specialist Campus Teachers		Nov
		Jan
		Mar
		Summative
		June
		319
Title I Schoolwide Elements: None	Problem Statements: None	
Results Driven Accountability	Funding Sources: None	

Strategy 10: Continue the Action Coaching framework with instructional coaches across the district assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement.

Strategy's Expected Result/Impact: Growth of students in both reading and mathematics as well as student engagement as shown by discipline referrals.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
Results Driven Accountability	Funding Sources: None	

Strategy 11: Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.

Strategy's Expected Result/Impact: Student ownership of progress and parent support/engagement		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
	Funding Sources: None	June 320

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Westwood ISD will implement measures to increase the number of students that meet college, career, and military readiness standards (CCMR).

Evaluation Data Sources: Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Summative Evaluation: None

Strategy 1: Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.	
Strategy's Expected Result/Impact: CCMR standards will be implemented in daily teaching and learning.	Formative
Staff Responsible for Monitoring: Campus Administration Campus Counselors College and Technical Career Education Department (CTE)	Nov ³²¹
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Create a Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education.	
Strategy's Expected Result/Impact: Students will understand how to be better prepared for their post-secondary setting.	Formative
Staff Responsible for Monitoring: District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (ie. College application procedures, FASFA application, scholarship opportunities, available industry based certifications, and military careers.





Strategy's Expected Result/Impact: Parents and students will be informed of possible post-secondary opportunities with an increase in participation.	Formative
	Nov
Staff Responsible for Monitoring: Campus Administrators CTE Coordinator Counselors	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	322

Strategy 4: Host College Week throughout the district. Encourage all students and employees to wear college colors all week.

Strategy's Expected Result/Impact: The district will have a culture of college, career and military awareness and readiness.	Formative
	Nov
Staff Responsible for Monitoring: District Administration Campus Administration CTE Coordinator Campus Counselors	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.

Strategy's Expected Result/Impact: Students will be better prepared for college and military.	Formative
	Nov
Staff Responsible for Monitoring: Campus Administrator Campus Counselors	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Continue Dual-Credit partnerships with local colleges/universities.		
Strategy's Expected Result/Impact: Students will graduate from high school having already completed several college courses.		Formative
Staff Responsible for Monitoring: Campus Administration Campus Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June
Strategy 7: Increase PAP and AP course offerings for students and training for appropriate staff members.		323
Strategy's Expected Result/Impact: Higher pass rate of students on the AP exam.		Formative
Staff Responsible for Monitoring: Campus Administration Campus Counselors Campus Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June
Strategy 8: Create an age-appropriate college and career fair to enhance student connection to real world opportunities in grades K-12.		
Strategy's Expected Result/Impact: Deeper exposure to college and career opportunities for students.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration CTE Coordinator Campus Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of all students will be taught by highly effective and qualified teachers as well as paraprofessionals will be high quality and SBEC certified.

Evaluation Data Sources: Certification data of teachers from SBEC, Equity Plan

Summative Evaluation: None

Strategy 1: Provide professional development to all new paraprofessionals to ensure high quality assistance.	
Strategy's Expected Result/Impact: Students and teachers will be provided with high quality assistance from paraprofessionals.	Formative 324
Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administrators Administrative Assistants	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Westwood ISD will pay above the state-base for certified teachers to attract quality applicants.	
Strategy's Expected Result/Impact: Westwood ISD will attract high quality applications by paying above state -base.	Formative
Staff Responsible for Monitoring: Superintendent District Administration Payroll Department	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.		
Strategy's Expected Result/Impact: Staff will use local leave days only when necessary resulting in high staff attendance.		Formative
Staff Responsible for Monitoring: Superintendent Payroll Department		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June
Strategy 4: Plan and execute Campus and District employee celebrations.		325
Strategy's Expected Result/Impact: Higher staff morale.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Action Teams		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June
Strategy 5: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.		
Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach.		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources: None	Mar
		Summative
		June

Strategy 6: Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, and maintain active website.

Strategy's Expected Result/Impact: Recruitment of high quality personnel.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 7: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.

Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Mentor Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 8: Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration Campus Administration School Nurse(s)	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 9: Provide stipends to secondary math, science, and Spanish teachers.

Strategy's Expected Result/Impact: Help recruit high demand teaching areas to fill hard to staff positions.	Formative
Staff Responsible for Monitoring: District Administration	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	
	Nov
	Jan
	Mar
	Summative
	June

Strategy 10: Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.

Strategy's Expected Result/Impact: To ensure all teaching staff are highly qualified within their teaching field.	Formative
Staff Responsible for Monitoring: District Administration Human Resource Specilist Campus Administration Campus teacher mentors	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	
	Nov
	Jan
	Mar
	Summative
	June

Strategy 11: Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication.

Strategy's Expected Result/Impact: Recognition of exemplary staff member to model to others.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Mentor Teacher	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Westwood ISD works to improve superintendent-board-faculty-community relationships/partnerships through open communication.

Performance Objective 1: Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

Evaluation Data Sources: Parental, staff, and community participation through logs, feedback, and surveys.

Summative Evaluation: None

Strategy 1: Continue to expand the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and other up and coming media sources.

Strategy's Expected Result/Impact: Transparent communication with all stakeholders.

Staff Responsible for Monitoring: Superintendent, Technology Director, District Administration
Campus Administrators

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Actively encourage parents and community members to participate in school activities by publicizing events and maintaining district/campus activity calendars on the website and on the district's Facebook account.

<p>Strategy's Expected Result/Impact: Connection of weekly/daily information for parents and students; therefore, increasing parent and community support.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Campus Webmasters</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June 329

Strategy 3: Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.

<p>Strategy's Expected Result/Impact: Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, Zoom meetings, and Google Hangouts.

Strategy's Expected Result/Impact: Increase in parental engagement.	Formative
Staff Responsible for Monitoring: District Administration, Campus Administration Counselors Testing Specialist	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 5: Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.

Strategy's Expected Result/Impact: Parent input and engagement in district/campus processes and procedures.	Formative
Staff Responsible for Monitoring: District Administration, Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 6: Create and implement a volunteer program to execute across the district.

Strategy's Expected Result/Impact: Increase of parent involvement at various campuses.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Human Resource Specialist	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

Performance Objective 1: Westwood ISD will operate in a fiscally sound manner.

Evaluation Data Sources: Audits and reports

Summative Evaluation: None

Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts.	
Strategy's Expected Result/Impact: Maintain transparent and sound communication.	Formative Nov <small>332</small> Jan Mar
Staff Responsible for Monitoring: District Administration Campus Administration	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 1: Westwood ISD will implement best practices for safe and orderly schools.

Evaluation Data Sources: Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Summative Evaluation: None

Strategy 1: Continue the long-range steering committee & facility assessment discussion, and explore next steps for district buildings.	
Strategy's Expected Result/Impact: Increase student safety and performance.	Formative
Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Finance and Operations Director of Maintenance	Nov ³³³
	Jan
Title I Schoolwide Elements: None Problem Statements: None	Mar
	Summative
Funding Sources: None	June
Strategy 2: Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.	
Strategy's Expected Result/Impact: 100% of required participants will be CPR/First Aid certified.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Athletic Director Campus Nurses	Nov
	Jan
Title I Schoolwide Elements: None Problem Statements: None	Mar
	Summative
Funding Sources: None	June

Strategy 3: Ensure each campus has a trained Crisis Prevention Intervention core team.	
Strategy's Expected Result/Impact: Proactive safety across the district with 100% trained staff teams.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Director of Maintenance Campus Nurses	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, DARE, Red Ribbon activities, and Energy Bus character tickets (fuel your ride). ³³⁴	
Strategy's Expected Result/Impact: Bringing awareness to students and staff to ensure safety post K-12 education.	Formative
Staff Responsible for Monitoring: Campus Administrators Teachers Law Enforcement	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 5: SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.	
Strategy's Expected Result/Impact: Continue a culture of proactive school health and safety awareness across the district.	Formative
Staff Responsible for Monitoring: Federal/Special Programs Director SHAC members	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Review campus and district safety plans to include:

- Table Top Scenario Drills
- Required Campus Drills
- Emergency Management Drills
- Child Abuse Awareness
- Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor)
- Develop an emergency preparedness plan
- Continue and expand the Guardian Program
- Add surveillance equipment as needed
- Additional outside WiFi access points

<p>Strategy's Expected Result/Impact: Preparation in the event of an emergency 100% of staff and students respond appropriately.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>Summative June</p>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2: Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

Evaluation Data Sources: Increase technology usage of both devices and instructional programs/APPS as evident through classroom observations.

Summative Evaluation: None


Strategy 1: Executing a district-wide plan to modernize technology.	
Strategy's Expected Result/Impact: Cohesive plan to phase in throughout multiple years, meeting the needs of learners.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Director of Technology District Technology Committee	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Professional development plan for both instructional technology and general technology program use.	
Strategy's Expected Result/Impact: Increased usage of technology within daily instruction as observed through walkthroughs.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Instructional Coaches	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Piloting of digital portfolios with various grade level teachers and students.

Strategy's Expected Result/Impact: Gradual building of student work through a digital component.	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Instructional Coaches	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Increased emphasis of tying technology to curriculum/integration such as Google Classroom, NearPod, Flip Grid, etc. 337

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Instructional coaches Teachers	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cox	Primary Instructional Coach	Instruction	1
Amy Camp	Primary Teacher	Reading and Math Intervention	1
Daniela Gonzales	Primary Paraprofessional	Computer Lab	1
Kathy Elton	Elementary Teacher	Reading and Math Intervention	1
Kayla Warren	Elementary Instructional Coach	Instruction	1
Mandy Douglas	Elementary Paraprofessional	Computer Lab	1 338
Marcie Smith	Elementary Paraprofessional	Intervention	1
Trisha Howell	Elementary Paraprofessional	Intervention	1

Westwood Independent School District

Westwood Primary

Improvement Plan

2020-2021

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Mission Statement

Westwood Primary teachers and staff will work in collaboration with parents and community members to provide rigorous learning opportunities, support, resources, and guidance for all students. It is our mission to ready all students to become productive community members who will give back to the community and the next generation.

Vision

Westwood Primary will strive to provide a safe, child-centered learning environment created in partnership with our families, the school, and the community to enable our students to become lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a rural PreK-2 Primary School in Palestine, Texas.

ETHNIC DISTRIBUTION	2017-2018	2018-2019	CHANGE	
AFRICAN AMERICAN	15.4%	14.9%	-.5%	342
HISPANIC	31.1%	30.5%	-.6%	
WHITE	51.2%	52.2%	+1%	
AMERICAN INDIAN	.7%	.7%	No Change	
ASIAN	.2%	.5%	+.3%	
PACIFIC ISLANDER	0%	0%	0%	
TWO OR MORE RACES	1.4%	1.2%	-.2%	

	2017-2018	2018-2019	CHANGE
Economically Disadvantaged	75.3%	74%	-1.3%
English Language Learners	8.5%	7%	-1.5%
Gifted and Talented	.5%	.4%	-.1%
Special Education Services	8.1%	10.8%	+2.7%

STUDENT ENROLLMENT, ATTENDANCE, AND MOBILITY

	2017-2018 Campus	2017-2018 State	2018-2019 Campus	2018-2019 State
Enrollment	412		416	
Attendance	95.5%	95.7%	94.89%	
Mobility Rate	15.5%	16%	17.1%	15.4%
African American	2.4%		4.1%	
Hispanic	3.1%		1.9%	
White	9.7%		10.4%	

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ENROLLMENT BY GRADE LEVEL

GRADE LEVEL	8/27/18	12/21/18	5/20/19	5/1/2020
02	103	98	102	125
01	129	126	124	102
KG	115	113	111	114
EE	6	6	7	6
PK	70	68	68	69
TOTAL	423	411	412	416

Based on the 2018-2019 TEA Texas Academic Performance Report, our campus Retention Rates are as follows: Kindergarten-8.2%, 1st grade- 2.6%, and 2nd grade- 1.0%.

The average years of experience for our teachers is 9.7 years. About 7% of staff members hold Master's degrees. As of 2019, we have only female staff members with 6% of our staff representing minority ethnic groups.

Demographics Strengths

Westwood Primary is comprised of a diverse student body. We are continuing to build a culture of transparency, collaboration and progress monitoring to ensure continuous improvement. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teacher the whole child. We strive to nurture students' academic growth and support their social emotional health. We encourage goal setting for all our students and celebrate progress along the way throughout each child's educational journey.

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Student Learning

Student Learning Summary

STAR Reading Data

	READNG FALL			EARLY SPRING				
	Students	Scale Score	Grade Equivalent	Students	Scale Score	Grade Equivalent	Growth	
KINDER	3	52	.2	25	69	.7	+ .5 GE	
1ST	82	67	.7	110	74	1.0	+3 ge	345
2ND	93	380	1.8	100	438	2.4	+6GE	

Early Lit STAR Data

	FALL	SCALE	Grade	EARLY	SCALE	Grade	GROWTH
	STUDENTS	SCORE	Equivalent	SPRING	SCORE	Equivalent	
				STUDENTS			
Pre-K	77	389		86	444		+55SS
Kinder	90	468	.2	98	559	.5	+3GE
1st	58	590	.6	72	620	.7	+1GE

STAR Math Data

MATH FALL		EARLY		SPRING		GROWTH	
STUDENTS		SCALE Grade	STUDENTS		SCALE Grade		
		SCORE Equivalent			SCORE Equivalent		
1ST	103	261	0	111	326	1.0	+1.0GE
2ND	93	380	1.8	100	438	2.4	+1.6GE

CBA Data STAAR Performance Readiness

Data is from CBA's for first 4 six week grading periods

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		Projected Performance	
		Reading	Math
		Level for STAAR	
Kinder	79%	87%	Satisfactory for Reading & Math
1ST	77%	80%	Satisfactory for Reading & Math
2ND	67%	72%	Satisfactory for Math

Student Learning Strengths

Per limited 2019-2020 data, Westwood Primary School is showing growth in Reading and Math. Other areas of strength identified by CNA Committee:

District Vertical Planning Days scheduled into calendar

Common ELAR curriculum support resources in K-2

School Processes & Programs

School Processes & Programs Summary

We implemented PLCs every Wednesday with fidelity in 2019-2020. The campus Effective Schools Framework Focus Area #3, Data-driven instruction, was a priority, Data driven instruction was evidenced by teachers able to disaggregate data and apply it to lessons through differentiation, small group and lesson adjustments. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Teachers participated in Learning Walks & Gallery Walks this year.

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We completed our first year with CHAMPS in all grades PreK-2. Discipline data from 2018-2019 and 2019-2020 for PreK-2nd grade shows a decrease in discipline referrals from 15% to 13%. Our campus Effective Schools Framework Focus Area #1, a Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, was a priority this year. All staff and students are taught, practice and reinforce/model positive behavior expectations with a common language through Energy Bus Principles and CHAMPS.

We include teacher teams and appropriate district supervisors in our hiring process in order to recruit highly qualified staff. Our Superintendent meets with each recommended teacher candidate for hiring approval. We strive to hire highly qualified teachers who put students first and adhere to TEKS and research best practices. New Teachers attend Westwood ISD's New Teacher Academy and a mentor is assigned to ensure success in the classroom. Teachers who are new to the profession attend monthly support meetings with district directors over curriculum and instruction.

We provide support and coaching to help teachers grow professionally. An Instructional Coach position was added during the 2019-2020 school year to support curriculum, instruction and assessment. Staff development is provided through Eduhero, Westwood University, Region Service Center, In-Service PD, and Professional Conferences.

School Processes & Programs Strengths

We conduct our RTI meetings collaboratively. We include Special Education teachers, campus counselor, Admin and Teachers in order to ensure that individual student needs are met and learners are set up for success. During the 2019-2020 school year, a district RTI coordinator was assigned to support Response to Intervention data meetings. Our campus RTI teacher and teacher assistant continue to work with identified Tier 3 students in a small group setting.

The Master schedule is designed to include an Intervention block. This reduced our student to teacher ratio for small group instruction and enabled our staff to meet the needs of individual students.

Our campus Effective School Framework Focus Area #2, Objective-driven daily lesson plans with formative assessments, was a priority for the 2019-2020 school year. Teachers created objective driven daily plans with formative assessments aligned to state standards. All teachers created and submitted lesson plans that included clear objectives, opening activities, differentiated paths of instruction to a clearly defined goal, paths that meet specific needs of students with disabilities and English learners, and daily formative assessments. Campus leaders reviewed lesson plans frequently for alignment to standards, the scope and sequence, the expected level of rigor, and provided teachers with feedback and lesson planning support.

A campus Book Study over the Energy Bus further enhanced our campus culture and climate.

Other strengths identified by CNA Committee:

- Effective hiring process with interview team and superintendent
- Thorough New Hire Training
- CHAMPS and Energy Bus implementation has made an impact on student behavior
- PLC meetings and RTI meetings to drive instruction
- Campus Family events such as STEM Night, Kona Ice, Music Program, CARE Club, Coffee with the Principal, Backpack Program and Read Across America

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: There is a lack of consistency between grade levels on expectations and procedures. **Root Cause:** Currently, there is not a district/campus wide framework in place.

Perceptions

Perceptions Summary

At Westwood Primary, we prepare all students to be actively engaged in meaningful and relevant work for success in the 21st century. We believe that we are service providers to our learners and families. Expectations, values and beliefs are outlined through our Energy Bus principles we teach monthly. Classroom environments are structured to promote a conducive setting for learners to complete assignments and interact with others. For the 2019-2020 school year, flexible innovative furniture was provided to all six first grade classrooms.

Social-emotional learning was implemented this school year to eligible learners and students in PreK-K during the Spring semester.

We maintain communication with our stakeholders via school messenger, school correspondence, marquee, email, Facebook, Twitter, Class Dojo, and our campus website. Campus communication is shared with parents in English and Spanish. Parents are encouraged to volunteer at the school. The campus is in compliance with Title I Parent Involvement policies such as sharing a School/Parent Family Compact and hosting an annual Title I Meeting.

We host Meet the Teacher Night before school begins for the year. We offer a variety of activities and programs to involve parents and the community throughout the school year. Invitations to Coffee with the Principal, Head Start Meetings and other committee invitations are offered to parents during the school year where parents can voice ideas and concerns. A Parent Survey was conducted in the Fall with 13 parents voluntarily participating.

Perceptions Strengths

We have hosted several family and community events this school year such Grandparents Day Lunch, Open House, Read Across America, Bring Your Dad to School Day, Science Night with Dad, Math Night with Dad, STEAM Family Night, Coffee with the Principal, Head Start Parent meetings, Kona Ice Days, Music Programs, ESL Family Night, and Holiday Celebrations. Most events have brought in more than 150 visitors each time as evidenced by sign in sheets. Parents are invited to be involved in school decision making by participating in parent meetings held throughout the year. Various forms of communication are in place for all stakeholders in English and Spanish. We frequently recognize students for perfect attendance through incentives and public recognition. Students of the Month for Pk-2 grade are celebrated at monthly School Board Meetings.

SEL program, Energy Bus and CHAMPS

In the Fall of 2019, parents were surveyed about our campus. 13 parents responded and the result showed that 92.3% of parents feel that the school is a safe place to learn; 61.5% of parents feel that their voice is valued to a great extent; and 69.2% feel that teachers communicate often with them about their child's academic achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 3: There is a lack of parental involvement regarding academics, behavior and school correspondence. **Root Cause:** Different demographic factors may exist (e.g. work schedule, language barrier; relationship level).

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Priority Problem Statements

Problem Statement 2: There is a lack of consistency between grade levels on expectations and procedures.

Root Cause 2: Currently, there is not a district/campus wide framework in place.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a lack of parental involvement regarding academics, behavior and school correspondence.

Root Cause 3: Different demographic factors may exist (e.g. work schedule, language barrier; relationship level).

Problem Statement 3 Areas: Perceptions

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

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- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- TTESS data

Goals

Goal 1: Student Academic Achievement - Improve and support learning for all students by providing meaningful and relevant educational opportunities.

Performance Objective 1: Achievement of all students, as measured by assessments and classroom performance, shall continually improve. Emphasis is placed on reading, writing and math.

Evaluation Data Sources: Renaissance STAR testing, CBA's, local grades, TPRI, LLI, F & P progress tests, teacher observations, family and community involvement records. 354

Summative Evaluation: None

Strategy 1: Utilize Renaissance Flow 360 applications (Star Reading, Star Early Literacy, Star Math), and Accelerated Reader 360 to drive instruction, practice, and formative assessment. TEKS Resource System and the Fountas & Pinnell Classroom will be used as well to support learning opportunities for all students.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coach	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
	June

Strategy 2: Use performance data and progress monitoring to drive instruction and RTI. Intensive small group instruction to target specific gaps in learning will occur during the school day. A variety of instructional materials to be used for all interventions:

- Mentoring Minds
- LLI
- Learning A-Z programs
- Imagine Learning

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: Teachers, Instructional Coach		
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Nov
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Jan
ESF Levers: None		Mar³⁵⁵
	Summative	
	June	

Strategy 3: Tier I: Students struggling with universal or core instruction for all students will be identified through progress monitoring and a variety of grade level data results. The classroom teacher will implement intervention strategies for a minimum of six weeks with progress documentation. After six weeks an RTI data meeting will be held to analyze data to determine placement in the RTI tiers.

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: Teachers, RTI Team		
Title I Schoolwide Elements: 2.4, 2.5		Nov
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Jan
ESF Levers: None		Mar
	Summative	
	June	

Strategy 4: Tier II: Struggling students will work in small groups within the classroom with the classroom teacher. Interventions will be used for a six week period with progress documentation. After this time period, if the student is still not making adequate progress the RTI Team will review the data and decide whether or not to move the student to Tier III.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, RTI Team	
Title I Schoolwide Elements: 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: Tier III: Students will work individually or in very small groups in the RTI lab during their scheduled time period. Time span for Tier III will vary. If the student is still not making adequate progress the student may be referred for further evaluation.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: RTI Team	
Title I Schoolwide Elements: 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Ongoing assessment such as CBA's, progress tests, Renaissance Star Reading & Math, Renaissance Star Early Lit, TPRI, and LLI will be administered throughout the school year to target TEKS.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
	Nov
	Jan
	Mar
	Summative
	June

Strategy 7: All test results will be analyzed to determine weaknesses in the area of curriculum and/or instruction and to make data driven decisions when placing students in available programs.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coach, Counselor, Admin	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	357

Strategy 8: Student participation in AR Point Clubs will be promoted.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	Nov
Title I Schoolwide Elements: 2.5	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 9: Kindergarten and 1st grade students flagged on the dyslexia screener through TPRI will be evaluated for dyslexia. Students who qualify will then be eligible for the Dyslexia program.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: 504 Committee, Dyslexia Teacher	Nov
Title I Schoolwide Elements: 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 10: Students will use Interactive Notebooks across the curriculum on a regular basis beginning no later than the 2nd week of school as a tool to scaffold academic content.

Strategy's Expected Result/Impact: Reading, Writing, Comprehension	Formative Nov Jan Mar Summative June 358	
Staff Responsible for Monitoring: Teacher, Support Team, Admin		
Title I Schoolwide Elements: 2.5		Problem Statements: None
TEA Priorities: Build a foundation of reading and math		Funding Sources: None
ESF Levers: None		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Campus Environment- Promote an environment that engages and connects students to each other and with staff. Students thrive when they are engaged in learning and feel a sense of belonging in our school.

Performance Objective 1: Create safe and inclusive opportunities- Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Sources: Safety and security reports; drill logs; discipline data; CHAMPS data

Summative Evaluation: None

Strategy 1: Utilize a Campus Crisis Management Plan and complete all safety drills as directed by WISD Safety and Security Department.		359
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: All Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: All visitors will be required to check in at the office using our campus Raptor Visitor System and present a valid photo ID before entering the building in order to detect possible offenders.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Reception Staff, Raptor Building Level Users		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: All students leaving campus early will be required to be signed out in the office by a parent.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: All Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: All campus exterior doors will remain locked from the outside during school hours.		360
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: All Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: CHAMPS will be utilized across all grade levels as a proactive and positive approach to classroom management. Students will be recognized for achievements through Energy Bus principles and public recognition on a regular basis.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: All Staff, Admin		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: Information will be made available to parents and students concerning possible health issues associated with school such as flu, head lice, and pinkeye.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: School Nurse	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 7: All parents will be required to show a Pick-Up Ticket at afternoon pick-up for safety purposes.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Promote attendance in PK-2 grade to meet and/or exceed 96%.

Evaluation Data Sources: PEIMS reports

Summative Evaluation: None

Strategy 1: Parents will be informed of legal and local attendance policies as well as the consequences of poor attendance.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: PEIMS Clerk	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Mar ³⁶²
Problem Statements: None	Summative
Funding Sources: None	June
Strategy 2: Attendance letters will be mailed out each six week period for students who have excessive absences, tardies, and/or early sign-releases.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: PEIMS Clerk	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Mar
Problem Statements: None	Summative
Funding Sources: None	June


Strategy 3: Student Perfect Attendance recognition every 6 weeks on Morning Announcements and TV foyer monitor.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: PEIMS Clerk Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Students with perfect attendance will be rewarded each six weeks with an attendance celebration party and Free Dress 363 Coupon.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: PEIMS Clerk Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Human Capital & Resource Stewardship - Recruit, retain and maintain a highly-qualified staff by nurturing talents through meaningful professional learning and encouraging the management of resources in a fiscally responsible way while meeting student needs.

Performance Objective 1: Staff are encouraged to embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Sources: Teacher surveys, lesson plans, staff meetings agendas, and decreased teacher absences.

Summative Evaluation: None

Strategy 1: Staff will participate in training sessions and apply new learning to meet the pre-determined needs of the campus.	
Strategy's Expected Result/Impact: None	Formative ³⁶⁴
Staff Responsible for Monitoring: Curriculum Director, Teachers, Admin	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Grade levels will have one full day at the end of each marking period, student free, to dis-aggregate data to plan instruction. Once each semester, all levels will meet for vertical alignment meetings across the district.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Curriculum Director, Teachers, Admin	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will participate and apply new learning of instructional technology applications.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Admin, Technology Staff	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

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Strategy 4: Teachers will apply PLC protocols that utilize data gathered from Formative and Summative Assessments to design instruction and adjust based on student needs.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: Employees' children will automatically qualify for our full day pre-k program.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin, PEIMS clerk	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: Parents/guardians will be notified if their child's teacher(s) are not certified.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June





Strategy 7: Staff development /Team meetings will be held only once a month, at which recognition and incentives will be given. Team building and/or professional activities will be conducted at each staff meeting.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin, Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 8: Staff with perfect attendance will receive recognition during staff meetings and on Morning Announcements every 6 weeks. A teacher and para name will be drawn for an incentive.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Secretary, Admin	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 9: Grade level teams will meet weekly to collaboratively plan and access grade level data.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Grade Level Chairs, Instructional Coach, Admin	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
	June
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right;">367</div> </div>	

Performance Objective 2: Staff use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals.

Evaluation Data Sources: Staff attendance rates; lesson plans; walkthrough data; coaching feedback; materials costs

Summative Evaluation: None

Strategy 1: K- 2 grade will utilize Fountas and Pinnell resources and materials for ELAR instruction.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach	Nov 368
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
	June
Strategy 2: Teachers participate in professional learning sessions in the area of Instruction, Curriculum and Technology that are offered onsite by a district staff facilitator.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
	June

Strategy 3: Teachers will be provided an opportunity to acquire and maintain G/T certification.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Teachers will be provided an opportunity to acquire ESL certification with reimbursement by the district when certification is acquired.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: Paraprofessionals in grades PK-2 will help teachers manage the classroom, lead appropriate instructional activities, and assist students through small group or one-on-one research based interventions recommended by the classroom teacher.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers Paraprofessionals	
Title I Schoolwide Elements: 2.5	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: Instructional Coach will meet with each grade level regularly to discuss vertical alignment, lesson plans, assessment data, resource allocations, and academic concerns.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Instructional Coach, Admin	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
Funding Sources: None	Summative
ESF Levers: None	June
Additional Targeted Support Strategy	370





Strategy 7: Google Drive, Remind, Email, Telephone, School Mail will be used to share committee minutes, meeting agendas, and other information to appropriate/applicable persons.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
Funding Sources: None	Summative
ESF Levers: None	June

Strategy 8: Teachers will engage in a book study to be discussed and analyzed throughout the year at scheduled times.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
Funding Sources: None	Summative
ESF Levers: None	June
Comprehensive Support Strategy	

Strategy 9: Teachers will utilize the Literacy Library for educational resources to support teaching and learning goals.

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar
Staff Responsible for Monitoring: Instructional Coach, Admin		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		371

Goal 4: Community Engagement - Through intentional partnerships with parents, local businesses and the community, we will develop stronger bonds with our stakeholders and create relationships to benefit the achievement of all students.

Performance Objective 1: Westwood Primary will create an environment that is conducive to parental and community involvement to promote student learning and related academic success.

Evaluation Data Sources: Community/family surveys, volunteer records; business partner records.

Summative Evaluation: None

Strategy 1: A campus Meet the Teacher/Orientation Night will be held before school starts to allow families to meet the child's teacher face to face and familiarize new students and their families with the campus. Parent and Family Engagement Policy will be shared. 372	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Counselor, Admin	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: A teacher contact with parents and students, prior to school starting, to begin building relationships and connecting parents to school.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Parent conferences will be held at least twice a year to discuss progress toward specific learning and behavior goals.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers	
Title I Schoolwide Elements: 3.2	
TEA Priorities: Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Stakeholder access to multiple events throughout the school year that provide positive experiences for participants. 373
 Examples include: Grandparents Lunch, Donuts for Dads, Muffins for Moms, Music Programs, Graduations, Awards, Field Day, Fun Run, Read Across America, STEM Family Night, Thanksgiving Lunches, Classroom Parties, and Open House.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	
Title I Schoolwide Elements: 3.2	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: Parent volunteers will be recognized during campus end of the year Awards Celebrations with a volunteer award certificate.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Teachers, Admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: Students will attend a Fire prevention program to promote fire safety at school and at home. Second grade will attend Safety Town.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Palestine Fire Department, Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June





Strategy 7: Staff will help organize parent programs offered by non-profit organizations focusing on culture, making good choices, and strengthening the family.

Strategy's Expected Result/Impact:	Formative
Staff Responsible for Monitoring: Head Start Site Staff, Counselor, Admin	Nov
Title I Schoolwide Elements: 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: Inform parents and students about careers and college opportunities during College and Career Week.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: Use of social media to promote events and recognize students.

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Admin		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		375

Performance Objective 2: Communicate with all stakeholders to understand diverse perspectives: Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others. Represent the campus and profession in a positive manner.

Evaluation Data Sources: Campus surveys; parent conferences; staff attendance at after-school events; participation in district Energy Bus initiative.

Summative Evaluation: None

Strategy 1: Counselor provides required training to staff, guidance lessons to classes, and meets with students in small groups and/or individually.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Counselor, Admin		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide Coffee with the Principal welcoming parents and community members to ask questions, share feedback and develop relationships with campus administrators and staff.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Admin		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Staff are dedicated to the Seven Principles of The Energy Bus and are purposeful and persistent with developing rapport, establishing trust, building relationships with students and creating a positive campus culture.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June


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Strategy 4: Ensure parents feel supported and confident sending their children to the Primary School. Staff members will actively collaborate and communicate with stakeholders inside/outside the school to support the campus mission and vision.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All Staff	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Technology - Stay current with technological hardware, software, and learner-centered use of technology in all classrooms.





Performance Objective 1: Teachers will integrate student-centered technology throughout the curriculum.

Evaluation Data Sources: Lesson Plans; Walkthrough data; coaching conferences; technology usage reports

Summative Evaluation: None

Strategy 1: We will examine possibilities for new educational software and technology equipment to continue to update our campus.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Technology Staff, Admin	Nov 378
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
Funding Sources: None	Summative
ESF Levers: None	June
Strategy 2: Staff participation in training and application of instructional technology and use of equipment.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Technology Staff, Admin	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
Funding Sources: None	Summative
ESF Levers: None	June

Strategy 3: Computer lab and iPads will be utilized to implement the Technology TEKS.

Strategy's Expected Result/Impact: None	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Computer Lab staff, Teachers	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Improvement Team met May 15, 2019 to review the final CIP for the annual summative. Each lead team member presented data over the CNA- Multiple Measures: Demographics, Student Academic Achievement, School Processes and Programs and Perceptions.

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ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Team participated in a pre-work activity with campus stakeholders. Each member was assigned one of the four Multiple Measures to research.

Teams researched the following: strengths and why they are strengths; current problem(s); problem statement(s) and suppositions about why problems exist. CIP team members shared findings during the May 15 meeting with the CIP committee. The CIP committee participated in a gallery walk to analyze and discuss campus goal attainment.

Data utilized: attendance data; assessment data; parent participation data

2.2: Regular monitoring and revision

The CIP committee will meet throughout the school year to monitor progress and revise plan as needed. Each Goal, Performance Objective and Strategy will be evaluated for progress in November, January and March. In June a Summative Review will be conducted to consider if the strategy was accomplished or needs to be modified or discontinued.

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

The Campus Improvement Plan will be reviewed and presented at the June 10th Board Meeting. The CIP will be available on our campus website for parents and the community to review.

2.4: Opportunities for all children to meet State standards

Strategies in the Campus Plan will address the needs of all students in all subgroups in order to meet State Standards. Intensive accelerated instruction will be provided to students not meeting minimum expectations. Examples include: during the school day tutorials, classroom interventions; RTI, summer school.

2.5: Increased learning time and well-rounded education

The master schedule will provide increased learning time during established content blocks as well as an intervention time embedded into the schedule. The district adopted a new ELAR curriculum support, Fountas & Pinnell, to provide a balanced literacy approach to teaching/learning. ³⁸¹

Support resources will be utilized such as Mentoring Minds, Imagine Learning, Learning A-Z, Nearpod, Kurzweil, Discovery Education.

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

Student test data will be disaggregated by faculty and staff to identify student needs. At-risk students will be identified using available data. The RTI process will be utilized to provide early intervention for struggling students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be posted on the District and Primary Websites.

3.2: Offer flexible number of parent involvement meetings

The Primary campus will continue to offer a variety of parent involvement meetings throughout the school year to target academics, social/emotional learning and other family related topics.

A Title I meeting will be held at the beginning of the year to inform parents of programs, resources and funding that impact instruction.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cox	Instructional Coach		1
Amy Camp	Title I Interventionist	Intervention	1
Ashley Henderson	Computer Lab Paraprofessional		1

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Westwood Independent School District

Westwood Elementary

Improvement Plan

2020-2021

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Mission Statement

Westwood Elementary Panthers will receive a quality, competitive, innovative education that promotes well-rounded, career-oriented lifelong learners who are intrinsically motivated!

Vision

We build high expectations that are academically and socially driven through positive relationships that share a common goal.

Value Statement

We value parents as children's first and best teachers. We value those who teach, lead, serve, and learn by example. We value empowering students to exceed expectations in an engaging, inspiring, and challenging learning environment. We value building relationships with all stakeholders. We value self-discipline and reflection. We value open and honest communication delivered with kindness and compassion.

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Title I Personnel	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Elementary serves students in grades 3-6 of Westwood ISD in Palestine, TX. The following population counts are based on the 2017-2016 Texas Academic Performance Report (TAPR) released from TEA.

Overall Population Counts

- Total Students: 471
- Grade 3 Population: 135
- Grade 4 Population: 103
- Grade 5 Population: 121
- Grade 6 Population: 112

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Race and Ethnicity Rate

- African American: 84 (17.8%)
- Hispanic: 126 (26.8%)
- White: 232 (49.3%)
- American Indian: 5 (1.1%)
- Two or More Races: 24 (5.1%)

Sub-Populations

- Economically Disadvantaged: 310 (65.8%)
- Non-Educationally Disadvantaged 161 (34.2%)
- ELL: 32 (6.8%)
- At-Risk: 258 (54.8%)

The reported mobility rate of Westwood Elementary students is a total of 101 students which equates to 19.2% of the total student population. The overall retention rate is 6.2% of the student population with the highest occurrences of retention happening in third grade. The average class size is between 19-20 students per class.

Westwood Elementary has a staff that consists of 48 total members. 32 of which are teachers, 2 professional support staff, and 3 campus level

administrators (Principal, Assistant Principal, and Counselor. 12 Instructional Support Paraprofessionals also are on staff. Within the staff include 2 minority members. Most teachers hold a bachelor degree while 3 of which hold a masters degree. Most of the staff have 1-5 years of experience in education

Demographics Strengths

Staffing allocations are carefully arranged to foster high achievement for students. A top priority is to create class sizes that are at an achievable capacity. All staff members participate in quality professional training to ensure the implementation of instructional programs.

It is noted that the retention rate decreases once students have made the transition from the primary campus after a successful third grade year. Learning gaps show closure rates once students make that transitional year.

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments. **Root Cause:** Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Student Learning

Student Learning Summary

Westwood Elementary Spring 2017 STAAR Performance Data

The following represents students that performed At Grade Level or Above.

- Reading 2016: 65% 2017: 67%
- Math 2016: 63% 2017: 66%
- Writing 2016: 58% 2017: 48%
- Science 2016: 57% 2017: 47%

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During the 2017-2018 school year RTI systems were implemented along with a personalized instruction hour each day. STAR Math and Reading Screeners were measured in BOY, MOY, and EOY intervals to track student progress. Based on this measurement tool significant growth was recorded throughout the campus; many students showing 2-3 years growth in performance.

Student Learning Strengths

With the implementation of Campus Blitz (personalized instruction) students were able to be grouped with students that are identified needing the same on-level instruction. These groups are designed with a small group teaching model to provide quality support to meet the needs of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 2: Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content. **Root Cause:** Students lack foundational skills needed to master grade level concepts.

School Processes & Programs

School Processes & Programs Summary

Westwood Elementary partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

Instructional

- TEKS Resource System
- Renaissance Learning
- Reading A-Z
- Istation / TPRI
- Imagine Learning (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Study Island, Plato, ESL Reading Smart, Reading Mate)
- Flocabulary
- HARCOURT

- PEARSON

- MCGRAW HILL
- Moving with Math
- LLI

- Project Wisdom

- Mentoring Minds Motivation Series

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Personnel (recruit/support/retain)

- New Teacher Academy (3 days) for all new staff to the district
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district level coaching and support to complete certifications, requirements, and help in the classroom.

-Eduhero online professional learning (district-wide)

Administrative

-New Leaders

-New Principals Academy

-Administrative Organizations / Conferences for professional development (TEPSA, TASSP, TASA, TCWSE)

District Processes & Programs Strengths

-Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.

-District vertical alignment was implemented in the 2017-2018 school year (two half days).

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School Processes & Programs Strengths

Westwood Elementary has implemented TEKS Resource System as a set curriculum. Utilizing the Scope and Sequence with fidelity ensures that all content is taught and scaffolded in a method that increases student performance. The school counselor provides "Words of Wisdom" each morning to students as a method of character development. A personalized instruction hour that provides intervention and extension opportunities is built into the instructional schedule with the intent of providing targeted instructional growth points for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 3: Campus STAAR Score results were 64% at Approaches Grade Level or Above. **Root Cause:** Lack of intervention systems to support learners in closing achievement gaps.

Perceptions

Perceptions Summary

The staff of Westwood Elementary believe that effective partnerships with all stakeholders is essential to student success. It is imperative to build positive relationships with all. Home visits were implemented during the 2017-2018 school year. The following communication platforms are used:

- Skyward Student Management System
- Twitter
- Facebook
- Call Systems
- BAND (staff only)
- School Website
- Remind
- Class Dojo
- Conferences/Report Card Pickup

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Perceptions Strengths

The focus on building effective partnerships is a priority. Building positive relationships through consistent and transparent communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 4: Students lack internal motivation and have become use to the feeling of not being successful. **Root Cause:** Staff lack in understanding circumstances of students from low economic backgrounds.

Priority Problem Statements

Problem Statement 1: Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments.

Root Cause 1: Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content.

Root Cause 2: Students lack foundational skills needed to master grade level concepts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus STAAR Score results were 64% at Approaches Grade Level or Above.

Root Cause 3: Lack of intervention systems to support learners in closing achievement gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students lack internal motivation and have become use to the feeling of not being successful.

Root Cause 4: Staff lack in understanding circumstances of students from low economic backgrounds.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

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Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Westwood Elementary aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2019, given character education directly correlated to TEC 29.906, a decrease of 10% in discipline referrals will be documented.

Evaluation Data Sources: Discipline Referral Data

Summative Evaluation: None

395

Strategy 1: Develop and implement character education programs for K-12 such as ESTEEM, DARE, Project Wisdom, etc. to emphasize and promote positive citizenship traits.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: District Administration
Campus Administration
Campus Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselor Campus Teachers	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Recruit knowledgeable and motivational speakers to provide positive examples to students.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: District Administration
Campus Administration
Campus Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

397



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: To increase STAAR performance scores by 10 percentile points in all subject areas.

Performance Objective 1: By May 2019, academic standards will result in a 10% increase in the area of masters grade level on the Texas state assessment.

Evaluation Data Sources: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards

Summative Evaluation: None

Strategy 1: Restructure the instructional schedule to increase student learning time.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Staff		Nov³⁹⁸
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Utilize a personalized instruction hour, Campus BLITZ, to provide both intervention and extension opportunities to learners that support their individual learning level.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Administration Instructional Staff RTI Coordinator		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Campus Administration Instructional Staff RTI Coordinator	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	399


Strategy 4: Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices.


Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff Campus Leadership Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Implement a system of monitoring lesson plans for correct alignment and high levels of rigor that provides quality feedback to maximize student learning outcomes.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

400

Goal 3: Westwood Elementary recruits a highly effective teaching staff with the idea of achieving a staff reflective of the Westwood ISD student body and that serve as role models both inside and outside the classroom.

Performance Objective 1: Westwood Elementary will provide a professional and positive learning environment by recruiting, employing, retaining, supporting, and commending excellent staff.

Evaluation Data Sources: Feedback surveys (new teacher academy, mentor program, and new to profession meeting attendance), certification monitoring, job fair attendance/recruitment data, job advertisement data through specific websites.

Summative Evaluation: None

Strategy 1: Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	
Strategy 2: Provide orientation and mentoring services for teachers recently hired by the district.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Mentor Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	

Strategy 3: Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar
Staff Responsible for Monitoring: District Administration Campus Administration Mentor Teacher		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Summative
ESF Levers: None		June 02

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Develop a school environment that is safe, orderly, and positive for all that focuses on student success.

Performance Objective 1: To promote a positive school climate and promote partnerships for students, staff, and community members.

Evaluation Data Sources: Safety Audit

Discipline Records

Lesson Plans

Safety Drill Logs

Summative Evaluation: None

Strategy 1: Development of EOP and Reunification Plans		403
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Strategy 2: Monthly safety drills that simulate a vareity of possible situations		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 3: Continuation of "Project Wisdom" Year Two implementation to provote character development.


Strategy's Expected Result/Impact: None	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		

Strategy 4: Provide team bonding opportunities for faculty and staff that encourage out of school activities amongst one another. 404

Strategy's Expected Result/Impact: None	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: By the end of the 2018-2019 school year, 50% of the special education population will show growth of at least one year in mathematics and reading.

Performance Objective 1: Develop and implement personalized instructional plans.

Evaluation Data Sources: LLI Progress Monitoring
 Moving With Math Progress Monitoring
 Diagnostic and Screening Data Platforms
 RTI Monitoring

Summative Evaluation: None

Strategy 1: Implement an Inclusion/ Co-Teaching Model to emphasize the least restrictive environment for special education students. 405	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Nov
	Jan
	Mar
	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 2: Training sessions that educate professionals on SPED laws and codes.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	406
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 3: Use of Campus BLITZ that promotes closing gaps in foundational skills.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 4: Use of a vareity of data sets to monitor student goals from IEPs, TEK Mastery, etc.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		
Title I Schoolwide Elements: None		Summative
TEA Priorities: None		
ESF Levers: None		
Problem Statements: None		
Funding Sources: None		June
		407



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jana Carr	Instructional Coach		1
Mandy Douglas	Computer Lab Paraprofessional		1
Trisha Howell	Instructional Paraprofessional		1

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Westwood Independent School District

Westwood Junior High

Improvement Plan

2020-2021

409



Mission Statement

The staff of Westwood Junior High will work in partnership with families and community members to provide academically and socially enriched opportunities, support, and guidance for all students. It is our continued mission to ready our students to become civically responsible members of the community in the future.

Vision

Westwood Junior High will promote a secure, learner focused environment that works collaboratively with parents, community members and staff in order to prepare future ready students in a positive and engaging educational manner.

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Goals





Goal 1: Westwood Junior High recruits a highly effective teaching staff that is representative of the Westwood ISD student body and is capable of effectively responding to a diverse student population to ensure all students are receiving a safe, appropriate, equitable education.

Performance Objective 1: By June 2021 there will be an 80% staff retention rate through effective school support such as mentoring, professional development, opportunities for continued education in both testing and administrative avenues, and staff collegiality.

Evaluation Data Sources: Signed contracts by March 2021 by current employees of the district. Number of applications submitted as positions become available. Support staff sign and return letters of reasonable assurance by June 2021. ⁴¹²

Summative Evaluation: None

Strategy 1: Provide new staff members with a mentor to assist in all areas for the first year in the district.	
Strategy's Expected Result/Impact: Support and retain new staff members.	Formative
Staff Responsible for Monitoring: Curriculum Director Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 2: Provide opportunities for staff to attend virtual or face to face trainings throughout the year.		
Strategy's Expected Result/Impact: Retention of highly qualified staff.		Formative
Staff Responsible for Monitoring: Administration Curriculum Director		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Improve the recruiting of bilingual/ESL teachers by offering a stipend for bilingual/ESL certified teachers.		413
Strategy's Expected Result/Impact: Recruiting staff representative of the diversity of the student population.		Formative
Staff Responsible for Monitoring: Administration Curriculum Director		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Build staff leadership capacity so teachers and administration feel supported by a network of peers.

Evaluation Data Sources: Signed contracts by March 2021 by current employees of the district. T-TESS evaluations. Staff end of year conferences.

Summative Evaluation: None

Strategy 1: Conduct face to face or virtual leadership walks at least once per six weeks.	
Strategy's Expected Result/Impact: Increase in accountability and leadership capacity.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar¹⁴
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide formal and informal opportunities for teachers to engage in leadership practices.	
Strategy's Expected Result/Impact: Increase staff buy-in and leadership capacity.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Increase collaboration with staff leaders through PLC's meetings and data analysis on a common scheduled rotation held face to face or virtually.

Strategy's Expected Result/Impact: Increase collaboration and staff leadership capacity.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
	June

Strategy 4: Provide virtual or face to face team-building activities during teacher workdays before the school year begins and at least twice more throughout the year.





Strategy's Expected Result/Impact: Increase in staff collegiality and collaboration.	Formative
Staff Responsible for Monitoring: Administration Department lead teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: All staff will have attended at least six hours of professional development opportunities in the areas of student mental health or classroom management of troubled or at-risk students in addition to the required district training.

Evaluation Data Sources: Staff professional development hours.

Summative Evaluation: None

Strategy 1: Provide all staff members with targeted professional development during August pre-service		
Strategy's Expected Result/Impact: Increase staff awareness of strategies for classroom management of difficult situations.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan₄₁₆
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
Strategy 2: Provide opportunities for staff to attend virtual or face to face training throughout the year.		
Strategy's Expected Result/Impact: Staff will be better equipped to handle difficult classroom management situations.		Formative
Staff Responsible for Monitoring: Administration Curriculum Director		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Westwood Junior High supports the efficacy of programs serving ALL student populations such as English language learners, African American, White, gifted and talented, special education, identified 504 and socio-economically disadvantaged students. (TEA - Targeted Support Indicator)

Performance Objective 1: The number of classroom teachers with an active ESL certification will increase to 14.2%, with the 3 year goal of all core teachers being ESL certified.

Evaluation Data Sources: Teacher certifications, staff attending prep. opportunities through Region 7.





Summative Evaluation: None

Strategy 1: Provide staff with opportunities to attend ESL specific trainings.		417
Strategy's Expected Result/Impact: Increase in ESL certified staff.		Formative
Staff Responsible for Monitoring: Administration Curriculum Director		Nov
Title I Schoolwide Elements: 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Summative
ESF Levers: None	None	June
Strategy 2: Provide reimbursement for teachers who successfully pass the ESL certification exam.		
Strategy's Expected Result/Impact: Increase in ESL certified staff.		Formative
Staff Responsible for Monitoring: Curriculum Director		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Summative
ESF Levers: None	None	June

Performance Objective 2: The number of ELL students passing all sections of the TELPAS will increase by 20%.

Evaluation Data Sources: Local benchmark assessment data. TELPAS assessment data.

Summative Evaluation: None

Strategy 1: Normalize TELPAS testing procedures for students by utilizing them in all content area classroom assessments at least once per six weeks.	
Strategy's Expected Result/Impact: Student comfort with TELPAS procedures will increase.	Formative
Staff Responsible for Monitoring: ESL Director Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan₁₉
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide opportunities for all staff to learn about TELPAS testing procedures and requirements.	
Strategy's Expected Result/Impact: Broader support for TELPAS testing requirements in all subjects.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 3: Pre-AP courses will increase rigor in order to better prepare students for Advanced Placement courses in high school.

Evaluation Data Sources: STAAR masters designations. Local benchmark assessment data. Student feedback.

Summative Evaluation: None

Strategy 1: Require all incoming pre-AP students to complete summer, online advanced portfolios before beginning pre-AP coursework.	
Strategy's Expected Result/Impact: Decrease number of inadequately prepared students in Pre-AP courses	Formative
Staff Responsible for Monitoring: Administration Pre-AP teachers	Nov
Title I Schoolwide Elements: 2.5	Jan ₄₂₀
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Enable teachers with advanced courses to take gifted and talented professional development and gain supplementary certification.	
Strategy's Expected Result/Impact: Increase of highly qualified staff in Pre-AP programs.	Formative
Staff Responsible for Monitoring: Administration Curriculum Director	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Implement exams of increased rigor for ELAR, science, and social studies Pre-AP courses.

Strategy's Expected Result/Impact: Increase in the rigor of Pre-AP courses.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration Pre-AP teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		421

Performance Objective 4: The number of special education students passing the Benchmark or increase their STAR test for all subjects will continue to increase by 10% each year.

Evaluation Data Sources: Local assessment data. Benchmarking. STAR data. Study Island

Summative Evaluation: None

Strategy 1: Provide staff training on classroom IEP accommodations.		
Strategy's Expected Result/Impact: Increase in appropriate IEP implementation.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan ₄₂₂
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide targeted support through in-person and/or online inclusion and tutorial services to students based on assessment data every six weeks.		
Strategy's Expected Result/Impact: Increase in individual scores.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Increase accountability between inclusion and instructional staff by having a system in place where math and reading teachers must sign off on inclusion documents.

Strategy's Expected Result/Impact: Improved and consistent inclusion services.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration Special Education Teacher		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Summative
ESF Levers: None		June

423

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Westwood Junior High teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, along with attendance, completion and graduation rates, and college and career readiness standards exceed state standards. (TEA - Targeted Support Indicator)

Performance Objective 1: By May 2021 the overall STAAR scores in each tested subject for 7th and 8th grade students will see a 15% increase in meets designations.

Evaluation Data Sources: Local assessment data. Benchmarking. STAR data. STAAR results.

Summative Evaluation: None

Strategy 1: Six weeks testing to identify at-risk students and objectives for reaching state standards on STAAR testing.		
Strategy's Expected Result/Impact: Growth in student performance.		Formative
Staff Responsible for Monitoring: Administration Core teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Adhere to TEKS Resources System and implement effective aligned instruction in the classroom.		
Strategy's Expected Result/Impact: Assessment data indicates students understanding of covered standards.		Formative
Staff Responsible for Monitoring: Classroom teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Train teachers on analyzing and breaking down individual TEKs and implement strategies to address each TEK as intended.		
Strategy's Expected Result/Impact: Improved performance on all aligned assessments.		Formative
Staff Responsible for Monitoring: Administration Classroom teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Identify appropriate groupings of students to receive targeted instruction during 6th period.		425
Strategy's Expected Result/Impact: Improved performance by students on all assessments.		Formative
Staff Responsible for Monitoring: Administration Classroom teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Provide targeted intervention through Panther Place, RTI, Special Education, and classroom assistance.		
Strategy's Expected Result/Impact: Increased performance as indicated on assessment data for at-risk students.		Formative
Staff Responsible for Monitoring: RTI Coordinator SpEd Staff and Coop Classroom Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 6: Provide resources, data, and guidance for targeted intervention for all staff teaching sixth-period tutorials, especially for those tutoring outside their content areas.


Strategy's Expected Result/Impact: Increased staff confidence in tested materials.	Formative
Staff Responsible for Monitoring: Administration Core subject teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	426

Strategy 7: Provide all students opportunities to research various career opportunities of their choosing and visit conferences and career expos in our area.

Strategy's Expected Result/Impact: Increased number of students enrolling in CTE, advanced, and college courses in their subsequent school years.	Formative
Staff Responsible for Monitoring: Administration Designated teachers	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: By May 2021 the overall STAAR scores in all tested subjects for 7th and 8th-grade students will see a 5% increase in masters designations.

Evaluation Data Sources: Local assessment data. Benchmarking. STAR data. STAAR results.





Summative Evaluation: None

Strategy 1: Implement targeted strategies to address specific TEKS throughout the year.		
Strategy's Expected Result/Impact: Consistent student data and improvement in specific areas.		Formative
Staff Responsible for Monitoring: Administration Classroom Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5		Jan ₄₂₇
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Provide time and resources for teachers to analyze data and create plans to increase the rigor of instruction for students in the upper quintiles.		
Strategy's Expected Result/Impact: Increased number of students showing at least a 2-year growth on Progress Measurement.		Formative
Staff Responsible for Monitoring: Administration Classroom teachers		Nov
Title I Schoolwide Elements: 2.5		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Increase attendance to 98% for the 2020-2021 school year.

Evaluation Data Sources: Attendance reports.

Summative Evaluation: None

Strategy 1: Continue 6-week recognition and award incentives and year-end awards.	
Strategy's Expected Result/Impact: Increase in attendance.	Formative
Staff Responsible for Monitoring: PEIMS Clerk Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar ⁴²⁸
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Ongoing presentations provided by the school nurse on healthy lifestyles and illness preventative measures.	
Strategy's Expected Result/Impact: Increase in attendance.	Formative
Staff Responsible for Monitoring: School nurse	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Westwood Junior High follows district protocols and procedures financially through detailed budgeting, monitoring of expenses, and cost-saving efforts so that resources remain available for proper academic operations.





Performance Objective 1: Periodic reviews of budget expenditures that will ensure stability and consistency of availability of materials and resources throughout the school year.

Evaluation Data Sources: Budget. Materials inventory. Campus renewals. Requisitions.

Summative Evaluation: None

Strategy 1: Schedule quarterly campus team meetings to review budget expenditures.		
Strategy's Expected Result/Impact: Aligned budget		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Periodic materials inventory conducted.		
Strategy's Expected Result/Impact: Meet the needs of teachers in the area of instructional needs in a timely manner.		Formative
Staff Responsible for Monitoring: Administrative Assistant		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Conduct review of renewals and expenditures that are ongoing and access the relevance for these expenses.

Strategy's Expected Result/Impact: Reduction in expenditures.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administrative Team		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		430

Performance Objective 2: Staff members will participate in ongoing reviews of budget and create department budgets by March 2021 for the following school year.

Evaluation Data Sources: Budget request forms submission. Allowable expenses purposefully allocated for a balanced, comprehensive budget.

Summative Evaluation: None





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Goal 5: Westwood Junior High will maintain facilities that promote a safe and healthy environment which include new technologies.

Performance Objective 1: By May 2021 Westwood Junior High will have conducted 100% of safety drills and district required trainings including staff training of EOP.

Evaluation Data Sources: Texas School Safety Center Drill and Exercise Documentation.

Summative Evaluation: None

Strategy 1: Share a yearly calendar with staff in August 2020 with proposed drill schedule.		
Strategy's Expected Result/Impact: Accountability in conducting drills.		Formative
Staff Responsible for Monitoring: Assistant Principal		Nov ⁴³²
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Training will be provided to all staff members in the implementation of EOP and RAPTOR in August 2020.		
Strategy's Expected Result/Impact: Consistent adherence to drills and awareness of safety drills and staff roles.		Formative
Staff Responsible for Monitoring: Assistant Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: By the end of the 2020-2021 school year, classroom discipline referrals will have decreased by 20% from the previous school year.

Evaluation Data Sources: Discipline referral data. Student participation in classroom.

Summative Evaluation: None

Strategy 1: Continue school-wide discipline plan.		
Strategy's Expected Result/Impact: Reduction in discipline referrals.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan 433
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Discipline reports/data will be shared with staff each six week period.		
Strategy's Expected Result/Impact: Increase in staff awareness of specific discipline issues.		Formative
Staff Responsible for Monitoring: PEIMS Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Students will create personal goals related to academics and behavior.

Strategy's Expected Result/Impact: Self-awareness of behaviors.		Formative
Staff Responsible for Monitoring: Counselor Administration Support Staff		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		434

Westwood Independent School District

Westwood High School

Improvement Plan

2020-2021

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Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

At WISD, we believe:

1. In academic excellence for all students
2. In developing leaders at all levels
3. Every person is a leader--they lead from where they are
4. OUR students want to excel and have pride in accomplishments
5. Pride and tradition are foundational to our success
6. Students have a place to belong
7. Parental involvement is welcome and parents are encouraged to have a voice
8. OUR staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
9. In being the best
10. We are all part of the Panther Family

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Vision

Westwood ISD...Where Panthers excel today and lead tomorrow

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Priority Problem Statements

Problem Statement 1: LEP and Spec Ed populations continue to score at or below state average on STAAR

Root Cause 1: Early implementation of inclusion model and very few teachers with ESL experience or certification

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: CCMR accountability targets in industry based certifications, TSI and/or college prep courses are in need of growth.

Root Cause 2: Our CTE pathways have not previously been aligned to a coherent sequence that allows for certification and a partnership was not created for college prep courses.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: A lack of student/teacher involvement in groups, clubs, and academic and extracurricular activities

Root Cause 3: Staff retention issues that lead to inconsistent faculty leadership, sponsorship, and recruitment.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Difficulties in staff retention and recruitment remain an issue at the High School campus.

Root Cause 4: A lack of quality applicants to draw from in certain areas and an inability of new staff/coaches to commit long term to a district or continue to commute.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Inconsistent implementation of district wide instructional practices involving TEKS Resource, Eduphoria, data collection, and appropriate instructional rigor.

Root Cause 5: A large percentage of HS staff is new to the district and instructional procedures. including Eduphoria.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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Student Data: Assessments

- STAAR Released Test Questions
- 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
- PSAT and/or ASPIRE

Goals

Goal 1: Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

Performance Objective 1: By May 2020 English STAAR scores will see a 10% increase towards the Approaches designation in all groups.

Evaluation Data Sources: Local Assessments and STAAR data

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Summative Evaluation: None

Strategy 1: Adhere to TEKS Resource System and implement effective aligned instruction in the classroom		
Strategy's Expected Result/Impact: Create assessments and instruction aligned to appropriate State Standards in ELA		Formative
Staff Responsible for Monitoring: Administration and Classroom Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor		
Strategy's Expected Result/Impact: Steady growth in formal unit assessments		Formative
Staff Responsible for Monitoring: Administration and Classroom Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 3: 3) Identify appropriate groupings of students to receive targeted instruction during 6th Period


Strategy's Expected Result/Impact: Measured growth of all groups on Benchmarks and Formal Assessments	Formative
Staff Responsible for Monitoring: Campus Admin and Classroom Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Implement researched based instructional strategies through new PD opportunities geared toward English STAAR success

Strategy's Expected Result/Impact: Students use new strategies focused on reading and writing skills.	Formative
Staff Responsible for Monitoring: Dist/Campus Admin and Classroom Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Increase attendance rates to 97% for the 2019-20 school year.

Evaluation Data Sources: PIEMS reports/data

Summative Evaluation: None





Strategy 1: PEIMS monitoring to identify students with attendance issues.	
Strategy's Expected Result/Impact: Prevent students from losing credit and/or Truancy issues/charges	Formative
Staff Responsible for Monitoring: PEIMS director, Campus Admin, and campus PEIMS director	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar⁴³
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Student incentives and awards each six weeks	
Strategy's Expected Result/Impact: Increase in attendance	Formative
Staff Responsible for Monitoring: PEIMS and Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

Performance Objective 1: Increase staff retention levels by 10% by the end of the 2019-20 school year (in 2018 64% of staff was replaced/in 2019 21% of staff will be replaced).

Evaluation Data Sources: Signed Contracts 2020

Summative Evaluation: None

Strategy 1: Recruit quality educators at local, state, and national online and on-site job fairs.		
Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.		Formative
Staff Responsible for Monitoring: Campus administrators and teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
Strategy 2: Provide mentor opportunities to train new and/or struggling teachers and administrators.		
Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.		Formative
Staff Responsible for Monitoring: Campus administrators and teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Build staff instructional capacity through continued implementation and supervision of district instructional practices that build a teacher support system from admin and peers.

Evaluation Data Sources: T-TESS reports, Leadership and Learning Walk reflection meetings, staff mentoring programs

Summative Evaluation: None

Strategy 1: Leadership walks for teachers in same and differing subject areas.		
Strategy's Expected Result/Impact: Provide staff the opportunity to share effective instructional strategies among their peers.		Formative
Staff Responsible for Monitoring: Campus and district teachers and administrators.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan₄₄₅
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Create and provide a structured PLC model that provides guidance for all departments' planning days.		
Strategy's Expected Result/Impact: Campus departments provide support of new and veterans teachers.		Formative
Staff Responsible for Monitoring: Campus and district teachers and administrators.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program.

Strategy's Expected Result/Impact: New teachers will provide quality education to their students.

Staff Responsible for Monitoring: Campus and district teachers, administrators, and mentors.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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Goal 3: Westwood High School supports all student populations and student programs towards CCMR.

Performance Objective 1: By May 2020 100% of seniors will have successfully completed either 6 hours of college credit, successfully passed all parts of the TSI, or completed a state recognized College Prep program in order to be College Ready.

Evaluation Data Sources: TSI scores, implementation and grades from English and Math college prep programs, and Dual Credit scores.





Summative Evaluation: None

Strategy 1: Continue to grow course offerings through the Dual Credit Partnership with SFASU	
Strategy's Expected Result/Impact: Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit and 6 hour requirement	Formative
Staff Responsible for Monitoring: Dist/Campus Admin and HS Counselor	Nov⁴⁴⁷
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center	
Strategy's Expected Result/Impact: Increase total number of students reaching TSI passing standards.	Formative
Staff Responsible for Monitoring: counselor, campus admin	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: By May 2020 there will be at least two industry based certification pathways successfully established and completed at the High School Campus.

Evaluation Data Sources: CTE and TEA pathway guidelines and completion data.





Summative Evaluation: None

Strategy 1: Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities.		
Strategy's Expected Result/Impact: Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding		Formative Nov
Staff Responsible for Monitoring: Campus admin, special programs coordinator, CTE teachers		
Title I Schoolwide Elements: None	Problem Statements: None	Jan <small>448</small> Mar
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Pre AP/AP courses and teachers will align PD and curriculum to better prepare students for the rigor of Dual Credit and AP exams.

Evaluation Data Sources: Dual Credit passing rates as well as AP pass rates.





Summative Evaluation: None

Strategy 1: Pre AP/AP teachers will attend new College Board training to receive curriculum and instructional strategies to better prepare and align to AP tests.		
Strategy's Expected Result/Impact: Raised rigor and passing numbers in AP tests such as World History, Biology, and Calculus	Formative Nov 449 Jan Mar	
Staff Responsible for Monitoring: Campus/Dist Admin, classroom teachers		
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Problem Statements: None Funding Sources: None
Summative		
June		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: By May 2020 the Inclusion Model will continue to progress to help increase Special Ed STAAR scores by 10% in all areas towards the Approaches designation.

Evaluation Data Sources: RTI data, Weekly meetings with Inclusion updates, local assessment scores, STAAR scores.

Summative Evaluation: None

Strategy 1: Continue to utilize the COOP and Region 7 for inclusion support for teachers in Math and English		
Strategy's Expected Result/Impact: Create a team teaching model that integrates supports for students in need while maintaining an appropriate level of rigor		Formative
Staff Responsible for Monitoring: Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan 450
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Math and English Inclusion teachers will be involved in weekly department meetings and planning days.		
Strategy's Expected Result/Impact: Incremental increases in formal assessments and benchmarks as well as RTI data		Formative
Staff Responsible for Monitoring: Campus/ Dist Admin, inclusion and classroom teachers in math and English		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.

Performance Objective 1: Periodic reviews of grant money and overall expenditures to ensure that funds are being properly utilized in appropriate areas.

Evaluation Data Sources: Monthly budget reports.





Summative Evaluation: None

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Performance Objective 2: Staff will receive ongoing training in timely and effective ways to request and obtain funds.

Evaluation Data Sources: Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Summative Evaluation: None





Strategy 1: Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel	
Strategy's Expected Result/Impact: Timely requests for funds and travel by all staff	Formative
Staff Responsible for Monitoring: Admin Assistant, campus princ, dist financial advisor, dist C&I	Nov
Title I Schoolwide Elements: None	Jan 452
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

Performance Objective 1: By May 2020 100% of all district and state safety drills will have been completed and documented.

Evaluation Data Sources: State documentation sheets.





Summative Evaluation: None

Strategy 1: Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students	
Strategy's Expected Result/Impact: Create awareness and proficiency in execution of drills	Formative Nov 453 Jan Mar
Staff Responsible for Monitoring: Asst Principal, Princ, Maintenance Director	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: By May 2020 there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

Evaluation Data Sources: Skyward entries and PIEMS data

Summative Evaluation: None

Strategy 1: Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers	
Strategy's Expected Result/Impact: Decrease classroom referrals	Formative
Staff Responsible for Monitoring: Classroom teachers, Admin	Nov
Title I Schoolwide Elements: None	Jan 454
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

G. Region X Contract Services for the district 2020-2021

Westwood Information Item Information

Date: August 10, 2020

Subject: PEIMS Region 10 Support - Skyward Student Support Services

Administrator Responsible: Mindy Place

Summary: PEIMS Skyward support is sought from Region 10. Read and review the proposed contract agreement.

Administrations' Recommendation: Continue PEIMS Skyward support from Region 10 with the following package:

Level 2: Region 10 User Group and Workshops

Tier 1 support

PEIMS Support

The total cost of this package requested is \$2795.00 less than the support package we contracted for during the 19-20 school year.

Board Approval Required **YES** **NO**



Region 10 ESC

Experience the Power of 10

Skyward Student Support Services (2020 - 2021) Westwood ISD



The Education Service Center Skyward Support Service has designed several support packages specifically for School Districts that require additional support from specialized Skyward experts at Region 10. These packages include days of on-site Consulting/Training services, WebEx training, workshops conducted at Region 10, bi-monthly Region 10 User Group Participation, monthly newsletter, email updates and Tier 1 phone support. An additional PEIMS support package can be added for districts outside of the Region 10 ESC boundary.

Note: All services must be scheduled and used prior to August 31, 2021 as contract ends on that date. All unused time is lost (no carry-over).

Skyward Software Only Support Packages

Level 1: Region 10 User Group Participation Only - This includes five R10 User Group meetings that meet bi-monthly to discuss areas of the software that pertain to school districts during certain times of year. These are live broadcasted and recorded for web access. With this package, users will also receive a monthly newsletter and updates from our Listserv.

Level 2: Region 10 User Group and Workshops - This option includes our Level 1 package and at least four workshops during the year. Two workshops will cover Submission 1 and Submission 3 State Reporting topics specific to the Skyward Software and TSDS updates. The other two workshops are determined based on major TEA or Software changes and customer demand. These are live broadcasted and recorded for web access.

Level 3: Region 10 User Group/Workshops/Roundtables - This option includes Level 1 and Level 2 as well as the fall and summer roundtable sessions hosted by Region 10. This allows for districts all over the state to participate in a group discussion on different district procedures and how the software can be best utilized for unique situations.

Level 4: Five training days – This option includes Level 3 services, as well as 5 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. ** Call migration is strongly encouraged.*

Level 5: Ten training days – This option includes Level 3 services, as well as 10 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. ** Call migration is strongly encouraged.*

Level 6: Fifteen training days – This option includes Level 3 services, as well as 15 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. ** Call migration is strongly encouraged.*

Level 7: Twenty training days – This option includes Level 3 services, as well as 20 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. ** Call migration is strongly encouraged.*

***Tier 1 Support:** The migration of Tier 1 support allows districts to enter in service calls directly from the Skyward Customer Access option or Customer Support website. These calls will be directed to the ESC's call queue for prompt support from Region 10 Skyward staff. There is no fee for this option.

***PEIMS Support:** Package will include email updates and unlimited phone/email support for PEIMS, ECDS Technical, TEAL, TIMS, Enrollment Tracking, and Unique ID as well as a fall and summer PEIMS Coordinator meeting conducted via Zoom, Fall and Summer Interchange Charts, and TSDS PEIMS Submission 1 and 3 file submission remote assistance. *Please be advised that a minimum of Level 1 contract must be purchased in order to receive PEIMS Support.*

Additional Information

A full day is defined as six (6) hours of deliverable Consulting or Training time. A half day is defined as three (3) hours of deliverable services. Daily Value: Full day - \$950 / Half day - \$600

Customers requiring additional days after contract days are used; up to 3 additional days may be purchased at the discounted rate of \$850 per day and \$550 per half day.

Note: All services must be scheduled and used prior to August 31, 2021 as contract ends on that date. All unused time is lost (no carry-over). Days purchased must be scheduled in advance and are subject to staff availability.

ESC Contact:	Felicia Malone	Felicia.Malone@region10.org	972-348-1238
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Fees

- \$ 725.00 Level 1: Region 10 User Group Meetings Only
- \$ 2,325.00 Level 2: Region 10 User Group Meetings and Workshops
- \$ 2,425.00 Level 3: Region 10 User Group Meetings/Workshops/Roundtable
- \$ 7,470.00 Level 4: Five Day Onsite Package
- \$12,435.00 Level 5: Ten Day Onsite Package
- \$16,910.00 Level 6: Fifteen Day Onsite Package
- \$23,535.00 Level 7: Twenty Day Onsite Package
- \$ 2,350.00 *PEIMS Support (Minimum of Level 1 must be purchased to receive PEIMS Support)
- *Tier 1 Support

By signing this contract, the district is committing to contact Skyward by phone or email, to request their Tier 1 support be migrated to the ESC at no additional cost, within 15 days of returning this contract. To opt out of this request:

- The district does not choose to allow the ESC to be the Tier 1 support for Skyward service calls.

District Contact (for this program)

Contact Name: _____

Contact Email: _____

Signature: _____

Date: _____

9. ACTION ITEMS

- A. Board to consider UIL Resolution

Westwood ISD Agenda Item Information

Meeting Date: August 10, 2020

Subject: Exclusion From Extracurricular Activities Resolution

Administrator Responsible: Wade Stanford

Summary: Texas Education Agency (TEA) guidance authorizes school districts to develop local policy that would exclude students who are receiving all-remote instruction from participating in extracurricular activities and elective courses open only to students in a particular University Interscholastic League (UIL) activity. The attached Texas Association of School Boards resolution will allow the District to implement this policy.

Administration's Recommendation: The Administration recommends that the District approve the resolution excluding students from participating in extracurricular activities and elective courses open only to students in a particular UIL activity by grading period.

Board Approval Required

XYES

NO



Resolution of the Board Regarding Exclusion from Extracurricular Activities and Elective Courses

WHEREAS, Texas Education Agency (TEA) guidance authorizes school districts to develop local policy that would exclude students who are receiving all-remote instruction from participating in extracurricular activities and elective courses open only to students in a particular University Interscholastic League (UIL) activity;

WHEREAS, the TEA guidance states that the policy may apply to all students who are learning remotely or only to interdistrict transfer students who are learning remotely and that the exclusion policy must otherwise be applied equally to all students and to all extracurricular activities;

WHEREAS, TEA guidance provides that if a parent chooses remote instruction for their child, the District may limit the student's return to an on-campus setting to occur only at the end of a grading period if the District believes it is in the student's educational interest;

WHEREAS, the UIL has clarified that students participating in remote learning offered by their school district, whether synchronous or asynchronous, may participate in UIL activities if they meet all other UIL eligibility requirements in accordance with the UIL *Constitution and Contest Rules* but that districts may develop local policies with additional requirements for participation; and

WHEREAS, Texas Education Code 11.151 gives the Board of Trustees the exclusive power and duty to govern and oversee the management of the public schools of the District.

NOW, THEREFORE, BE IT RESOLVED that for the 2020–21 school year, the Board of Trustees of _____ Westwood _____ School District approves the following provision:

[Choose the option below that reflects the Board's decision.]

Option 1: Addresses extracurricular activities only

[A student or an interdistrict transfer student] who is voluntarily participating in an all-remote instructional method, whether synchronous or asynchronous, shall not be permitted to participate in any extracurricular activity, practice, or performance for the grading period in which the student is receiving all-remote instruction.

Option 2: Addresses extracurricular activities and elective courses by grading period

[A student or an interdistrict transfer student] who is voluntarily participating in an all-remote instructional method, whether synchronous or asynchronous, shall not be permitted to participate in any extracurricular activity, practice, or performance or elective course open only to students participating in a particular UIL activity for the grading period in which the student is receiving all-remote instruction.

Option 3: Addresses extracurricular activities (by grading period) and elective courses (for duration of the course)

[A student or an interdistrict transfer student] who is voluntarily participating in an all-remote instructional method, whether synchronous or asynchronous, shall not be permitted to participate in any extracurricular activity, practice, or performance for the grading period in which the student is

receiving all-remote instruction or any elective course open only to students participating in a particular UIL activity.

The authority granted by this resolution shall only apply for the 2020–21 school year unless the Board takes further action.

Adopted this ____10th__ (*date*) day of _____August_____ (*month*), ____2020____ (*year*), by the Board of Trustees.

Presiding Officer

Secretary

B. Board to consider 2020-2021 ASynchronous Attention Summary for the District

Westwood ISD Agenda Item Information

Meeting Date: August 10, 2020

Subject: Westwood ISD Asynchronous Plan

Administrator Responsible: Christine Bedre

Summary:

WISD Asynchronous Plan for Home-Based Learning in the 2020-2021 school year. This plan includes instructional schedule, material design, student progress, and implementation.

Administration's Recommendation:

The Administration recommends that the District approve the WISD Asynchronous Plan for the 2020-2021 school year.

Board Approval Required

X YES

NO

WESTWOOD

INDEPENDENT SCHOOL DISTRICT



HOME-BASED LEARNING

Asynchronous Learning Plan

2020-2021

In response to COVID-19

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ASYNCHRONOUS PLAN OPEN RESPONSE

<p>PLEASE CHECK THE GRADE LEVEL(S) FOR WHICH THESE OPEN RESPONSE DESCRIPTIONS/ATTACHMENTS APPLY: <i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i></p>		
<input type="checkbox"/> PK3 <input checked="" type="checkbox"/> PK4 <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

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The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Westwood ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic as well as social-emotional wellness while maintaining the home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower and support educators to design digital learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Consistent communication with students and parents regarding student progress and support during home-based learning.

ASYNCHRONOUS instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; evaluating the completion and understanding of assignments that day.

SYNCHRONOUS instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Westwood ISD will implement the model of synchronous instruction for grades 3 - 12th. Westwood ISD has adopted the Learning Management System, Google Classroom.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the parent's decision form, WISD will reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction. In the schedules provided, family input and perspective in their selected pathway were collected through family engagement surveys, emails, and virtual parent meetings.⁴⁶⁸

In order to maintain the movement of students between remote and on-campus learning, it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and Home-Based Learning pathways. Students in remote settings will have schedules provided that match or exceed the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

WISD teachers are deployed based on their strengths to be instructors in either Home-Based (remote) or on-campus pathways. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. Pre-kindergarten through second grade will follow the asynchronous model, which will include components of synchronous instruction, while grades 3-12 will follow the synchronous model. There is likely to be student movement across Home-Based and on-campus learning pathways, and we at WISD are prepared to make this as seamless as possible. In the event of intermittent closures, WISD teachers are prepared to quickly pivot to Home-Based Learning (remote) if needed, and teachers in grades 3-12 may also transition to the asynchronous model.

See chart below to view the expectations for daily student interaction with academic content.

PRE-KINDERGARTEN AND HEAD START (4-YEAR OLDS)

PRE-KINDERGARTEN and HEAD START - 4-yr. old.			NOTES
	TIME	CONTENT	<p>Students receive 180 minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the district state adopted Pre-K curriculum and district created sequencing guides and entered into the Google Classroom (LMS) platform. Instruction will be supplemented by campus and district instructional resources and virtual programs.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p>
⇔	9:00-9:20	Student Classroom Connection	
⇒	9:20-10:00	English Language Arts & Reading / Handwriting Practice	
⇒	10:00-10:30	Break	
⇒	10:30-11:20	Math	
⇒	11:20-12:20	Science Social Studies	
⇒	12:20-12:50	Lunch	
⇒	1:00-1:30	Rest / Play Time / Specials	
⇔	2:00-2:30	Counselor Lessons and/or Small Group Intervention	
<p>⇒Asynchronous ⇔Synchronous</p> <p>Teachers will hold office hours according to their conference schedules.</p> <p><u>Teacher Arrival Time: 7:30 AM - 3:20 PM</u></p>			

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KINDERGARTEN - GRADE 5

KINDERGARTEN - GRADE 5				NOTES
		TIME	CONTENT	
1	⇔	8:00-8:30	Student-Classroom Connection	<p>Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the district adopted TEKS Resource System curriculum, scope and sequences and entered through Google Classroom LMS platform. Instruction will be supplemented by campus and district instructional resources and virtual programs.</p> <p>NOTE: In grades 3-5, content and instruction is provided by the departmentalized teacher. Grades 3rd and 4th (Math/Science and ELAR/Social Studies) and grade 5 (Math, Science, ELAR/Social Studies); therefore, students may have from 2-3 teachers depending upon content. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.</p>
2	⇒	8:30-9:30	English Language Arts & Reading / Handwriting Practice	
3		9:30-9:45	Break	
4	⇒	9:45-10:45	Math	
5	⇒	10:45-11:15	Social Studies	
6	⇒	11:15-11:45	Science	
7		11:45-12:15	Lunch	
8	⇒	12:15-1:15	Specials	
9	⇔	1:15-1:45	1:1 or Small Group Support	
10	⇔	2:00-2:30	Guidance Counseling	
<p>⇒ Asynchronous ⇔ Synchronous</p> <p>Teachers will hold office hours according to their conference schedules.</p> <p><u>Teacher Arrival Time:</u> 7:30 AM - 3:20 PM</p>				

Specials:

Physical Education, art, music teachers will provide a choice bank of exercises, physical activities, and resources will be provided.

Each class will include a 1-1-1 style of instruction (**3E Model: engagement, elaboration, and evaluation**).

1. **Engagement** - bell ringer, video, etc..
2. **Elaboration** - extending the lesson with technology, or a written response, etc..
3. **Evaluate** - exit ticket, short answer response, written assignment or completion of task etc..

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ELEMENTARY (6TH GRADE), JUNIOR HIGH AND HIGH SCHOOL

GRADES 6-12				NOTES
		TIME	CONTENT	
1	⇒	8:00 - 8:50	Period 1	<p>Students receive 240+minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the district adopted TEKS Resource System curriculum, scope and sequences and entered through Google Classroom (LMS) platform. Instruction will be supplemented by campus and district instructional resources and virtual programs.</p> <p>In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement. Grading will be the same as on-campus learning and outlined in our WISD District Handbook and policy.</p> <p>Each class will include a 1-1-1 style of instruction (3E Model: engagement, elaboration, and evaluation).</p> <ol style="list-style-type: none"> 1. Engagement - bell ringer, video, etc.. 2. Elaboration - extending the lesson with technology, or a
2	⇔	8:54 - 9:26	Teacher Intervention (1:1 or Small Group)	
3	⇒	9:30 - 10:20	Period 3	
4	⇒	10:24 - 11:14	Period 4	
5	⇒	11:18 - 12:52	Period 5 Lunch / Break	
6	⇒	12:56 - 1:46	Period 6	
7	⇒	1:50 - 2:40	Period 7	
8	⇒	2:44 - 3:35	Period 8	
<p>⇒ Asynchronous ⇔ Synchronous</p> <p>Teachers will hold office hours according to their conference schedules.</p> <p>*Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material.</p> <p>*<i>Attendance</i> will be required if the teacher requests an appointment with your child.</p>				

6th Grade Teacher Arrival: 7:30 AM - 3:20 PM
HS/JH - Teacher Arrival Time: 7:40 AM - 3:50 PM

written response, etc..
3. **Evaluate** - exit ticket, short answer response, written assignment or completion of task etc..

Students will frequently and consistently use the LMS, Google Classroom, provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-5. 473

II. MATERIAL DESIGN

Description: WISD staff will implement TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, WISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>WISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>WISD will use Implementing the TEKS Resource System as a pacing and planning guide.</p> <p>WISD will use TEXGuides to create learning experiences for students aligned to TEKS Resource System’s units. Unit checks and performance assessments will be utilized to check mastery of content.</p> <p>WISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>WISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS-based, or state-adopted instructional materials	<p>WISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have a robust online-platform choice for virtual learning.</p> <p>In addition, WISD will leverage other TEKS-based, state-adopted instructional materials digital learning tools to support addressing unfinished learning within TEKS Resource System, reteaching opportunities, and supplemental learning.</p>

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided through Skyward and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practical, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus

meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students to address specific disabilities and English Learners.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. After parents/guardians make their WISD Instructional Location Commitment Survey, the district and campus administration will begin to outline our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using WISD camera and microphone (amplifier) system. Students would access content through the Google Meets/Classroom (LMS) and designated district-provided devices. Being a mid-sized rural school, teachers are expected to teach in-class students and remote learners simultaneously. 475
- **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades PK-12). To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets/ZOOM between the hours of 8:00 am - 4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to

the on-campus grading system and entered into Skyward promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Chart of Westwood ISD Adopted/Adapted Instructional Materials

Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Instructional or Data Tool
MATHEMATICS					
TCMPC (TEKS Resource System)	K - 12th grade	Yes	The product includes built-in supports such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes built-in supports for ELs in each unit/lesson. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning) 477
Implementing TCMPC (TEKS Resource System) Pacing Tool	K - 12th grade	Yes	The product paces TEKS Resource System scope and sequence to assist teachers in support for students with disabilities in each lesson and allots for re-teaching opportunities.	The product assists in built in pacing for students including ELs. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning)
TEXGuide	K - 12th grade	Yes	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	Instructional (Teacher Planning)
TEKS Resource System: Gap	K - 12th grade	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional (Teacher Planning)

Implementation Tool					
Renaissance Math	PK - 12th grade	Yes	Progress monitoring for IEP attainment. Skill plans for mastery of goals and standards	Student Growth Measure Both English and Spanish	Instructional and Data Tool
CLI Engage CIRCLE & TxKEA	Headstart, Pre-Kindergarten, Kindergarten	Yes	Progress monitoring for IEP attainment. *Can be used as a universal screener for Dyslexia.	Student Growth Measure Both English and Spanish	Data Tool
FRECKLE by Renaissance	PK - 9th grade	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Instructional and Data Tool
Exact Path	3rd - 9th grade	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Instructional and Data Tool
Study Island	3rd - 12th grade				
Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Instructional or Data Tool
ENGLISH LANGUAGE ARTS AND READING					
TCMPC (TEKS Resource System)	K - 12th grade	Yes	The product includes built-in supports such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes built-in supports for ELs in each unit/lesson. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning)
Implementing TCMPC (TEKS Resource System) Pacing Tool	K - 12th grade	Yes	The product paces TEKS Resource System scope and sequence to assist teachers in support for students with disabilities in each lesson and	The product assists in built in pacing for students including ELs. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are	Instructional (Teacher Planning)

			allots for re-teaching opportunities.	included in units to support teachers when implementing resources/lessons ELs.	
TEXGuide	K - 12th grade	Yes	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	Instructional (Teacher Planning)
TEKS Resource System: Gap Implementation Tool	K - 12th grade	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional ⁴⁷⁹ (Teacher Planning)
Renaissance STAR/Early Lit.	PK - 12th grade	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Instructional and Data Tool
CLI Engage CIRCLE & TxKEA	Headstart, Pre-Kindergarten, Kindergarten	Yes	Progress monitoring for IEP attainment *Can be used as universal screener for Dyslexia	Student Growth Measure Both English and Spanish	Instructional and Data Tool
TPRI	1st - 2nd grade	Yes	Progress monitoring for IEP attainment *Can be used as universal screener for Dyslexia (LION)	Student Growth Measure Both English and Spanish (TEJAS LEE)	Instructional and Data Tool
Exact Path	3rd - 9th grade	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Instructional and Data Tool
Study Island	3rd - 12th grade				
Benchmark Universe	PK - 8th grade	Yes	Online interactive digital book sets at varying grade levels depending upon the student's reading level.	Both English and Spanish as well as other languages.	Instructional

Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Instructional or Data Tool
SOCIAL STUDIES					
TCMPC (TEKS Resource System)	K - 12th grade	Yes	The product includes built-in supports such as common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes built-in supports for ELs in each unit/lesson. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning) 480
Implementing TCMPC (TEKS Resource System) Pacing Tool	K - 12th grade	Yes	The product paces TEKS Resource System scope and sequence to assist teachers in support for students with disabilities in each lesson and allots for re-teaching opportunities.	The product assists in built in pacing for students including ELs. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning)
TEXGuide	K - 12th grade	Yes	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	Instructional (Teacher Planning)
TEKS Resource System: Gap Implementation Tool	K - 12th grade	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional (Teacher Planning)

EXPLOROS	6th - 8th grade, US History	Yes	Direct vocabulary instruction, integrates to Google Classroom as well as Learning strategies	Direct vocabulary instruction. Integrates into Google Classroom.	Instructional and Data Tool
Instructional Materials/ Assessment	Grade Level(s)	<i>Is it TEKS aligned, or how will it be adapted?</i>	What resources are included to support students with disabilities?	What resources are included to support ELs?	Instructional or Data Tool
SCIENCE					
TCMPC (TEKS Resource System)	K - 12th grade	Yes	The product includes built-in supports, such as; common concept misconceptions and underdeveloped concepts to assist teachers when implementing for students with disabilities in each lesson.	The product includes built-in supports for ELs in each unit/lesson. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional ⁴⁸¹ (Teacher Planning)
Implementing TCMPC (TEKS Resource System) Pacing Tool	K - 12th grade	Yes	The product paces TEKS Resource System scope and sequence to assist teachers in support for students with disabilities in each lesson and allots for re-teaching opportunities.	The product assists in built in pacing for students including ELs. Cross-Curricular Secondary Language Acquisition Essential Knowledge and Skills are included in units to support teachers when implementing resources/lessons ELs.	Instructional (Teacher Planning)
TEXGuide	K - 12th grade	Yes	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	The product assists teachers with a variety of unit-aligned TEKS activities for vocabulary instruction, instructional engagement activities, supplementary resources, and formative assessments.	Instructional (Teacher Planning)

TEKS Resource System: Gap Implementation Tool	K - 12th grade	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional (Teacher Planning)
STEMScopes	PK - 8th grade, Biology, Chemistry, Physics	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Instructional and Data Tool

HOW WILL MATERIALS BE DESIGNATED OR WILL BE ADAPTED FOR ASYNCHRONOUS INSTRUCTION, ENSURING COHERENCE AND RETENTION ON KNOWLEDGE? 482

Previously utilized instructional materials will be digitally adapted for use on the teacher’s Google Classroom platform to provide students with a cohesive interactive experience. Google Meets will provide video and broadcast opportunities for synchronous and explicit instruction on new content and the re-teaching of underperforming concepts, while screencast recordings will ensure that students have detailed instructions on how to navigate instructional materials. All teachers, regardless of pathway, will maintain a digital presence via Google Classroom to ensure continuity of instruction as students move between learning environments.

WHAT ADDITIONAL SUPPORTS (IN ADDITION TO RESOURCES LISTED ABOVE) WILL BE PROVIDED FOR STUDENTS WITH DISABILITIES AND ELS?

For students with disabilities, WISD will work with students and families to minimize barriers the student may experience in a virtual home-based setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Personalized support for students with specialized needs/services (i.e.; English Learners, Special Education, 504, Dyslexia, RTI, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student’s individual educational plan. Teachers and paraprofessionals will continue to work collaboratively to tailor instructional content and activities to meet students specific needs. The use of videos/screencast/broadcast as well as providing synchronous opportunities via Google Meets will be a part of WISD’s additional support.

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below:

1. COLLECTION OF DATA

Standards-aligned assessments (ie. Quick Check, Bell-Ringers, Exit-Tickets, Formative Assessments, and Progress⁴⁸³ monitoring).

2. DESIGNING OF LESSONS

High quality lessons that are focused on individual student mastery of the standards (TEKS Resource System, TEXGuide, Implementing the TRS, and the district adopted supplemental programs).

3. INTERVENTIONS AND ENRICHMENTS

Panther Intervention times set in students schedule for one-on-one or small group support addressing deficiencies driven by data (assessment calendars, PLC meetings, and student data).

4. SUPPORT FOR STUDENTS, TEACHERS, AND FAMILIES

Social emotional learning lessons from counselors, college readiness for upper grade levels, along with counselor check in's, parent and student tech help, and six-week or semester course planning and grade overviews.

STUDENT ACCESS/LEARNING MANAGEMENT SYSTEM

Students will access assignments, including assessments, projects, and communication through Google Classroom (LMS). Google Classroom is the Learning Management System (LMS) for grades Pre-K - 12th grade. For synchronous teaching times, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day; therefore, assignments, projects, or activities are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

Westwood ISD teachers will create, leverage, and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. Formative assessments

will be used to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using Eduphoria TEKS-aligned assessments as well as TEKS Resource System unit exams. Quick checks (exit tickets, short quizzes) will also be implemented to track progress on instruction and gauging the level of mastery of understanding. Progress monitoring will be tracked and communicated through Google Classroom grades and completion of activities. Benchmarks will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

RESOURCES: TEKS Resource, Texas Education Agency assessments, TRS and district created Eduphoria assessments, Renaissance STAR, Exact Path, Study Island, and other district supplemental resources.

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved. 484

1. Completion of lessons - activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Skyward, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction.

LESSON DESIGN

Westwood ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

Westwood ISD will modify the TRS **scope and sequence-based** and timelines utilizing the Implementing the TRS and Gap Implementation tool on the intentional alignment of standards missed as a result of lost instructional time (documented by WISD in spring 2020). **High priority/essential state standards** will be a focus for each core subject area.

RESOURCE: TEKS Resource System, Implementing the TRS, TRS Implementation Tool, PLC Grade Level/Department Common Planning Periods

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Westwood ISD will serve students in daily small group or one-on-one instruction during scheduled Panther Intervention to provide students with individualized support. Data will determine the level of support and placement in the groupings. Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning. ⁴⁸⁵

Resources: WISD District Assessment Calendar and PLC Grade Level/Department Common Planning Periods

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, assistant principal, interventionists, and curriculum director to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities.

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to multiple offerings of meetings to participate in a hands-on demonstration of *What is a Chromebook, How do I get to Google Classroom, and What is Parent Square?* Our goal is to conduct more training as Evening Classes and share pre-recorded videos on the district's website. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, Skyward, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that WISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods. 486

Parent Meeting: When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

PROFESSIONAL DEVELOPMENT FOR TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, WISD staff participated in synchronous and asynchronous professional learning technology-related sessions. The WISD Professional learning handbook was designed following a staff survey of their needs and the need to create a stronger remote learning environment. The professional development opportunities were available in Westwood University and were conducted through weekly Zoom meetings with WISD staff or through the region center.

EXAMPLE TOPICS: Google Classroom for Beginners (led by district instructional coaches), Google Classroom Advanced (teacher certifications or advanced teacher/coach led), Interactive Flat Panel Overviews, Camera and Mic System, and Eduhero Self-Paced Courses for Online Learning

In addition, WISD teachers and staff will engage in ongoing professional learning that is specific to their content area and instructional materials via PLCs and instructional coaching. WISD has developed an incentive program, a Badging System, to encourage and support teachers in the continued advancement of instructional skills using technology implementation.

PROFESSIONAL DEVELOPMENT FOR PRINCIPALS AND OTHER ADMINISTRATORS

WISD administrators were given options to participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency July 20-Aug 7
- **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency July 29-31
- WISD administrators have designed and implemented Google Classrooms
- Google Educator Certification Level 1
- WISD administrators participated and/or led professional development sessions during Westwood University, New Employee Academy, and Back to School Pre-service.

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WISD will work closely with our Educational Service Center - Region VII and other partners to plan support for remote learning.

Campus administration will ensure the following accountability processes are in place: adherence to the schedule, attendance is monitored, implementation of the curriculum, grades submitted in a timely manner, communication with families, attendance, family engagement, and progress monitoring data.

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This school year WISD has developed PLCs to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, progress monitoring, and engaging students. WISD employs three instructional coaches between the four campuses. With their instructional ability, in addition to campus administration and utilization of the strengths of our teachers to serve as *trainers-of-trainers* for various focus areas such as *Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid*. Specific virtual programs will also be trained on as related to the specific campus and/or grade level.

Job embedded support for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Tools: Westwood ISD's main communication tools for parents and students will be the following:

- a. Skyward for district-wide communication (All-Call System)

- b. Google Classroom and/or Parent Square for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
- d. Public website: WISD will maintain general information on its status for the public on our main webpage at <https://www.westwoodisd.net> and our [WISD COVID-19](#) website.

CURRICULUM GAP DOCUMENTS

All WISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each module/unit. WISD also created a “TEKS LEFT” document in the spring of 2020 during COVID for each grade level and subject for incoming teachers to know specific TEKS that were taught during the COVID-19 shut down. This document will be 488 given to teachers to assist in planning with the TEKS Resource Gap Tool.

WISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student’s data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

A. The following are resources provided by WISD to help teachers implement a more thoughtful remote learning opportunity.

- TEKS Resource System
- District adopted materials with virtual access

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- Google Classroom
- Google Meets

C. Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During completion of the WISD Instructional Location Commitment form, families will complete a small Connectivity/Device Survey to update records from the spring assisting the WISD Technology department to pin-point homes who may need additional district assistance such as an Internet hotspot or additional chromebooks.

D. Deployment of Student Devices / Back-2-School Bash

Back-2-School Bash nights (August 12, 2020, (Primary and Elementary campuses) and August 13, 2020, (Junior High and High School campus) will be structured to an evening come and go consisting of rotating supports for families. During stations, families will be invited to a specific school location to check out devices, attend small group stations discussing/learning the district’s LMS (Google Classroom), Parent Square (district communication APP), and how best to support and guide their student’s daily learning. Additional supports such as online student registration, free school clothing, vision screenings, and much more!

E. Meet-the-Teacher

Meet the teacher will occur on Monday, August 17, 2020, for the Primary (PK-2nd grades) and Elementary (3rd - 6th Grade) campus. Two rotations will be set up:

- 1) Welcome, COVID-19 Campus Protocol, Learning Management System (Google Classroom), and Parent Square
- 2) Meet the student(s) teacher

Note: Additional dates will be given to have more parent “teach” nights for Google Classroom and Parent Square

Students who are selecting virtual Home-Based asynchronous learning are encouraged to attend this event or schedule a time with the students' teacher(s) to meet and pick up any specific learning materials needed.

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LAST NAME	PRIMARY SCREENING TIME	PRIMARY SCHEDULED START TIME	ELEMENTARY SCREENING TIME	ELEMENTARY SCHEDULED START TIME
A - D	3:30 PM	3:45 - 4:15 PM	4:15 PM	4:30 - 5:00 PM
E - H	4:00 PM	4:15 - 4:45 PM	4:45 PM	5:00 - 5:30 PM
I - L	4:30 PM	4:45 - 5:15 PM	5:15 PM	5:30 - 6:00 PM
M - P	5:00 PM	5:15 - 5:45 PM	5:45 PM	6:00 - 6:30 PM
Q - T	5:30 PM	5:45 - 6:15 PM	6:15 PM	6:30 - 7:00 PM
U - Z	6:00 PM	6:15 - 6:45 PM	6:45 PM	7:00 - 7:30 PM

F. Parent TECH Nights

WISD will host two Parent TECH Nights, August 24 and 27, 2020, from 5-6 PM at both the Junior High School and

Elementary School to assist with technology support for families within the district. Supports will include an overview of Google Classroom (LMS), setting up Google Classroom on district issued and parent devices (including SMART devices), Parent Square communication APP, and Q&A individual help on both platforms.

STUDENT ROLES AND RESPONSIBILITIES

- Identify a space in home where you can learn and study comfortably.
- Follow the designated schedule that will be communicated by campus.
- Establish daily routines for engaging in the learning process.
- Check Google Classroom daily for new assignments and activities.
- Submit assignments or participate in daily work. Assignments cannot be completed for the entire week all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Complete assignments with integrity and academic honesty.
- Participate daily in scheduled learning activities, including interventions and tutorials.
- Take responsibility for asking for help, asking questions, and taking advantage of tutorial sessions.
- Communicate with the teacher when you need assistance.
- Attend meetings as requested by the teacher.
- Show up to synchronous instruction, ready to learn, on time, dressed appropriately, and follow online etiquette including using video and showing your face during class.
- Abide by the WISD Student Code of Conduct during live instruction (including but not limited to verbal, nonverbal, and written communication.)

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PARENT/GUARDIAN ROLES AND RESPONSIBILITIES

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and Home-Based learning.
- Assist your child by establishing routines and expectations and managing the daily schedule communicated by the teacher.
- Create a designated learning space at home.
- Monitor and ask for evidence that your student is making progress on assignments/coursework.
- Provide your child with assistance on day-to-day activities except in the case of independent work.
- Maintain communication with your child's teacher via email or the district's communication platform.
- Contact the student's teacher, administrators, and counselor for additional needs and supports for student learning.
- Allow your child to struggle. It is a natural piece of the learning process and is encouraged. Empower them to become an independent thinker.
- Take an active role in helping your child process their learning.
- Attend district/campus training(s) for implementation support.
- Uphold confidentiality of videos, live streaming, and assignments posted on the district's Learning Management System, Google Classroom, including but not limited to live videos, recorded videos, student assigned work, other students within videos, etc.

CONTACT US

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The WISD technology department

For a personal, academic or social emotional concern:

Your school counselor

For other issues related to distance learning:

The principal, assistant principal, or curriculum administrator

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10. **CLOSED SESSION**

A. Board to conduct a closed session for the following purposes

1. Acknowledge professional contracts

Presenter: Wade Stanford

11. Future agenda items request and special events

Presenter: Wade Stanford

12. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees