

# 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 July 13, 2020, beginning at 6:30 PM Westwood Administration Office.

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](http://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**  
**Presenter:** Don Rice
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **ACTION ITEM**
  - A. Board to consider approval of the agenda  
**Presenter:** Wade Stanford
6. Public Comments - Policy BED (local)
7. **INFORMATION ITEMS**
  - A. Finance Update  
**Presenter:** Kyle Johnson

# Westwood ISD Agenda Item Information

**Meeting Date:** July13, 2020

**Subject:** Finance Update-Budget YTD Report

**Administrator Responsible:** Mr. Johnson

**Summary:** The presentation will give a broad view of where we stand financially. Will give YTD percentages for salary and function compared to the last 2 years and will update the board on progress of formation of next year's budget.

**Administration's Recommendation:** This is for information purposes only.

**Board Approval Required**      YES      **X** NO

# Finance Update

Budget YTD

Kyle Johnson

7/13/2020



# Topics

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

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# Function - % YTD compared to previous 2 years same time

Function	17-18	18-19	19-20
199 E 11 Instruction	91.4	92.6	80.7
199 E 12 Library	96.7	82.8	85.4
199 E 13 Curriculum	93.2	84.4	79.1
199 E 23 Campus Leadership	88.8	89.2	82.7
199 E 31 Counseling	87.8	85.9	70.4
199 E 33 Health Services	75.7	93.1	81.0

Function	17-18	18-19	19-20
199 E 34 Transportation	88.3	92.7	75.2
199 E 36 Extracurricular	95.4	94.2	85.3
199 E 41 General Administration	89.8	88.0	84.9
199 E 51 Maintenance	93.6	86.4	74.1
199 E 52 Safety and Security	89.4	74.4	66.2
199 E 53 Technology	85.1	90.5	79.2



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# Salary - % YTD compared to last year same time

Function	17-18	18-19	19-20
199 E 11 Instruction	92.1	92.6	79.1
199 E 12 Library	96.5	92.2	84.2
199 E 13 Curriculum	92.9	81.4	79.0
199 E 23 Campus Leadership	89.1	89.7	84.6
199 E 31 Counseling	88.8	85.6	71.3
199 E 33 Health Services	75.6	93.4	82.2

Function	17-18	18-19	19-20
199 E 34 Transportation	90.9	88.6	63.5
199 E 36 Extracurricular	93.8	90.3	78.1
199 E 41 General Administration	87.9	89.1	85.0
199 E 51 Maintenance	91.9	85.6	84.2
199 E 53 Technology	75.1	85.0	74.2



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# Projected Revenues & Conclusion

- We will be able to stay within the budget to complete the year
- Amendments will come later in the year as needed
- Revenues will be further refined through ADA as the year progresses, but comfortable with where we are currently

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# Impacts of ESSER (part of the CARES Act)

- To make up for a financial shortfall (due to COVID), the state is reducing the amount of revenue to schools for the 2019-2020 school year.
- The amount was calculated and will show as less revenue in the 2019-2020 budget.
  - Our amount of revenue reduction is roughly \$300,000.
- Because of conservative budgeting we will not end up with a deficit budget for the fiscal year
- We have filed for the ESSER Grant, which is federal money that will take the place of our reduction in revenue.
- We plan on using this money for technology and maintenance needs for the upcoming year.

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# 2020-2021 Budget Preparation

## Complete

- Collected Department and Campus Budget Requests
- Began working with staff to enter budget requests into proposed budget
- Set-up and cleaned up employees in Salary Negotiations
- Data Entry for initial proposed Revenue

## In Progress and To-Do

- Complete Budget Entry
- Host Budget Workshop
- Set Public Hearing for Tax Rate and Budget
- Complete Budget
- Adopt Budget



# Important Dates

## Budget Workshop

- Suggest the week of July 27th

## August Board Meeting

- Combine with public hearing for budget. Hearing required before August 20th

## Week of August 26th

- Adopt Budget and Final Amendment
- Budget must be adopted by August 31st

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# Questions?

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- B. Student handbooks for the 2020-2021 school year  
**Presenter:** Christine Bedre

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** 2020-2021 WISD Student Handbook

**Administrator Responsible:** Christine Bedre, M.Ed

**Summary:**

Final copy of the 2020-2021 WISD Student Handbook.

**Administration's Recommendation:**

N/A

**Board Approval Required**      YES     NO

# **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](mailto:ask@westwoodisd.net) or (903) 729-1776.

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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](http://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.

## Westwood ISD Student Handbook

- 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](mailto:ask@westwoodisd.net)

## **Westwood ISD Student Handbook**

### **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.

## Westwood ISD Student Handbook

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

## Westwood ISD Student Handbook

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 8<sup>th</sup> 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](http://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.

## Westwood ISD Student Handbook

### 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.]

## Westwood ISD Student Handbook

### ***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).

## Westwood ISD Student Handbook

### Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 2<sup>nd</sup> 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](http://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.

## Westwood ISD Student Handbook

### 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 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade enrolled in a school with a National Honor Society Chapter. Students in the 8<sup>th</sup> grade may also be eligible for the National Junior Honor Society. Students must be enrolled in the school for a period equivalent to one

## Westwood ISD Student Handbook

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](http://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](http://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;
- Owning 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](http://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](http://www.westwoodisd.net). The complaint forms can be accessed *online at* [www.westwoodisd.net](http://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](http://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](mailto:sbrown@westwoodisd.net), (903) 723-0423

Scott Nettles, Westwood High School, [ssnettl@westwoodisd.net](mailto:ssnettl@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.

## Westwood ISD Student Handbook

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:

## Westwood ISD Student Handbook

- 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](http://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:

## **Westwood ISD Student Handbook**

- 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

## Westwood ISD Student Handbook

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

## **Westwood ISD Student Handbook**

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**

## **Westwood ISD Student Handbook**

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.

## Westwood ISD Student Handbook

### 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](mailto: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.

## Westwood ISD Student Handbook

- 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)

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:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>

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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
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

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](http://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](http://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.

## Westwood ISD Student Handbook

### 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.

## Westwood ISD Student Handbook

### 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.

## **Westwood ISD Student Handbook**

[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.

## Westwood ISD Student Handbook

### 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:

## Westwood ISD Student Handbook

- 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 2<sup>nd</sup> 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:

## Westwood ISD Student Handbook

- 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

## Westwood ISD Student Handbook

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](http://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.]

## Westwood ISD Student Handbook

### 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

## Westwood ISD Student Handbook

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.

## Westwood ISD Student Handbook

### **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 .]

## Westwood ISD Student Handbook

### 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

## Westwood ISD Student Handbook

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.

## **Westwood ISD Student Handbook**

- 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.

## **Westwood ISD Student Handbook**

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.

## Westwood ISD Student Handbook

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.

## Westwood ISD Student Handbook

**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.

## Westwood ISD Student Handbook

**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.

## Westwood ISD Student Handbook

### 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

- 
- 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.

- C. Campus and District Improvement Plans 2020-2021  
**Presenter:** Christine Bedre

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** 2020-2021 District and Campus Improvement Plans

**Administrator Responsible:** Christine Bedre, M.Ed

**Summary:**

Overview of the 2020-2021 District and Campus Improvement Plans. These plans are fluid in nature to help address the ever-changing needs of our students.

**Administration's Recommendation:**

N/A

**Board Approval Required**      YES     NO

# 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.

<b>ETHNIC DISTRIBUTION</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>CHANGE</b>
AFRICAN AMERICAN	15.4%	14.9%	-.5%
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%

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	<b>2017-2018</b>	<b>2018-2019</b>	<b>CHANGE</b>
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%	
<b>Mobility Rate</b>	<b>15.5%</b>	16%	<b>17.1%</b>	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
<b>TOTAL</b>	<b>423</b>	<b>411</b>	<b>412</b>	<b>416</b>

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	130
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).

# 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. 139

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**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

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar<sup>140</sup></b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, RTI Team	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, RTI Team	
<b>Title I Schoolwide Elements:</b> 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> RTI Team	
<b>Title I Schoolwide Elements:</b> 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Admin	
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Counselor, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	142

**Strategy 8:** Student participation in AR Point Clubs will be promoted.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> 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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> 504 Committee, Dyslexia Teacher	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> 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.

<b>Strategy's Expected Result/Impact:</b> Reading, Writing, Comprehension	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>  143
<b>Staff Responsible for Monitoring:</b> Teacher, Support Team, Admin	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 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

<b>Strategy 1:</b> Utilize a Campus Crisis Management Plan and complete all safety drills as directed by WISD Safety and Security Department.		144
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Reception Staff, Raptor Building Level Users		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

<b>Strategy 3:</b> All students leaving campus early will be required to be signed out in the office by a parent.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> All campus exterior doors will remain locked from the outside during school hours.		145
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff, Admin		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> School Nurse	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
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**Strategy 7:** All parents will be required to show a Pick-Up Ticket at afternoon pick-up for safety purposes.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 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

<b>Strategy 1:</b> Parents will be informed of legal and local attendance policies as well as the consequences of poor attendance.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>Strategy 2:</b> Attendance letters will be mailed out each six week period for students who have excessive absences, tardies, and/or early sign-releases.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

**Strategy 3:** Student Perfect Attendance recognition every 6 weeks on Morning Announcements and TV foyer monitor.


<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>	
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk Counselor		
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b> None
<b>ESF Levers:</b> None		

**Strategy 4:** Students with perfect attendance will be rewarded each six weeks with an attendance celebration party and Free Dress 148 Coupon.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>	
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk Counselor		
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b> None
<b>ESF Levers:</b> None		

 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

<b>Strategy 1:</b> Staff will participate in training sessions and apply new learning to meet the pre-determined needs of the campus.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Curriculum Director, Teachers, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Curriculum Director, Teachers, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

**Strategy 3:** Teachers will participate and apply new learning of instructional technology applications.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Technology Staff	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

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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.





<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coach	
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Employees' children will automatically qualify for our full day pre-k program.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin, PEIMS clerk	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

<b>Strategy 6:</b> Parents/guardians will be notified if their child's teacher(s) are not certified.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 7:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin, Counselor		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 8:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Secretary, Admin		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 9:** Grade level teams will meet weekly to collaboratively plan and access grade level data.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Grade Level Chairs, Instructional Coach, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<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;">152</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

<b>Strategy 1:</b> K- 2 grade will utilize Fountas and Pinnell resources and materials for ELAR instruction.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coach	<b>Nov</b> 153
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Teachers participate in professional learning sessions in the area of Instruction, Curriculum and Technology that are offered onsite by a district staff facilitator.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin, Instructional Coach	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Teachers will be provided an opportunity to acquire and maintain G/T certification.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Teachers will be provided an opportunity to acquire ESL certification with reimbursement by the district when certification is acquired.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers Paraprofessionals	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Instructional Coach will meet with each grade level regularly to discuss vertical alignment, lesson plans, assessment data, resource allocations, and academic concerns.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>
<b>Additional Targeted Support Strategy</b>	155





**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>

**Strategy 8:** Teachers will engage in a book study to be discussed and analyzed throughout the year at scheduled times.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>
<b>Comprehensive Support Strategy</b>	

**Strategy 9:** Teachers will utilize the Literacy Library for educational resources to support teaching and learning goals.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		156

**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

<b>Strategy 1:</b> 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. 157	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> A teacher contact with parents and students, prior to school starting, to begin building relationships and connecting parents to school.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Parent conferences will be held at least twice a year to discuss progress toward specific learning and behavior goals.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers	
<b>Title I Schoolwide Elements:</b> 3.2	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Stakeholder access to multiple events throughout the school year that provide positive experiences for participants. 158  
 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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	
<b>Title I Schoolwide Elements:</b> 3.2	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Parent volunteers will be recognized during campus end of the year Awards Celebrations with a volunteer award certificate.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Admin	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Students will attend a Fire prevention program to promote fire safety at school and at home. Second grade will attend Safety Town.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Palestine Fire Department, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>





**Strategy 7:** Staff will help organize parent programs offered by non-profit organizations focusing on culture, making good choices, and strengthening the family.

<b>Strategy's Expected Result/Impact:</b>	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Head Start Site Staff, Counselor, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 8:** Inform parents and students about careers and college opportunities during College and Career Week.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 9:** Use of social media to promote events and recognize students.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Admin		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		160

**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

<b>Strategy 1:</b> Counselor provides required training to staff, guidance lessons to classes, and meets with students in small groups and/or individually.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, Admin		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide Coffee with the Principal welcoming parents and community members to ask questions, share feedback and develop relationships with campus administrators and staff.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>


**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.


<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	
<b>ESF Levers:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 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

<b>Strategy 1:</b> We will examine possibilities for new educational software and technology equipment to continue to update our campus.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Technology Staff, Admin	<b>Nov</b> 163
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Staff participation in training and application of instructional technology and use of equipment.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Technology Staff, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Computer lab and iPads will be utilized to implement the Technology TEKS.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Computer Lab staff, Teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 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. <sup>166</sup>

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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# 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.

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**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

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<p><b>Strategy 1:</b> Develop and implement character education programs for K-12 such as ESTEEM, DARE, Project Wisdom, etc. to emphasize and promote positive citizenship traits.</p>	
<p><b>Strategy's Expected Result/Impact:</b> None</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor</p>	<b>Nov</b>
<p><b>Title I Schoolwide Elements:</b> None</p>	<b>Jan</b>
<p><b>Problem Statements:</b> None</p>	<b>Mar</b>
<p><b>TEA Priorities:</b> None</p>	<b>Summative</b>
<p><b>ESF Levers:</b> None</p>	<b>June</b>
<p><b>Funding Sources:</b> None</p>	





**Strategy 2:** Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor Campus Teachers	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 3:** The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 4:** Recruit knowledgeable and motivational speakers to provide positive examples to students.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None		<b>June</b>
182		
 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

<b>Strategy 1:</b> Restructure the instructional schedule to increase student learning time.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff		<b>Nov<sup>183</sup></b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<b>Strategy 2:</b> Utilize a personalized instruction hour, Campus BLITZ, to provide both intervention and extension opportunities to learners that support their individual learning level.		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff RTI Coordinator		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 3:** Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff RTI Coordinator	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	184

**Strategy 4:** Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff Campus Leadership Team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> 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.

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

 No Progress     Accomplished     Continue/Modify     Discontinue

**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


<b>Strategy 1:</b> Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Provide orientation and mentoring services for teachers recently hired by the district.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Mentor Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Mentor Teacher		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None		<b>June 87</b>

 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

<b>Strategy 1: Development of EOP and Reunification Plans</b>		188
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	
<b>Strategy 2: Monthly safety drills that simulate a vareity of possible situations</b>		
<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	


**Strategy 3:** Continuation of "Project Wisdom" Year Two implementation to provote character development.


<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 4:** Provide team bonding opportunities for faculty and staff that encourage out of school activities amongst one another. 189

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

 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

<b>Strategy 1:</b> Implement an Inclusion/ Co-Teaching Model to emphasize the least restrictive environment for special education students. <span style="float: right;">190</span>	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None





**Strategy 2:** Training sessions that educate professionals on SPED laws and codes.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	191
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

**Strategy 3:** Use of Campus BLITZ that promotes closing gaps in foundational skills.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

**Strategy 4:** Use of a vareity of data sets to monitor student goals from IEPs, TEK Mastery, etc.

<b>Strategy's Expected Result/Impact:</b> None		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op		
<b>Title I Schoolwide Elements:</b> None		<b>Summative</b>  <b>June</b>  192
<b>TEA Priorities:</b> None		
<b>ESF Levers:</b> None		
<b>Problem Statements:</b> None	<b>Funding Sources:</b> None	
 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

# Westwood Independent School District

## Westwood Junior High

### Improvement Plan

2020-2021

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# 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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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.	19620
Goal 5: Westwood Junior High will maintain facilities that promote a safe and healthy environment which include new technologies.	23

# 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. <sup>197</sup>

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide new staff members with a mentor to assist in all areas for the first year in the district.	
<b>Strategy's Expected Result/Impact:</b> Support and retain new staff members.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Curriculum Director Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

<b>Strategy 2:</b> Provide opportunities for staff to attend virtual or face to face trainings throughout the year.		
<b>Strategy's Expected Result/Impact:</b> Retention of highly qualified staff.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Curriculum Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 3:</b> Improve the recruiting of bilingual/ESL teachers by offering a stipend for bilingual/ESL certified teachers.		198
<b>Strategy's Expected Result/Impact:</b> Recruiting staff representative of the diversity of the student population.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Curriculum Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 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

<b>Strategy 1:</b> Conduct face to face or virtual leadership walks at least once per six weeks.		
<b>Strategy's Expected Result/Impact:</b> Increase in accountability and leadership capacity.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar<sup>199</sup></b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide formal and informal opportunities for teachers to engage in leadership practices.		
<b>Strategy's Expected Result/Impact:</b> Increase staff buy-in and leadership capacity.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Increase collaboration and staff leadership capacity.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**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.





<b>Strategy's Expected Result/Impact:</b> Increase in staff collegiality and collaboration.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Department lead teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

 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

<b>Strategy 1:</b> Provide all staff members with targeted professional development during August pre-service		
<b>Strategy's Expected Result/Impact:</b> Increase staff awareness of strategies for classroom management of difficult situations.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b> 201
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide opportunities for staff to attend virtual or face to face training throughout the year.		
<b>Strategy's Expected Result/Impact:</b> Staff will be better equipped to handle difficult classroom management situations.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Curriculum Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 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


<b>Strategy 1:</b> Provide staff with opportunities to attend ESL specific trainings.		202
<b>Strategy's Expected Result/Impact:</b> Increase in ESL certified staff.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Curriculum Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<b>Strategy 2:</b> Provide reimbursement for teachers who successfully pass the ESL certification exam.		
<b>Strategy's Expected Result/Impact:</b> Increase in ESL certified staff.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Curriculum Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>


**Strategy 3:** Require all ELAR teachers to be ESL certified, or to gain certification within one year of hire.

<b>Strategy's Expected Result/Impact:</b> Administration Curriculum Director	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Increase in the number of ESL certified staff, especially those in high needs areas.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Summative</b>
<b>Funding Sources:</b> None <b>ESF Levers:</b> None	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

203

**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

<b>Strategy 1:</b> Normalize TELPAS testing procedures for students by utilizing them in all content area classroom assessments at least once per six weeks.	
<b>Strategy's Expected Result/Impact:</b> Student comfort with TELPAS procedures will increase.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ESL Director Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b> 204
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Provide opportunities for all staff to learn about TELPAS testing procedures and requirements.	
<b>Strategy's Expected Result/Impact:</b> Broader support for TELPAS testing requirements in all subjects.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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

<b>Strategy 1:</b> Require all incoming pre-AP students to complete summer, online advanced portfolios before beginning pre-AP coursework.	
<b>Strategy's Expected Result/Impact:</b> Decrease number of inadequately prepared students in Pre-AP courses	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Pre-AP teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b> 205
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Enable teachers with advanced courses to take gifted and talented professional development and gain supplementary certification.	
<b>Strategy's Expected Result/Impact:</b> Increase of highly qualified staff in Pre-AP programs.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Curriculum Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Implement exams of increased rigor for ELAR, science, and social studies Pre-AP courses.

<b>Strategy's Expected Result/Impact:</b> Increase in the rigor of Pre-AP courses.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration Pre-AP teachers		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		206

**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


<b>Strategy 1:</b> Provide staff training on classroom IEP accommodations.		
<b>Strategy's Expected Result/Impact:</b> Increase in appropriate IEP implementation.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b> 207
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide targeted support through in-person and/or online inclusion and tutorial services to students based on assessment data every six weeks.		
<b>Strategy's Expected Result/Impact:</b> Increase in individual scores.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>


**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.

<b>Strategy's Expected Result/Impact:</b> Improved and consistent inclusion services.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Special Education Teacher		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	
		<b>June</b>

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 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

<b>Strategy 1:</b> Six weeks testing to identify at-risk students and objectives for reaching state standards on STAAR testing.		
<b>Strategy's Expected Result/Impact:</b> Growth in student performance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Core teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<b>Strategy 2:</b> Adhere to TEKS Resources System and implement effective aligned instruction in the classroom.		
<b>Strategy's Expected Result/Impact:</b> Assessment data indicates students understanding of covered standards.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

<b>Strategy 3:</b> Train teachers on analyzing and breaking down individual TEKs and implement strategies to address each TEK as intended.		
<b>Strategy's Expected Result/Impact:</b> Improved performance on all aligned assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> Identify appropriate groupings of students to receive targeted instruction during 6th period.		210
<b>Strategy's Expected Result/Impact:</b> Improved performance by students on all assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> Provide targeted intervention through Panther Place, RTI, Special Education, and classroom assistance.		
<b>Strategy's Expected Result/Impact:</b> Increased performance as indicated on assessment data for at-risk students.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> RTI Coordinator SpEd Staff and Coop Classroom Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>


**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.


<b>Strategy's Expected Result/Impact:</b> Increased staff confidence in tested materials.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Core subject teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	211

**Strategy 7:** Provide all students opportunities to research various career opportunities of their choosing and visit conferences and career expos in our area.

<b>Strategy's Expected Result/Impact:</b> Increased number of students enrolling in CTE, advanced, and college courses in their subsequent school years.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Designated teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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

<b>Strategy 1:</b> Implement targeted strategies to address specific TEKS throughout the year.		
<b>Strategy's Expected Result/Impact:</b> Consistent student data and improvement in specific areas.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5		<b>Jan<sub>212</sub></b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		
<b>Strategy 2:</b> Provide time and resources for teachers to analyze data and create plans to increase the rigor of instruction for students in the upper quintiles.		
<b>Strategy's Expected Result/Impact:</b> Increased number of students showing at least a 2-year growth on Progress Measurement.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> 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

<b>Strategy 1:</b> Continue 6-week recognition and award incentives and year-end awards.	
<b>Strategy's Expected Result/Impact:</b> Increase in attendance.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b> <sup>213</sup>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Ongoing presentations provided by the school nurse on healthy lifestyles and illness preventative measures.	
<b>Strategy's Expected Result/Impact:</b> Increase in attendance.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> School nurse	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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

<b>Strategy 1:</b> Schedule quarterly campus team meetings to review budget expenditures.		
<b>Strategy's Expected Result/Impact:</b> Aligned budget		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Periodic materials inventory conducted.		
<b>Strategy's Expected Result/Impact:</b> Meet the needs of teachers in the area of instructional needs in a timely manner.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrative Assistant		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** Conduct review of renewals and expenditures that are ongoing and access the relevance for these expenses.

<b>Strategy's Expected Result/Impact:</b> Reduction in expenditures.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Administrative Team		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		215

**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

**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

<b>Strategy 1:</b> Share a yearly calendar with staff in August 2020 with proposed drill schedule.		
<b>Strategy's Expected Result/Impact:</b> Accountability in conducting drills.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Principal		Nov <sup>217</sup>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	Jan
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	Mar
<b>ESF Levers:</b> None	None	<b>Summative</b>
		June
<b>Strategy 2:</b> Training will be provided to all staff members in the implementation of EOP and RAPTOR in August 2020.		
<b>Strategy's Expected Result/Impact:</b> Consistent adherence to drills and awareness of safety drills and staff roles.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Principal		Nov
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	Jan
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	Mar
<b>ESF Levers:</b> None	None	<b>Summative</b>
		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

<b>Strategy 1:</b> Continue school-wide discipline plan.		
<b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan<sub>218</sub></b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Discipline reports/data will be shared with staff each six week period.		
<b>Strategy's Expected Result/Impact:</b> Increase in staff awareness of specific discipline issues.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** Students will create personal goals related to academics and behavior.

<b>Strategy's Expected Result/Impact:</b> Self-awareness of behaviors.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Counselor Administration Support Staff		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Summative</b>
<b>ESF Levers:</b> None		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		219

# 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

<b>Strategy 1:</b> Adhere to TEKS Resource System and implement effective aligned instruction in the classroom	
<b>Strategy's Expected Result/Impact:</b> Create assessments and instruction aligned to appropriate State Standards in ELA	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor	
<b>Strategy's Expected Result/Impact:</b> Steady growth in formal unit assessments	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** 3) Identify appropriate groupings of students to receive targeted instruction during 6th Period


<b>Strategy's Expected Result/Impact:</b> Measured growth of all groups on Benchmarks and Formal Assessments	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Admin and Classroom Teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Implement researched based instructional strategies through new PD opportunities geared toward English STAAR success

<b>Strategy's Expected Result/Impact:</b> Students use new strategies focused on reading and writing skills.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Dist/Campus Admin and Classroom Teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 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





<b>Strategy 1:</b> PEIMS monitoring to identify students with attendance issues.		
<b>Strategy's Expected Result/Impact:</b> Prevent students from losing credit and/or Truancy issues/charges		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS director, Campus Admin, and campus PEIMS director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar<sup>228</sup></b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Student incentives and awards each six weeks		
<b>Strategy's Expected Result/Impact:</b> Increase in attendance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS and Admin		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 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

<b>Strategy 1:</b> Recruit quality educators at local, state, and national online and on-site job fairs.		
<b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide mentor opportunities to train new and/or struggling teachers and administrators.		
<b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
		<b>June</b>
 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

<b>Strategy 1:</b> Leadership walks for teachers in same and differing subject areas.		
<b>Strategy's Expected Result/Impact:</b> Provide staff the opportunity to share effective instructional strategies among their peers.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan<sub>230</sub></b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Create and provide a structured PLC model that provides guidance for all departments' planning days.		
<b>Strategy's Expected Result/Impact:</b> Campus departments provide support of new and veterans teachers.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**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

<b>Strategy 1:</b> Continue to grow course offerings through the Dual Credit Partnership with SFASU	
<b>Strategy's Expected Result/Impact:</b> Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit and 6 hour requirement	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Dist/Campus Admin and HS Counselor	Nov <sup>232</sup>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Strategy 2:</b> Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center	
<b>Strategy's Expected Result/Impact:</b> Increase total number of students reaching TSI passing standards.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> counselor, campus admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> 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

<b>Strategy 1:</b> Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities.		
<b>Strategy's Expected Result/Impact:</b> Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus admin, special programs coordinator, CTE teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan<sub>233</sub></b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 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

**Staff Responsible for Monitoring:** Campus/Dist Admin, classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**  
234  
**Jan**

**Mar**

**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

<b>Strategy 1:</b> Continue to utilize the COOP and Region 7 for inclusion support for teachers in Math and English		
<b>Strategy's Expected Result/Impact:</b> Create a team teaching model that integrates supports for students in need while maintaining an appropriate level of rigor		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan<sub>235</sub></b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Math and English Inclusion teachers will be involved in weekly department meetings and planning days.		
<b>Strategy's Expected Result/Impact:</b> Incremental increases in formal assessments and benchmarks as well as RTI data		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus/ Dist Admin, inclusion and classroom teachers in math and English		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 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

**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





<b>Strategy 1:</b> Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel	
<b>Strategy's Expected Result/Impact:</b> Timely requests for funds and travel by all staff	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Admin Assistant, campus princ, dist financial advisor, dist C&I	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan<sub>23</sub></b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
 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

<b>Strategy 1:</b> Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students	
<b>Strategy's Expected Result/Impact:</b> Create awareness and proficiency in execution of drills	<b>Formative</b> Nov 238 Jan Mar
<b>Staff Responsible for Monitoring:</b> Asst Principal, Princ, Maintenance Director	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	<b>Summative</b> June
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 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

<b>Strategy 1:</b> Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers	
<b>Strategy's Expected Result/Impact:</b> Decrease classroom referrals	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b> 239
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

# **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)

Administrative

-New Principals Academy

-Administrative Organizations / Conferences for professional development

(TEPSA, TASSP, TASA, TCWSE)

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## **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](http://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

<b>Strategy 1:</b> Implement a character program for K-12 to emphasize and promote positive character traits.	
<b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcement characteristics in students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus counselors	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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.

<b>Strategy's Expected Result/Impact:</b> Students will have a clear understanding of proper social interactions and well being.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Campus Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
	<b>Funding Sources:</b> None	<b>June</b> 259

**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.

<b>Strategy's Expected Result/Impact:</b> District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Federal/Special Programs Director School nurse(s) SHAC Committee		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
	<b>Funding Sources:</b> None	<b>June</b>

**Strategy 4:** All WISD campuses will participate in age appropriate community service programs.

<p><b>Strategy's Expected Result/Impact:</b> Instill the importance of public service to the local community in both students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus School Organizations Parent Volunteers Campus Counselors</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Explore various district and community opportunities to recognize students, staff members, and stakeholders for exhibiting positive character traits. <sup>260</sup>

<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Campus Teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Recruit knowledgeable and motivational speakers and/or programs to provide positive character examples to students and staff.

<p><b>Strategy's Expected Result/Impact:</b> To give students and staff exposure to various positive interactions throughout the school year resulting in higher morale across the district.</p>	<b>Formative</b>
	<p><b>Nov</b></p>
<p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Summative</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>June</b></p>
<p><b>Funding Sources:</b> None</p>	<p>261</p>

**Strategy 7:** Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.

<p><b>Strategy's Expected Result/Impact:</b> To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p>	<b>Formative</b>
	<p><b>Nov</b></p>
<p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Summative</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>June</b></p>
<p><b>Funding Sources:</b> None</p>	

**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.

<p><b>Strategy's Expected Result/Impact:</b> Provide continued activities that focus on personal responsibility and positivity.</p>	<b>Formative</b>
	<p><b>Nov</b></p>
<p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Summative</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>June</b></p>
<p><b>Funding Sources:</b> None</p>	

 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

<b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Technologist Classroom Teachers ESC 7 - Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**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><b>Strategy's Expected Result/Impact:</b> To create consistency and awareness across the district related to local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.

<p><b>Strategy's Expected Result/Impact:</b> Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches RTI Director Classroom Teachers Instructional Support Staff</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**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><b>Strategy's Expected Result/Impact:</b> Students served through intervention programs will show growth on both local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration RTi Director Campus Counselors Classroom Teachers Title I Staff Paraprofessionals</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b> 265

**Strategy 5:** Provide continued professional development, coaching, and modeling of both instructional strategies and technology.

<p><b>Strategy's Expected Result/Impact:</b> Increase usages of instructional programs, applications, and usage of available technology devices across district classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Technology Staff Teacher Leaders</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS that is student-centered and student led.

<b>Strategy's Expected Result/Impact:</b> Ensure quality instruction as shown on T TESS and data.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for LEP students. (PBMAS)

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 8:** Continue to refine current processes and instruction across the district for RtI that adheres to addressing student learning needs.

<b>Strategy's Expected Result/Impact:</b> Reduction of the number of students served in Tier two and three .	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration District RtI coordinator Campus RtI Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Results Driven Accountability</b>	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

**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.


<b>Strategy's Expected Result/Impact:</b> Consistency of instruction and use of designated supports on a daily basis.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Anderson County Special Education Co-op Diagnosticians Counselors Testing Specialist Campus Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b> 267
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> 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.

<b>Strategy's Expected Result/Impact:</b> Growth of students in both reading and mathematics as well as student engagement as shown by discipline referrals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> None	

**Strategy 11:** Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.

<b>Strategy's Expected Result/Impact:</b> Student ownership of progress and parent support/engagement		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
	<b>Funding Sources:</b> None	<b>June</b> 268

 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

<b>Strategy 1:</b> Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.	
<b>Strategy's Expected Result/Impact:</b> CCMR standards will be implemented in daily teaching and learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors College and Technical Career Education Department (CTE)	<b>Nov</b> <sup>269</sup>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Students will understand how to be better prepared for their post-secondary setting.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**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.





<b>Strategy's Expected Result/Impact:</b> Parents and students will be informed of possible post-secondary opportunities with an increase in participation.	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators CTE Coordinator Counselors	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	270

**Strategy 4:** Host College Week throughout the district. Encourage all students and employees to wear college colors all week.

<b>Strategy's Expected Result/Impact:</b> The district will have a culture of college, career and military awareness and readiness.	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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.

<b>Strategy's Expected Result/Impact:</b> Students will be better prepared for college and military.	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselors	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

<b>Strategy 6:</b> Continue Dual-Credit partnerships with local colleges/universities.		
<b>Strategy's Expected Result/Impact:</b> Students will graduate from high school having already completed several college courses.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 7:</b> Increase PAP and AP course offerings for students and training for appropriate staff members.		271
<b>Strategy's Expected Result/Impact:</b> Higher pass rate of students on the AP exam.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors Campus Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 8:</b> Create an age-appropriate college and career fair to enhance student connection to real world opportunities in grades K-12.		
<b>Strategy's Expected Result/Impact:</b> Deeper exposure to college and career opportunities for students.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
 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

<b>Strategy 1:</b> Provide professional development to all new paraprofessionals to ensure high quality assistance.	
<b>Strategy's Expected Result/Impact:</b> Students and teachers will be provided with high quality assistance from paraprofessionals.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist Campus Administrators Administrative Assistants	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	<b>June</b>
<b>Strategy 2:</b> Westwood ISD will pay above the state-base for certified teachers to attract quality applicants.	
<b>Strategy's Expected Result/Impact:</b> Westwood ISD will attract high quality applications by paying above state -base.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent District Administration Payroll Department	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	<b>June</b>

<b>Strategy 3:</b> Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.		
<b>Strategy's Expected Result/Impact:</b> Staff will use local leave days only when necessary resulting in high staff attendance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent Payroll Department		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> Plan and execute Campus and District employee celebrations.		273
<b>Strategy's Expected Result/Impact:</b> Higher staff morale.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Action Teams		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.		
<b>Strategy's Expected Result/Impact:</b> Students will pursue an education in teaching and return to Westwood ISD to teach.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Recruitment of high quality personnel.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
	274

**Strategy 7:** Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.

<b>Strategy's Expected Result/Impact:</b> Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Mentor Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**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).

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration School Nurse(s)	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 9:** Provide stipends to secondary math, science, and Spanish teachers.

<b>Strategy's Expected Result/Impact:</b> Help recruit high demand teaching areas to fill hard to staff positions.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 10:** Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.

<b>Strategy's Expected Result/Impact:</b> To ensure all teaching staff are highly qualified within their teaching field.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specilist Campus Administration Campus teacher mentors	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 11:** Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication.

<b>Strategy's Expected Result/Impact:</b> Recognition of exemplary staff member to model to others.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Mentor Teacher	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 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><b>Strategy's Expected Result/Impact:</b> Connection of weekly/daily information for parents and students; therefore, increasing parent and community support.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Campus Webmasters</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b> 277

**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><b>Strategy's Expected Result/Impact:</b> Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Increase in parental engagement.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration Counselors Testing Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Parent input and engagement in district/campus processes and procedures.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Create and implement a volunteer program to execute across the district.

<b>Strategy's Expected Result/Impact:</b> Increase of parent involvement at various campuses.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Human Resource Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>



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

<b>Strategy 1:</b> Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts.	
<b>Strategy's Expected Result/Impact:</b> Maintain transparent and sound communication.	<b>Formative</b> <b>Nov</b> <small>280</small> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>June</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
 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

<b>Strategy 1:</b> Continue the long-range steering committee & facility assessment discussion, and explore next steps for district buildings.	
<b>Strategy's Expected Result/Impact:</b> Increase student safety and performance.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent of Finance and Operations Director of Maintenance	<b>Nov</b> <sup>28<sup>1</sup></sup>
	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None	<b>Mar</b>
	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>Strategy 2:</b> Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.	
<b>Strategy's Expected Result/Impact:</b> 100% of required participants will be CPR/First Aid certified.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Athletic Director Campus Nurses	<b>Nov</b>
	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None	<b>Mar</b>
	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

**Strategy 3:** Ensure each campus has a trained Crisis Prevention Intervention core team.

<p><b>Strategy's Expected Result/Impact:</b> Proactive safety across the district with 100% trained staff teams.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Maintenance Campus Nurses</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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). <sup>282</sup>

<p><b>Strategy's Expected Result/Impact:</b> Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Law Enforcement</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.

<p><b>Strategy's Expected Result/Impact:</b> Continue a culture of proactive school health and safety awareness across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director SHAC members</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**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><b>Strategy's Expected Result/Impact:</b> Preparation in the event of an emergency 100% of staff and students respond appropriately.</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> District and Campus          Administrators          Site Based Decision Making Team          Superintendent          Safety Audit Coordinator          Technology Director          Transportation Director</p>	<p><b>Nov</b>  <b>Jan</b>  <b>Mar</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Summative</b>  <b>June</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>Funding Sources:</b> None</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

<b>Strategy 1:</b> Executing a district-wide plan to modernize technology.	
<b>Strategy's Expected Result/Impact:</b> Cohesive plan to phase in throughout multiple years, meeting the needs of learners.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Technology District Technology Committee	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Professional development plan for both instructional technology and general technology program use.	
<b>Strategy's Expected Result/Impact:</b> Increased usage of technology within daily instruction as observed through walkthroughs.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Instructional Coaches	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	


**Strategy 3:** Piloting of digital portfolios with various grade level teachers and students.


<b>Strategy's Expected Result/Impact:</b> Gradual building of student work through a digital component.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Instructional Coaches	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Increased emphasis of tying technology to curriculum/integration such as Google Classroom, NearPod, Flip Grid, etc. 285

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional coaches Teachers	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 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	1 286
Marcie Smith	Elementary Paraprofessional	Intervention	1
Trisha Howell	Elementary Paraprofessional	Intervention	1

- D. Code of Conduct for the 2020-2021 school year  
**Presenter:** Christine Bedre

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** 2020-2021 WISD Student Code of Conduct

**Administrator Responsible:** Christine Bedre, M.Ed

**Summary:**

Final copy of the 2020-2021 WISD Student Code of Conduct.

**Administration's Recommendation:**

N/A

**Board Approval Required**      YES     NO

# **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](mailto: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](http://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](http://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](http://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](http://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(LLEGAL) and FODA(LLEGAL) 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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- E. Region 7 Educational Services for the district 2020-2021 school year  
**Presenter:** Kyle Johnson

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** 2020-2021 Region 7 Contract Service Agreements

**Administrator Responsible:** Christine Bedre, M.Ed

**Summary:**

Proposed selected services provided by the Region 7 Service Center for the 2020-2021 school year.

**Administration's Recommendation:**

N/A

**Board Approval Required**      YES     NO

## 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
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### Academic Content Cooperative test1

Academic Content Cooperative	\$17250.00
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### Administrative Leadership Cooperative test1

Administrative Leadership Cooperative	\$3400.00
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339

### Comprehensive Business/Finance/Funding and Accountability/OnDataSuite Cooperative test1

Business/Finance/Operations & Funding/Accountability Cooperative 10% Discount	\$3281.00
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### Digital Learning test1

Digital Learning Basic Membership Fee	\$1750.00
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Discovery Education Streaming	\$3112.00
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BrainPOP	\$3992.00
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BrainPOP ELL	\$75.00
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Individual ZOOM Accounts	\$20.00
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### ESSA Contracted test1

Title I, Part A Consolidated Application/Compliance Services	\$5198.36
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### Fine Arts Cooperative test1

Fine Arts	\$500.00
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### Gifted and Talented test1

G/T	\$9516.00
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### Health, Nurses, and PE Cooperative test1

Nurses, Health, and PE	\$1500.00
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### Personnel Services Cooperative test1

Personnel Cooperative	\$2275.00
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Online Application Consortium	\$2178.00
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### Purchasing Cooperative test1

Purchasing Cooperative			\$1159.00
<b>Professional School Counselor test1</b>			
Professional School Counselor			\$1800.00
<b>School Safety and Security Cooperative test1</b>			
School Safety Cooperative			\$5200.00
<b>Superintendent Academy test1</b>			
Superintendent Academy			\$800.00
<b>TEKS Resource System test1</b>			
TEKS Resource System	19-20 SY - \$9220.00	Call For Pricing*	
TEExGUIDE	19-20 SY - \$5,000	Call For Pricing*	
<b>Bilingual/ESL Title III SSA test1</b>			
Title III Bilingual/ESL - SSA			Call For Pricing*
<b>Career &amp; Technical Education SSA test1</b>			
CTE - Shared Service Arrangement			Call For Pricing*
<b>Title I, Part C Migrant Education SSA test1</b>			
Title I, Part C - Migrant Education Program SSA			Call For Pricing*
<b>Total of proposed selections</b>			\$65,506.36

F. School Operations for 2020-2021 school year  
**Presenter:** Wade Stanford

## **Westwood ISD Agenda Item Information**

**Meeting Date: July 13, 2020**

**Subject: 2020-2021 School Operations**

**Administrator Responsible: Wade Stanford**

**Summary: This discussion will highlight the plans the administrative team is developing in anticipation of the 2020-2021 school year. The discussion with the board members will allow the administrative team to gather feedback that will be used in future planning meetings.**

**Administration's Recommendation: N/A**

**Board Approval Required**

**YES**

**X NO**

8. **ACTION ITEMS**

- A. Board to consider audit services for the district  
**Presenter:** Kyle Johnson

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** Proposal for Auditing Services

**Administrator Responsible:** Mr. Johnson

**Summary:** Present the auditing service that has been chosen to best serve the auditing needs of the district.

**Administration's Recommendation:** District will enter into an agreement with Axley and Rode for this entity to provide audit services for the fiscal year ending August 31, 2020.

**Board Approval Required**

**X YES**

**NO**

Westwood Independent School District  
 Recap - Proposals for Audit Services  
 For Audits beginning with year ending August 31, 2020

Firm Name	<b>Axley &amp; Rode</b>	<b>Patillo, Brown &amp; Hill, L.L.P.</b>	
Location of Firm	Lufkin	Waco	
Firm Staff Total	84	40	
Audit Experience in Year	71 Years	85 Years	
School Audit Clients (Current)	Lufkin Livingston Diboll Huntington Trinity 14 others listed (363-7117 ADA)	Bryan Groesbeck Hudson Hutto Troy 26 others listed (ADA's not listed)	
Cost Proposed:			<b>Diff</b>
2019-2020	\$27,000	\$27,100	\$100
2020-2021	\$25,000	\$27,500	\$2,500
2021-2022	\$25,500	\$27,900	\$2,400
2022-2023	\$26,000	\$28,300	\$2,300
<b>Total Difference</b>			<b>\$7,300</b>

- B. Board to consider property and casualty service for the district  
**Presenter:** Kyle Johnson

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** Proposal for Property/Casualty Liability Coverage

**Administrator Responsible:** Mr. Johnson

**Summary:** Present the property and casualty company the district feels will best serve the needs for coverage.

**Administration's Recommendation:** District will enter into an agreement with Edwards Risk Management, Inc. for property and casualty coverage for the year beginning September 1, 2020.

**Board Approval Required**       YES      NO

Westwood ISD  
 Proposal Analysis- Property/Casualty Liability Coverage  
 2020-2021

**TASB**  
**2020-2021**

**Edwards Risk Management**  
**2020-2021**

<b>Property</b>	<b>1 Year Policy</b>	<b>1 Year Policy</b>
Property and Content Values	\$41,541,776	\$40,334,530
Deductible All Other Perils (AOP)	\$5,000	\$10,000
Deductible Flood (not Zone A or V)	\$50,000	\$100,000
Deductible Earth Movement	\$50,000	\$10,000
Deductible Wind/Hurricane/Hail	\$250,000 Minimum/\$500,000 Maximum <b>**Additional \$250,000 to single ply roofs**</b> <b>***Sublimit on Single Ply \$1,000,000***</b>	\$300,000 Maximum <b>***No additional deductible***</b> <b>***No sublimit on Single Ply***</b>
<b>Equipment Breakdown</b>		
Limit	\$100,000,000	\$40,334,530
Deductible	\$5,000	\$5,000
<b>Crime</b>		
<b>Employee Dishonesty</b>		
Limit	\$100,000	\$100,000
Deductible	\$5,000	\$1,000
<b>Cyber Coverage</b>		
<b>Data Compromise, Computer Attack/Extortion</b>		
<b>Network Security</b>		
Limit	\$250,000	\$100,000
Deductible	\$0 - See Policy	\$1,000 - See Policy
<b>General Liability</b>		
Limit	\$1,000,000	\$1,000,000
Deductible	\$0	\$1,000/\$5,000
<b>Educator's Legal Liability</b>		
Limit	\$1,000,000	\$1,000,000
Deductible	\$2,500	\$10,000
<b>Automobile Liability</b>		
Limit	\$1,000,000	\$1,000,000
Deductible	\$1,000	\$1,000
<b>Auto Physical Damage</b>		
Limit	Scheduled	Scheduled
Deductible	\$1,000	\$1,000
<b>Total Annual Contribution</b>	\$161,735	\$116,912
<b>Difference</b>		\$44,823

In the new TRCO plan you must also take part in the Worker's Compensation portion of the plan. Currently we are using Claims Administrative Services, Inc. out of Tyler for our Worker's Compensation plan and are very pleased with the services they are providing. We were not looking to switch this service at

- C. Board to consider 2020-2021 application for staff development minutes waiver  
**Presenter:** Christine Bedre

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** 2020-2021 Application for Staff Development Minutes Waiver

**Administrator Responsible:** Christine Bedre, M.Ed

**Summary:**

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

**Administration's Recommendation:** Administration recommends to approve the Staff Development Minutes Waiver.

**Board Approval Required**       YES    NO



# Waivers

**2019-2020 Application for Staff Development Minutes Waiver**

**Waiver ID: 56546**

**Application Information**

**Category:** Expedited

**Creator:** Christine Bedre, District Editor

**Status:** Draft

**Creation Date:** 6/25/2020

**Approving Superintendent:**

**Assigned To:** Christine Bedre

**LEA Contact**

**Full Name:** Christine Bedre

**Phone:** (903) 729-1776

**Email:** chbedre@westwoodisd.net

**LEA Information**

**LEA:** WESTWOOD ISD (001908)

**Address:** P O BOX 260, PALESTINE, TX 75802-0260

**Phone:** (903) 729-1776

**Date of LEA Board of Trustees Approval**

**Date:**

**Information**

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

**Requested Years**

2020-2021

**LEA Attachments (0)**

There are no LEA attachments.

- D. Board to consider audio/visual media purchases in response to COVID  
**Presenter:** Kyle Johnson

## Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** Audio/Visual Media Purchases in Response to COVID

**Administrator Responsible:** Mr. Johnson

**Summary:** The district is seeking approval to purchase audio/visual media equipment to outfit the district's classrooms. 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.

**Administration's Recommendation:** The district to take action in purchasing the equipment to outfit the district's classrooms with the audio/visual equipment.

**Board Approval Required**

**X YES**

**NO**

- E. Budget Amendment for 2019-2020 school year  
**Presenter:** Kyle Johnson

# Westwood ISD Agenda Item Information

**Meeting Date:** July 13, 2020

**Subject:** Budget Amendment

**Administrator Responsible:** Mr. Johnson

**Summary:** Budget amendment to shift 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 our staff and students during COVID-19.

**Administration's Recommendation:** The District recommends accepting the presented budget amendments.

**Board Approval Required**       YES      NO

2019-2020 Budget Amendments					
EXPENDITURE	ORIGINAL BUDGET	AMENDED BUDGET	INCREASE/ (DECREASE)		
1	199 E 11	7,731,750	\$ 7,691,750	\$ (40,000)	
	199 E 23	1,103,335	\$ 1,083,335	\$ (20,000)	
	<b>Total reduction:</b>			<b>\$ (60,000)</b>	
2	199 E 51	1,901,457.00	\$ 1,961,457	\$ 60,000	
	<b>Total increase:</b>			<b>\$ 60,000</b>	
	Moves money to Maintenance to help with purchases related to health and safety of staff and students when school resumes				
	<b>1st read to board: 7/13/20</b>				
	<b>Approved by board:</b>				

7	ORIGINAL BUDGET	AMENDED BUDGET	INCREASE/ (DECREASE)
	\$0.00	\$150,000.00	\$150,000.00
199 R 5931 -			
SHARS reimbursement	\$120,000.00	\$104,400.00	-\$15,600.00
199 E 99			
Appraisal District			
<b>Total:</b>			<b>\$165,600.00</b>

199 E 13	Curriculum & Professional Development	\$326,720.00	\$351,720.00	\$25,000.00
199 E 23	School Leadership	\$900,180.00	\$940,180.00	\$40,000.00
199 E 31	Counseling	\$271,388.94	\$291,388.94	\$20,000.00
199 E 34	Transportation	\$920,000.00	\$940,000.00	\$20,000.00
240 E 35	Food Service	\$867,000.00	\$907,000.00	\$40,000.00
199 E 41	General Administration	\$682,650.00	\$692,650.00	\$10,000.00
199 E 51	Maintenance	\$1,791,000.00	\$1,866,000.00	\$75,000.00
199 E 53	Technology	\$535,000.00	\$555,000.00	\$20,000.00
	<b>Total increase:</b>		\$250,000.00	<b>\$250,000.00</b>
	These will ensure functions are not exceeded for the end of the 18-19 year. Most adjustments made are due to salary increases from 19-20 which are accrued in August for 18-19. Also, an additional payment from SHARS reimbursements was received for revenue. Additional revenue will be realized above budgeted amounts.			
357	<b>1st read to board: 8/26/19</b>			
	<b>Approved by board:</b>			

9. Board to consider approval of consent agenda
  - A. Minutes of Regular Board Meeting, June 8, 2020, Special Board Meeting, June 18, 2020 and Special Board Meeting, July 6, 2020

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,  
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:30 pm, June 8, 2020

Place: Zoom Virtual Meeting

Purpose: Regular Board Meeting

Members Present: President Don Rice, Craig Nivens, Ronnie Stanhope,  
Dr. Carolyn Booker, Leonard Armstrong, and Mike Kelly

Members Absent: Mike Bentley

Others Present: Wade Stanford, Christine Bedre, Tiffany Carwell, Edwin Schuessler, and Kyle Johnson

Don Rice called the meeting to order at 6:30 pm.

**ROLL CALL**

Leonard Armstrong gave the invocation.

**Pledge of Allegiance/Texas Pledge**

Open Forum - No one signed up for the open forum

**ACTION ITEM**

6. On a motion by Carolyn Booker and a second by Ronnie Stanhope the board voted unanimously to approve the agenda as presented.

7. Information Items

A. Finance Update - Kyle Johnson

- a. Mr. Johnson gave an update on the current budget. He showed where the district stood in salary % and % of function spent  $\frac{3}{4}$ 's of the way through the fiscal year compared to the previous 2 years.

B. SHAC Update - Tiffany Carwell

- a. Mrs. Carwell the annual SHAC update and discussed the topics addressed at the meetings this year. She then discussed the topics that will upcoming in future meetings, including a family health fair, vaping and SMART Smiles

C. Staff Compensation - Wade Stanford

- a. Mr. Stanford discussed that the district is in the early stages of developing the operating budget for the 2020-2021 school year. He proposed the topic of staff compensation for the upcoming year and received feedback from the board. The compensation would be for every employee of the district and the board showed support for this.

D. 2020-2021 School Operations - Wade Stanford

- a. Mr. Stanford discussed the plans the administrative team is developing in anticipation of the 2020-2021 school year. He introduced the task force and presented the 4 options the task force has been discussing: 100% Face to Face, Hybrid Model, Sporadic Short-Term Closures, and 100% Home Based.

Mr. Stanford presented the preparation and areas to consider for each option. He asked the board to consider operation issues of each option and to consider how the district determines when to close.

- E. Summer Bridge Program - Christine Bedre
  - a. Mrs. Bedre presented the details of the Summer Bridge Program. The dates for the program are July 13th through August 3rd, 2020 and the program is for students in Kindergarten through 11th Grade. It will be all virtual.
- F. Discuss proposal for audit services for the district - Kyle Johnson and Wade Stanford
  - a. Mr. Johnson presented the comparison of the two entities that returned the proposal for auditing services. Mr. Johnson and Mr. Stanford answered questions from the board about how many proposals were sent out and if references had been contacted.
- G. Discuss proposal for property and casualty service - Kyle Johnson and Wade Stanford
  - a. Mr. Johnson presented the comparison of the two entities that returned proposals for property and casualty coverage. Mr. Johnson and Mr. Stanford answered questions from the board about how many proposals were sent out and if references had been contacted.
- H. UIL Update - Wade Stanford
  - a. Mr. Stanford updated the board on new UIL guidelines for returning to summer workouts for extracurricular activities. He gave an update on the turn out for summer workouts and the precautions in place for safety. He also discussed the precautions the band has in place for their summer work.

## 8. ACTION ITEMS

- A. On a motion by Don Rice and second, by Carolyn Booker, the board voted unanimously to approve paying staff \$50.00 per day for unused local days for the 2019-2020 school year.
  - B. On a motion by Leonard Armstrong and a second by Craig Nivens the board voted unanimously to approve the revision to the 2020-2021 school instructional calendar.
  - C. On a motion by Don Rice and a second by Carolyn Booker, the board voted unanimously to approve Kyle Johnson access to Lone Star Investment Pool as Investment Officer for the district.
  - D. On a motion by Don Rice and a second by Leonard Armstrong, the board voted unanimously to approve the district of innovation contract agreement with Kevin January.
  - E. Acknowledge teacher contracts - Don Rice received
9. On a motion by Leonard Armstrong and a second by Mike Kelly the board voted unanimously to approve consent agenda
- A. Minutes of Special Board Meeting, May 11, 2020. - Need to show that Craig Nivens seconded the motion on item 9A.
  - B. Fundraisers- none
- 10 Future agenda items request and events
- Add Superintendent Evaluation to the July 13th Board meeting
  - Hold Special Meeting on July 6th, 7th, or 9th, face to face, to discuss Superintendent Evaluation. This will be a closed session just for the board members.
  - The Board Meeting on July 13th will be face to face

**Adjournment: There being no further business, President Dr. Don Rice adjourned the meeting at 8:17 pm.**

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,  
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 5:45 pm, June 18, 2020

Place: Zoom Virtual Meeting

Purpose: Regular Board Meeting

Members Present: President Don Rice, Craig Nivens, Ronnie Stanhope,  
Dr. Carolyn Booker, Leonard Armstrong, and Mike Kelly

Members Absent: Mike Bentley

Others Present: Wade Stanford

Don Rice called the meeting to order at 5:45 pm

**ROLL CALL**

Dr. Don Rice gave the invocation.

**Pledge of Allegiance/Texas Pledge**

**ACTION ITEM**

5. On a motion by Dr. Carolyn Booker and a second by Craig Nivens the board voted unanimously to approve the agenda as presented.
6. Public Comments– none
7. On a motion by Dr. Don Rice and a second by Dr. Carolyn Booker the board voted unanimously to approve TEA Waiver from the missed school days due to COVID-19 for the 2019-2020 school year.
8. On a motion by Dr. Don Rice and a second by Dr. Carolyn Booker the board voted unanimously to approve TEA Waiver of required early notice of students at risk of failure as do to COVID-19.
9. Adjournment - 6:02 pm.

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,  
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:30 pm., July 6, 2020

Place: Westwood Administration Office

Purpose: Special Board Meeting

Members Present: President Dr. Don Rice, Mike Kelly, Craig Nivens, Dr. Carolyn Booker, Leonard Armstrong and Ronnie Stanhope

Members Absent: Mike Bentley

Others Present: Wade Stanford

President Dr. Don Rice called the meeting to order at 6:30 pm.

**Invocation was given by Wade Stanford**

**Pledge of Allegiance/Texas Pledge**

4. Action Items:

- A. On a motion by Dr. Carolyn Booker and a second by Craig Nivens the board voted unanimously to approve the agenda as presented.

5. Public Comments – none

6. Action Items

- A. On a motion by Leonard Armstrong and a second by Dr. Carolyn Booker the board voted unanimously to approve the purchase of 463 Chromebooks in the amount of \$87,034.74 from Dell. These additional Chromebooks were needed in order to give students in grades 3-12 a device To use for Home Base Learning.

7. **Closed Session**

**The president stated the board would go into closed session at 6:42 pm.**

**The president stated the board would come out of closed session at 8:02 pm.**

**Adjournment: 8:02**



- B. Campus Fundraisers
  - C. Investment Report
- Presenter:** Kyle Johnson

## *Westwood I.S.D.*

MEMO

TO: Board Members  
 FROM: Kyle Johnson  
 SUBJECT: Investment Report  
 DATE: May 31, 2020

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This report is for the period Mar 1, 2020 through May 31, 2020. All cash monies not needed for the everyday operation of the school district are invested in the Govt. Overnight Fund of the Lone Star Investment Pool, one Certificate Of Deposit with First Bank and Trust, and the CDARS program through Texas National Bank of Jacksonville.

### General Operating Fund

Purchase Date	Security Type	Amount	Maturity	Int. Rate	Int. Earned
	<b>Lone Star Beginning Balance</b>	<b>\$ 7,385,982</b>			
March	Deposit W/D	\$ 1,250,000			\$8,380.41
April	Deposit W/D	\$ 900,000			\$4,760.47
May	Deposit W/D	\$ 1,300,000			\$3,332.86
		<u>\$ 1,110,000</u>			

	<b>Lone Star Ending Balance</b>	<b>\$ 5,442,456</b>	(INC INTEREST)		<b>\$ 16,474</b>			
1/10/2020	1-Yr CD	\$ 1,087,039	1/10/2021	1.68%	\$ 4,617	new interest rate effective 1/13/20		
3/19/2020	CDARS	<u>\$ 1,079,611</u>	3/18/2021	2.40%	\$ 4,900			
					<b>\$ 9,518</b>			
This report is in compliance with the strategies as approved and the Public Funds								
Investment Act.								
Wade Stanford			Kyle Johnson					
Superintendent			Director of Finance and Operations					

10. **CLOSED SESSION**

- A. Acknowledge Teacher Contracts
- B. Board to consider assistant principal contract
- C. Superintendent's Evaluation
- D. Superintendent's Contract

11. Future agenda items request and events

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:  
4:00 pm, July 9, 2020

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For the Board of Trustees