

# 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 11, 2022, beginning at 6:00 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**
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **ACTION ITEM**
  - 5.A. Board to consider and approve the agenda
6. **PUBLIC COMMENTS**
7. **INFORMATION ITEMS**
  - 7.A. 2022-2023 Student Code of Conduct First Read  
**Presenter:** Katie Atkins

# Westwood ISD Agenda Item Information

**Meeting Date:** July 11, 2022

**Subject:** 2022-2023 Student Code of Conduct

**Administrator Responsible:** Katie Atkins

**Summary:** The Student Code of Conduct 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, and further.

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.

**Administration's Recommendation:** The 2022-2023 Student Code of Conduct is a first-read only and no action is requested at this time. It will be brought to the Board for consideration and possible action during the August board meeting. In the meantime, please send any questions to Katie Atkins prior to the August board meeting.

**Possible Motion:** n/a

**Attachments:** 2022-2023 Westwood ISD Student Code of Conduct (pdf)

**Board Approval Required**

YES

NO

# WESTWOOD ISD



## Student Code of Conduct 2022-2023 School Year

If you have difficulty accessing the information in this document because of disability, please contact the District at [klatkins@westwoodisd.net](mailto:klatkins@westwoodisd.net) or (903) 729-1776.

# Table of Contents

Westwood ISD Student Code of Conduct	iii
<b>Student Code of Conduct</b>	<b>1</b>
Accessibility	1
Purpose	1
<b>School District Authority and Jurisdiction</b>	<b>2</b>
Campus Behavior Coordinator	2
Threat Assessment and Safe and Supportive School Team	2
Searches	2
Reporting Crimes	3
Security Personnel	3
“Parent” Defined	3
Participating in Graduation Activities	3
Unauthorized Persons	4
<b>Standards for Student Conduct</b>	<b>5</b>
<b>General Conduct Violations</b>	<b>6</b>
Disregard for Authority	6
Mistreatment of Others	6
Property Offenses	7
Possession of Prohibited Items	7
Possession of Telecommunications or Other Electronic Devices	8
Illegal, Prescription, and Over-the-Counter Drugs	8
Misuse of Technology Resources and the Internet	8
Safety Transgressions	9
Miscellaneous Offenses	9
<b>Discipline Management Techniques</b>	<b>10</b>
Students with Disabilities	10
Techniques	10
Prohibited Aversive Techniques	11
Notification	12
Appeals	12
<b>Removal from the School Bus</b>	<b>13</b>
<b>Removal from the Regular Educational Setting</b>	<b>14</b>
Routine Referral	14
Formal Removal	14
Returning a Student to the Classroom	14

<b>Out-of-School Suspension</b>	<b>15</b>
Misconduct	15
Process	15
Coursework During Suspension	16
<b>Disciplinary Alternative Education Program (DAEP) Placement</b>	<b>17</b>
Discretionary Placement: Misconduct That May Result in DAEP Placement	17
Mandatory Placement: Misconduct That Requires DAEP Placement	18
Sexual Assault and Campus Assignments	19
Process	19
Length of Placement	20
Appeals	21
Restrictions During Placement	21
Placement Review	22
Additional Misconduct	22
Notice of Criminal Proceedings	22
Withdrawal During Process	23
Newly Enrolled Students	23
Emergency Placement Procedure	24
Transition Services	24
<b>Placement and/or Expulsion for Certain Offenses</b>	<b>25</b>
Registered Sex Offenders	25
Certain Felonies	25
<b>Expulsion</b>	<b>28</b>
Discretionary Expulsion: Misconduct That May Result in Expulsion	28
Mandatory Expulsion: Misconduct That Requires Expulsion	30
Under Age Ten	31
Process	31
Length of Expulsion	33
Withdrawal During Process	33
Additional Misconduct	33
Restrictions During Expulsion	33
Newly Enrolled Students	33
Emergency Expulsion Procedures	34
DAEP Placement of Expelled Students	34
Transition Services	34
<b>Glossary</b>	<b>35</b>

# Student Code of Conduct

## Accessibility

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

## Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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 planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version 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 campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the district’s website. 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. In the event of a 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 district's authority 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;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. 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 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) and at [https://www.westwoodisd.net/apps/pages/WISD\\_Student\\_Handbooks](https://www.westwoodisd.net/apps/pages/WISD_Student_Handbooks).

### **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.

### **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 or campus behavior coordinator 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.

### **Security Personnel**

In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are:

- Creating and maintaining safe, secure and orderly learning environments for students, teachers and staff.
- Establish a trusting channel of communication with the students, parents, and teachers .
- Serve as a positive role model to instill in student's good moral standards, good judgement and discretion, respect for other students, and a sincere concern for the school community.
- Promote citizen awareness of the law to enable students to become better informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law.

### **“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 eligible, a student shall not have engaged in any misconduct that resulted 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 that resulted 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 to or eject a person from district property if the person refuses to leave peaceably on request and:

13. The person poses a substantial risk of harm to any person; or
14. 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), 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 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 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.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring 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.

## 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 , **DAEP Placement** on page , **Placement and/or Expulsion for Certain Offenses** on page , and **Expulsion** on page , those 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 on page .

### Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence 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 .)
- 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 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**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- 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 .)
- 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 .)
- Enter, without authorization, district facilities that are not open for operations.

## 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;
- A firearm silencer or suppressor;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- Knuckles;
- A pocket knife 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, unless it is for 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 . 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 cell phone, 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 and **Expulsion** on page 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 to body or mind. (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.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- 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 encourage students to be responsible 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, including restorative practices. 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. In the event of any conflict, 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, another 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 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 .
- Placement in a DAEP, as specified in **DAEP** on page .
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page .
- Expulsion, as specified in **Expulsion** on page .
- 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 using 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 to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. 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. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

## **Removal from the School Bus**

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the 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 behavior that violates this Code to maintain effective discipline in the classroom.

### **Formal Removal**

A teacher may initiate a formal removal from class if:

15. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
16. 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**

A student who 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 may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct 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 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 sections 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 inform the student of the alleged misconduct and give the student an 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:

17. Self-defense (see **glossary**),
18. Intent or lack of intent at the time the student engaged in the conduct,
19. The student's disciplinary history,
20. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
21. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
22. 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 before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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 6 and secondary classification shall be grades 7–12.

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:

23. Self-defense (see **glossary**),
24. Intent or lack of intent at the time the student engaged in the conduct,
25. The student's disciplinary history,
26. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
27. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
28. A student's status as homeless.

### **Discretionary Placement: Misconduct That May Result in DAEP Placement**

A student may be placed in a DAEP for the following conduct violations:

#### **Misconduct Identified in State Law**

In accordance with state law, a student **may** be placed in a DAEP for any 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, or gang 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 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** 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, 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 .) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
  - 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 .)
  - 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 .)
- 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:

29. The student receives deferred prosecution (see **glossary**),
30. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
31. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

### **Sexual Assault and Campus Assignments**

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- 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.

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, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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:

32. Self-defense (see **glossary**),
33. Intent or lack of intent at the time the student engaged in the conduct,
34. The student's disciplinary history,
35. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
36. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
37. A student's status as homeless.

## **Placement Order**

After the conference, if the student is placed in a 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 a 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, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. 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 are in a DAEP placement 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:

38. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

39. 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 3 with the board.

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**

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district will not provide transportation to students in a DAEP.

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:

40. 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
41. 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 continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

42. Threatens the safety of other students or teachers,
43. Will be detrimental to the educational process, or
44. 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 Students**

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:

45. The date on which the student's conduct occurred,
46. The location at which the conduct occurred,
47. Whether the conduct occurred while the student was enrolled in the district, or
48. 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:

49. Threatens the safety of other students or teachers,
50. Will be detrimental to the educational process, or
51. 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:

52. The student graduates from high school,
53. The charges are dismissed or reduced to a misdemeanor offense, or
54. 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 this section 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:

55. Self-defense (see **glossary**),
56. Intent or lack of intent at the time the student engaged in the conduct,
57. The student's disciplinary history,
58. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
59. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
60. 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 .)

#### 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 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 Penal Code 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.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- 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 a 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:

61. Deliberate violent behavior that poses a direct threat to the health or safety of others;
62. Extortion, meaning the gaining of money or other property by force or threat;
63. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
64. 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 disabled individual.
  - 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:

65. 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,
66. An opportunity to testify and to present evidence and witnesses in the student's defense, and

67. An opportunity to question the witnesses called by the district at the hearing.

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 Superintendent or Superintendent's designee 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 consider and 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:

68. Self-defense (see **glossary**),
69. Intent or lack of intent at the time the student engaged in the conduct,
70. The student's disciplinary history,
71. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
72. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
73. 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 Superintendent or Superintendent's designee 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:

74. The student is a threat to the safety of other students or to district employees, or
75. 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's conduct 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 continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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:

76. The out-of-state district provides the district with a copy of the expulsion order, and
77. 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:

- 78. The student is a threat to the safety of other students or district employees, or
- 79. 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:

80. Causes serious bodily injury to another;
81. Uses or exhibits a deadly weapon; or
82. 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 a crime that involves:

83. 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.
84. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
85. Intentionally starting a fire or causing an explosion and in so doing:
  - a. Recklessly damaging or destroying a building belonging to another, or
  - b. Recklessly causing another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or 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 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:

86. 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 damage to the student's property;
87. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
88. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
89. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

90. 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;
91. 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
92. 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 by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

**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, 1-B, 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 Education Code 37.0832 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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. 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:

93. Cause action by an official or volunteer agency organized to deal with emergencies;
94. Place a person in fear of imminent serious bodily injury; or
95. 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:

96. 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;
97. The frame or receiver of any such weapon;
98. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
99. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique 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:

100. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
101. 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 Education Code 37.001(b)(2); or
102. 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;
  - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
  - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

**Hazing** is defined by Education Code 37.151 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:

103. Any type of physical brutality;
104. 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;
105. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

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 Education Code 37.001(b)(3) 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:

107. Clothing, purse, or backpack;
108. 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;

- 109. Telecommunications or electronic devices; or
- 110. 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:

- 111. 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: An explosive weapon;
  - a. A machine gun;
  - b. A short-barrel firearm;
- 112. Armor-piercing ammunition;
- 113. A chemical dispensing device;
- 114. A zip gun;
- 115. A tire deflation device; or
- 116. An improvised explosive device.

**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, when the person 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 Education Code 37.121(d) 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 Code of Criminal Procedure Article 15.27.

**Self-defense** is the use of force against another to the degree a person reasonably believes 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 schoolwork 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:

5. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
6. Place any person in fear of imminent serious bodily injury;
7. 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;
8. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
9. Place the public or a substantial group of the public in fear of serious bodily injury; or
10. 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 disabled individual 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.

**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 in-fluence” 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 that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

7.B. First Read - Update 119  
**Presenter:** Wade Stanford

## **Westwood ISD Agenda Item Information**

**Meeting Date: July 11, 2022**

**Subject: Policy Update 119**

**Administrator Responsible: Wade Stanford**

**Summary: Update 119 includes policy recommendations to address the remainder of the legislative changes from the 87th Legislature, Regular Session; other revisions resulting from legislation enacted during the special sessions; and revisions based on updates to the Texas Administrative Code.**

**Recommended changes to local policies address the following topics:**

- **Records management**
- **Required staff development**
- **Required instruction**
- **Gifted and talent students**
- **Graduation**
- **Trauma-informed care**
- **Freedom from discrimination, harassment, and retaliation**

**Administration's Recommendation: N/A This is the First Read. This item will be on the August agenda for possible approval.**

**Board Approval Required YES  NO**

# Explanatory Notes

## TASB Localized Policy Manual Update 119

### Westwood ISD

#### **CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT**

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

**Please note:** SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

#### **EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

#### **EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS**

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** Your board adopted the enclosed policy on May 16, 2022. This policy will need to be linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#). Please contact your policy consultant with any questions.

## **EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** Your board adopted the enclosed policy on May 16, 2022. This policy will need to be linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#). Please contact your policy consultant with any questions.

## **EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

## **EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION**

As discussed with your superintendent on May 5, 2022, this local policy on graduation ensures students and parents are aware of district expectations and ensures consistent application of requirements of the foundation program based on information the district provided to Policy Service.

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA).

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

## **FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE**

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

## **FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

- 2 -

## **Explanatory Notes**

### **TASB Localized Policy Manual Update 119**

#### **Westwood ISD**

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.





## **(LOCAL) Policy Comparisons**

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

**Contact: School Districts and  
Education Service Centers Community Colleges**

[policy.service@tasb.org](mailto:policy.service@tasb.org)

[colleges@tasb.org](mailto:colleges@tasb.org)

800.580.7529  
512.467.0222

800.580.1488  
512.467.3689

Westwood ISD  
001908

OFFICE MANAGEMENT CPC RECORDS MANAGEMENT (LOCAL)

CHE]

· Officer for **public information**~~Public Information~~, as prescribed by Government Code 552.201–.205. [See GBAA]

· Public **information coordinator**~~Information Coordinator~~, as prescribed by Government Code 552.012. [See BBD]

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

**Local Government Records Act**  
“Local Government Record”

Records Management Officer

*Notification*

Electronic Records

The **Superintendent**~~Superintendent~~ shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules  
The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

· Records **administrator**~~Administrator~~, as prescribed by Local Government Code 176.001 and 176.0065.007 [See BBFA and

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

OFFICE MANAGEMENT CPC RECORDS MANAGEMENT (LOCAL)

law does not specify a posting period.

**Website Postings**

**Records Destruction Practices**

**Training**

that comply with records retention schedules issued by the TSLAC as provided by law.

The District's records management program shall address the length of time records will be posted on the District's website when the

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record de struction practices where appropriate and in accordance with pro cedures developed by the records management officer. Such pro cedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable Dis trict staff are trained on the District's records management pro gram, including this policy and corresponding procedures.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

DATE ISSUED: 6/9/2022 ADOPTED: 1 of 1 UPDATE 119  
DMA(LOCAL)-A  
Westwood ISD  
001908

BASIC INSTRUCTIONAL PROGRAM EHAA REQUIRED INSTRUCTION (ALL LEVELS)  
(LOCAL)

**Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's ~~district's~~ human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a

public meeting.

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

DATE ISSUED: ~~6/9/2022~~~~11/1/2021~~ ADOPTED: 1 of 1 UPDATE ~~119~~~~118~~  
EHAA(LOCAL)-A  
Westwood ISD  
001908

**CURRICULUM DESIGN EHB SPECIAL PROGRAMS (LOCAL)**

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

DATE ISSUED: 6/9/2022 ADOPTED: 1 of 1 UPDATE 119  
EHB(LOCAL)-A  
Westwood ISD  
001908

SPECIAL EDUCATION EHBA IDENTIFICATION, EVALUATION, AND ELIGIBILITY  
(LOCAL)

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

SPECIAL PROGRAMS EHBB GIFTED AND TALENTED STUDENTS (LOCAL)

**Referral**

assessment procedures and services for the program prior to beginning the screening and identification process.

Screening and  
Identification  
Process

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Parental Consent **Identification Criteria**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

**Assessments**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

**Selection**

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

**Notification**

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

SPECIAL PROGRAMS EHBB GIFTED AND TALENTED STUDENTS (LOCAL)  
on Educational Opportunities for Military Children]

**Reassessment**

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

**Transfer Students Furloughs**

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

**Exit Provisions Appeals**

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

**Program Evaluation**

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact

## Funding

the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

~~1. The establishment of a gifted and talented program by the District; and~~

~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

## Community Awareness

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

DATE ISSUED: ~~6/9/2022~~~~11/4/2019~~ ADOPTED: 3 of 3 UPDATE 119114  
EHBB(LOCAL)-A  
Westwood ISD  
001908

ACADEMIC ACHIEVEMENT EIF GRADUATION (LOCAL)

**Course Requirements**

**Foundation Program**

Without an Endorsement

graduate under the foundation program with out an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized un der state law and rules.

The District requires no additional credits beyond the number man dated by the state to graduate under the foundation program with an endorsement.

With an Endorsement

The District requires no additional credits beyond the number man dated by the state to graduate under the foundation program with the distinguished level of achievement.

To the extent permitted by state rules, the District shall award state graduation credit in fine arts for participation in an approved com munity-based fine arts program.

Distinguished Level of Achievement

To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.

**Fine Arts Substitutions**

**Physical Education Substitutions**

Activities and Courses

The District shall not award state graduation credit in physical edu cation for private or commercially sponsored physical activity pro grams conducted either on or off campus. [See also EHAC]

No Private or Commercial Programs

**Financial Aid Application Confirmation**

To graduate, a student must complete the courses required by the District in addition to those mandated by the state.

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the follow ing:

The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achieve ment and courses for endorsements offered by the District, shall be listed in appropriate District publications.

1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

The District requires no additional credits beyond the number man dated by the state to

DATE ISSUED: 6/9/2022 1 of 2 UPDATE 119  
EIF(LOCAL)-X  
Westwood ISD  
001908

ACADEMIC ACHIEVEMENT EIF GRADUATION (LOCAL)

5. An acknowledgment receipt from an institution of higher education (IHE); or

6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

DATE ISSUED: 6/9/2022 ADOPTED: 2 of 2 UPDATE 119  
EIF(LOCAL)-X  
Westwood ISD  
001908

CRISIS INTERVENTION FFBA TRAUMA-INFORMED CARE (LOCAL)

## Training

providing information about available counseling options for students affected by trauma or grief.

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

### ~~Annual Report~~

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and

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

DATE ISSUED: ~~6/9/2022~~~~11/4/2019~~ ADOPTED: 1 of 1 UPDATE ~~119~~~~114~~  
FFBA(LOCAL)-A  
Westwood ISD  
001908

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

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

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

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

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

The District prohibits discrimination, including harassment, against any student.

Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.

One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

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

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

**Statement of Nondiscrimination**

**Discrimination**

**Prohibited Conduct**

**Prohibited Harassment**

**Prohibited harassment**Statement of Nondiscrimination **Harassment**

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

~~The District prohibits discrimination, including~~

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~-1 of 10 UPDATE 119145  
FFH(LOCAL)-A  
Westwood ISD  
001908

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

Examples

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

### **Title IX ~~Sex~~-Based Harassment**

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

#### **Other Sexual Harassment**

By an Employee

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

[Harassment](#)~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

- a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
- b. Creates an intimidating, threatening, hostile, or abusive educational environment.

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~-2 of 10 UPDATE ~~119~~~~415~~  
FFH(LOCAL)-A  
Westwood ISD  
001908

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

By Others

benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

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

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

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

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

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

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

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

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

Examples

**Gender-Based Harassment**

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

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

1. Affects a student's ability to participate in or

DATE ISSUED: 6/9/2022/14/2020-3 of 10 UPDATE 119415  
FFH(LOCAL)-A  
Westwood ISD  
001908

Examples

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

**Dating Violence**

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

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

Examples

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

**Reporting Procedures**

Student Report Employee Report

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

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

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

Dating violence occurs when a person in a

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

Definition of District Officials

*Title IX  
Coordinator*

ADA/Section 504 coordinator for students.  
[See FFH(EXHIBIT)]

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

*ADA /  
Section 504  
Coordinator*

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

*Superintendent*

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

**Alternative  
Reporting  
Procedures**

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

**Timely Reporting Notice to Parents**

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

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

**Investigation of Reports Other Than Title IX**

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

*When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.*

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

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

Reports of discrimination based on disability may be directed to the designated

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND  
RETALIATION (LOCAL)

	<p>an investigation, except as provided below at Criminal Investigation.</p>
Initial Assessment	<p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p> <p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
Interim Action	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p>
District Investigation	<p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> <p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p>
	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake</p>

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

<i>Notification of Outcome</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
District Action <i>Prohibited Conduct</i>	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, <del>and</del> harassment, <del>and</del> retaliation.
Corrective Action	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Bullying</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
<i>Improper Conduct</i>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Confidentiality Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent <del>has</del> <del>the</del> <del>shall be informed of his- or her</del> right to file
The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.	70
Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.	

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~-7 of 10 UPDATE 119145  
FFH(LOCAL)-A  
Westwood ISD  
001908

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND  
RETALIATION (LOCAL)

**Response to Title IX Sexual Harassment–  
Title IX**

General Response

measures and inform the complainant that they are available, with or without the filing of a formal complaint;

· Consider the complainant’s wishes with respect to supportive measures; and

· Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

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

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

Title IX Formal  
Complaint Process

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

· Discuss the availability of supportive

basic requirements:

respondents; 2. An objective evaluation of all

1. Equitable treatment of complainants and

relevant evidence;

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~-8 of 10 UPDATE 119415

FFH(LOCAL)-A

Westwood ISD

001908

STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

**Retaliation**

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

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

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

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~9 of 10 UPDATE 119115  
FFH(LOCAL)-A  
Westwood ISD  
001908

## STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

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

### Examples

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

### False Claim

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

### Records Retention

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

### Access to Policy and Procedures

who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

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

Examples of retaliation may include threats,

DATE ISSUED: ~~6/9/2022~~~~7/14/2020~~ ADOPTED: 10 of 10 UPDATE 119415  
FFH(LOCAL)-A

# Explanatory Notes

## TASB Localized Policy Manual Update 119

### Westwood ISD

#### **ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE**

**Please note:** Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

#### **AIB(LLEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING**

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

#### **BBB(LLEGAL) BOARD MEMBERS: ELECTIONS**

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

#### **BBBA(LLEGAL) ELECTIONS: CONDUCTING ELECTIONS**

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

#### **BBE(LLEGAL) BOARD MEMBERS: AUTHORITY**

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

#### **BBG(LLEGAL) BOARD MEMBERS: COMPENSATION AND EXPENSES**

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

#### **BBI(LLEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS**

Revisions are to update citations and better reflect legal sources.

#### **BDAA(LLEGAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS**

Revisions are to better reflect legal sources.

#### **BDB(LLEGAL) BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES** Provisions on

board committees have been revised based on current legal authority.

#### **BE(LLEGAL) BOARD MEETINGS**

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

#### **BQ(LLEGAL) PLANNING AND DECISION-MAKING PROCESS**

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

## Westwood ISD

### CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

### CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL OWNED PROPERTY

Revisions are to better reflect statutory sources.

### CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

### CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

### CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

### CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

### CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

### CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

- 2 -

## Explanatory Notes

### TASB Localized Policy Manual Update 119

## Westwood ISD

### CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text ad

dresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

### **CS(LLEGAL) FACILITY STANDARDS**

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

### **CV(LLEGAL) FACILITIES CONSTRUCTION**

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

### **DC(LLEGAL) EMPLOYMENT PRACTICES**

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

### **DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS**

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

### **DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE**

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

### **DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION**

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

### **DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES**

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

### **DHC(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY**

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

- 3 -

## **Explanatory Notes**

### **TASB Localized Policy Manual Update 119**

#### **Westwood ISD**

**DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT** Revisions are to update citations and better reflect statutory wording.

#### **DMA(LLOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

**Please note:** SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

### **DP(LEGAL) PERSONNEL POSITIONS**

Provisions on school psychological services have been updated based on revised Administrative Code rules.

### **E(LEGAL) INSTRUCTION**

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

### **EF(LEGAL) INSTRUCTIONAL RESOURCES**

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

#### **EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

Revised parental notification and new parental consent provisions;

· Posting of proposed and adopted curriculum materials and options for a parent to purchase copy righted materials from the publisher; and

· New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

- 4 -

## **Explanatory Notes**

### **TASB Localized Policy Manual Update 119**

#### **Westwood ISD**

##### **EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

#### **EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS**

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** Your board adopted the enclosed policy on May 16, 2022. This policy will need to be linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#). Please contact your policy consultant with any questions.

#### **EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

Amended Administrative Code rules now refer to a student with an *auditory impairment* as a student who is *deaf or hard of hearing* to match statute. (See page 5.)

#### **EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** Your board adopted the enclosed policy on May 16, 2022. This policy will need to be linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#). Please contact your policy consultant with any questions.

#### **EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

**EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT** We have removed a repealed Administrative Code provision on out-of-state placement.

- 5 -

## Explanatory Notes

### TASB Localized Policy Manual Update 119

#### **Westwood ISD**

#### **EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

#### **EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

#### **EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING**

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

#### **EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM**

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

**EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION**

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

**EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION**

As discussed with your superintendent on May 5, 2022, this local policy on graduation ensures students and parents are aware of district expectations and ensures consistent application of requirements of the foundation program based on information the district provided to Policy Service.

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA).

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Up date 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

**EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT**

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

- 6 -

**Explanatory Notes**

**TASB Localized Policy Manual Update 119**

**Westwood ISD**

**EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES**

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

**FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT**

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

**FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE**

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

**FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT** Revisions are to

update citations and better reflect legal sources.

**FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

**FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

**FM(LEGAL) STUDENT ACTIVITIES**

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

- 7 -

**Explanatory Notes**

**TASB Localized Policy Manual Update 119**

**Westwood ISD**

designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

**FNA(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION**

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v. B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

**FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING**

Revisions are to better reflect legal sources.

**FOCA(LEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS**

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

**FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES**

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

**GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

**GKD(LLEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES** We have added existing statutory provisions regarding the use of district facilities by places of worship.

**GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM** We have updated for clarification the provisions on obtaining criminal history record information.

7.C. Board to review candidates for the open position on the TASB Board of Directors.

## **Westwood ISD Agenda Item Information**

**Meeting Date: July 11, 2022**

**Subject: 2022 TASB Director Candidates**

**Administrator Responsible: Wade Stanford**

**Summary: Attached is the TASB Overview: 2022 Nomination Information which lists candidates for positions on the TASB Board. These individuals have been nominated by their local boards for TASB Board positions that are vacant or have expiring terms.**

**Our school board is invited to endorse a candidate for each position in your Region. An endorsement form is attached. If a majority of the Active Members of the Region endorses a candidate, that individual will be elected to the TASB Board. If at least 25 percent, but not a majority, endorse the candidate, that individual will be included on the official ballot at the TASB Delegate Assembly. The nomination from the individual's local school board is counted as an endorsement.**

**Administration's Recommendation: N/A This is the First Read for this agenda item. This item will be included on the August agenda for possible action.**

**Board Approval Required YES  NO**



# TASB ENDORSEMENT FORM

DATE: \_\_\_\_\_

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

## CANDIDATE INFORMATION

NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

This endorsement was approved by our school district's board of trustees at a duly called meeting on

\_\_\_\_\_  
(Date)

Best regards,

\_\_\_\_\_  
(Signature of board president or officer)

PRINTED NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

**Must be received by TASB on or before AUGUST 29, 2022.**

**RETURN TO: E-mail: [boardcommunications@tasb.org](mailto:boardcommunications@tasb.org)  
FAX: 512.467.3554**

## TASB Director Candidates

\*Indicates Large District Director Positions

(I) Incumbents that have indicated they will be seeking re-election

<b><u>REGION/POSITION</u></b>	<b><u>DIRECTOR</u></b>	<b><u>DISTRICT</u></b>	<b><u>TERM</u></b>
Region 1, Position B	<a href="#">Janie Lopez</a>	San Benito CISD	2022–2025
	<a href="#">Sylvia Sánchez Garza (I)</a>	South Texas ISD	
Region 2	<a href="#">Moises Alfaro (I)</a>	Mathis ISD	2022–2025
Region 4, Position D*	<a href="#">Myrna Guidry (I)</a>	Houston ISD	2022–2023
Region 4, Position E*	<a href="#">Rebecca Fox</a>	Katy ISD	2022–2025
Region 4, Position F*	<a href="#">Julie Hinaman (I)</a>	Cypress-Fairbanks ISD	2022–2024
Region 4, Position G*	<a href="#">Kristen Davison Malone</a>	Fort Bend ISD	2022–2023
Region 6, Position A	<a href="#">William Foster</a>	Caldwell ISD	2022–2025
	<a href="#">Kenneth Holland</a>	Huntsville ISD	
	<a href="#">Beth Prykryl</a>	New Caney ISD	
Region 6, Position B*	<a href="#">Scott Moore (I)</a>	Conroe ISD	2022–2025
Region 7	<a href="#">Tony Raymond (I)</a>	Sabine ISD	2022–2025
Region 9	<a href="#">Les Healton</a>	Burkburnett ISD	2022–2025
	<a href="#">Mark Lukert (I)</a>	Wichita Falls ISD	
Region 10, Position B	<a href="#">Nichole Bentley</a>	Coppell ISD	2022–2025
	<a href="#">DeAndrea Fleming</a>	DeSoto ISD	
	<a href="#">LaSonja Flowers-Ivory</a>	Duncanville ISD	
	<a href="#">Linda Gooch (I)</a>	Sunnyvale ISD	
	<a href="#">Carolyn Ann Morris</a>	Lancaster ISD	
	<a href="#">Jeff Striplin</a>	Bland ISD	
Region 10, Position C*	<a href="#">Dan Micciche (I)</a>	Dallas ISD	2022–2025
Region 11, Position A	<a href="#">Julie Cole</a>	Hurst-Eules-Bedford ISD	2022–2025
	<a href="#">Tammy Nakamura</a>	Grapevine-Colleyville ISD	
	<a href="#">Patsy Sosa-Sánchez</a>	Denton ISD	
Region 11, Position B*	<a href="#">Quinton Phillips</a>	Fort Worth ISD	2022–2023

## TASB Director Candidates

\*Indicates Large District Director Positions

(I) Incumbents that have indicated they will be seeking re-election

<b><u>REGION/POSITION</u></b>	<b><u>DIRECTOR</u></b>	<b><u>DISTRICT</u></b>	<b><u>TERM</u></b>
Region 11, Position D	<a href="#">Mac Belmontes</a> <a href="#">Steven Newcom</a>	Lake Worth ISD Eagle Mountain-Saginaw ISD	2022–2024
Region 13, Position A*	<a href="#">Lynn Boswell</a>	Austin ISD	2022–2025
Region 16	<a href="#">Eddie Fuentes</a> <a href="#">Cindy Spanel (I)</a>	Bushland ISD Highland Park ISD-Potter County	2022–2025
Region 20, Position D	<a href="#">Robert Westbrook (I)</a>	Schertz-Cibolo-Universal City ISD	2022–2025

8. **ACTION ITEMS**

8.A. Board to consider and possibly approve Campus Improvement Plans

**Presenter:** Katie Atkins

## Westwood ISD Agenda Item Information

**Meeting Date:** July 11, 2022

**Subject:** 2022-2023 Westwood ISD Campus Improvement Plans

**Administrator Responsible:** Katie Atkins

**Summary:** Each campus shall have a campus improvement plan that is developed, evaluated, and revised annually, in accordance with district policy. The purpose of the campus improvement plans is to guide district and campus staff on the improvement of student performance for all student groups, in order to attain state standards with respect to academic excellence indicators.

**Administration's Recommendation:** Please approve 2022-2023 Campus Improvement Plans.

**Possible Motion: I move that we approve the 2022-2023 Campus Improvement Plans.**

**Attachments:** 2022-2023 Westwood Primary Campus Improvement Plan (pdf)  
2022-2023 Westwood Elementary Campus Improvement Plan (pdf)  
2022-2023 Westwood Junior High Campus Improvement Plan (pdf)  
2022-2023 Westwood High School Campus Improvement Plan (pdf)

**Board Approval Required**

**YES**

**NO**

**Westwood Independent School District**  
**Westwood Primary**  
**2022-2023 Campus Improvement Plan**



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: By May 2023, 80% of all students and each student group, including Special Education students tested, will meet established standards on the Texas Essential Knowledge Skills (Per Grade Level)(Readiness Standards and Grade Level Competencies), and meet ARD expectations.	18
Goal 2: At Westwood Primary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.	19
Goal 3: Campus Environment All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.	20
Goal 4: Parents and Community will be partners in the education of students at Westwood Primary	23
Goal 5: All students in Westwood Independent School District will graduate on time or college ready.	24

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westwood Primary is a PK-2nd grade Title I campus located in the rural community of Palestine, Texas. This campus is the only early childhood campus in Westwood ISD serving PK-2nd grade students. It was built in 1978 and additions were added in 1979, 1980 and 2011. Westwood Primary served 357 students for the 2020-2021 school year in grades Pre-Kindergarten to 2nd grade including one Head Start unit. In the 2019-20 school year, the campus served 410 students, which is a decrease of 15%. The campus ended the 2019-2020 year with a 93.31% attendance rate in March due to COVID closure. For the 2020-2021 school year, the campus had a 94% attendance rate.

Due to restrictions related to the pandemic, Westwood Primary offered both virtual and in-person learning during the 2020-2021 school year with approximately 90% of the students attending in-person at the beginning of the year and approximately 98% attending in person by the 6th six weeks period. All grade levels serve students in self-contained classroom settings. We began the year with a virtual teacher per grade level, but due to student numbers and staffing, the campus moved to serving virtual and in-person students in each classroom.

Our economically disadvantaged student population has remained steady throughout the last three years: 2019-2020-73.9%, 2018-2019-74% and 2017-2018-75.3%. The mobility rate at Westwood Primary for the 2019-2020 school year was 18.5% which was an increase of 1.4% from the previous year and an increase of 3% from 2017-2018. Westwood Primary has one LIFE Skills classroom. This year, the ECSC classroom was dissolved due to a lack of student enrollment. Westwood Primary serves a diverse population of students and offers supports for English as Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students.

Based on the 2019-2020 TEA Texas Academic Performance Report, our campus Retention Rates are as follows: Kindergarten-4.4% (a decrease of 4.2% from the following year), 1st grade- 1.2% (a decrease of 2%), and 2nd grade- 2.1% ( a 1% increase). There were not any retentions for the 2020-2021 school year. 93

The average years of experience for our teachers is 5.3 years. About 5.9% of staff members hold Master's degrees. As of 2021, we had only one male staff member with 8.9% (an increase of 3%) of our staff representing minority ethnic groups.

<b>Ethnic Distribution 2019-2020</b>	<b>Mobility Rate</b>
African American	20% 2.7%
Hispanic	24.1% 5.4%
White	51.7% 8.1%
American Indian	.5%
Asian	.7%
Pacific Islander	0%
Two or more races	3%

### 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.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The larger population of emergent bilinguals (ESL) need more support in ESL strategies to achieve academic success. **Root Cause:** High mobility rate provides inconsistent education, lack of ESL strategies, and ELPS implementation in the classroom across all subjects.

**Problem Statement 2:** The high mobility rate throughout the years has caused gaps in academic progress and has created difficulties in identifying students who may have learning differences. **Root Cause:** Low socioeconomic status combined with high mobility causes inconsistent data-driven instruction. Each move widens the learning gap.

# Student Learning

## Student Learning Summary

### STAR Reading Data

READING	BOY		EOY	
	Scale Score	Grade Equivalent	Scale Score	Grade Equivalent
KINDER	-	-	808	1.3
1ST	750	0.9	842	1.8
2ND	800	1.4	865	2.2
Summary	789	1.3	855	2.0

### Star Early Lit Data

READING	BOY		EOY	
	Scale Score	Grade Equivalent	Scale Score	Grade Equivalent
KINDER	647	0.3	774	1.0
1ST	755	0.7	778	0.9
2ND	741	0.3	693	0
Summary	721	0.5	774	1.0

95

### Total Number of Students Star Early Lit & Star Reading

EARLY LIT STUDENTS	BOY	EOY	READING STUDENTS	BOY	EOY
KINDER	84	94	KINDER	0	13
1ST	58	47	1ST	27	38
2ND	8	2	2ND	94	104
Summary	150	143		121	155

### STAR Math Data

MATH	BOY	Grade Equivalent	EOY	Grade Equivalent
	SCALED SCORE		SCALED SCORE	
1ST	785	0.6	830	1.5
2ND	843	1.8	886	2.5
Summary	820	1.3	863	2.1

Kinder				
	Current	BOY	MOY	EOY
Total Students	99	0	94	99
Exceeds	31%		18%	31%
Meets	7%		9%	7%
Approaches	25%		17%	25%
Does Not Meet	36%		56%	36%

1st				
	Current	BOY	MOY	EOY
Total Students	76	67	57	72
Exceeds	33%	25%	28%	35%
Meets	5%	3%	4%	4%
Approaches	4%	7%	4%	3%
Does Not Meet	58%	64%	65%	58%

2nd				
	Current	BOY	MOY	EOY
Total Students	105	96	100	104
Exceeds	38%	27%	30%	38%
Meets	8%	2%	3%	8%
Approaches	5%	0%	2%	5%

Does Not Meet

50%

71%

65%

50%

### Comparing Measures: DIBELS 8th Edition

View

Population

Time

Measure

Segment Results by: School  
Grade Divider: On

Show Students Enrolled: On Test Day  
Grade: 3 Grades  
District: Westwood Ind School District  
School: Westwood Primary

School Year: 2021-2022  
Period: 2 Periods

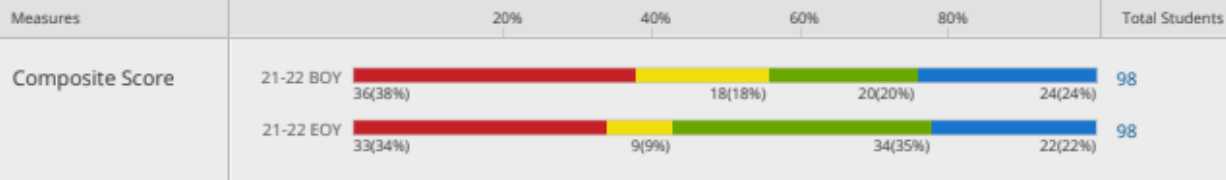
Measure: Composite Score  
Level Filter: All Levels

Westwood Ind School District

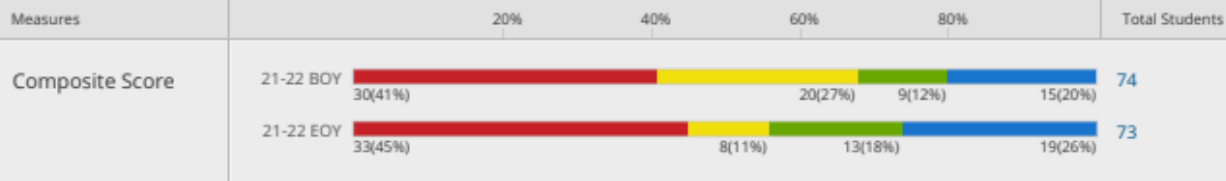
Current as of 05/26/2022

↳ Westwood Primary

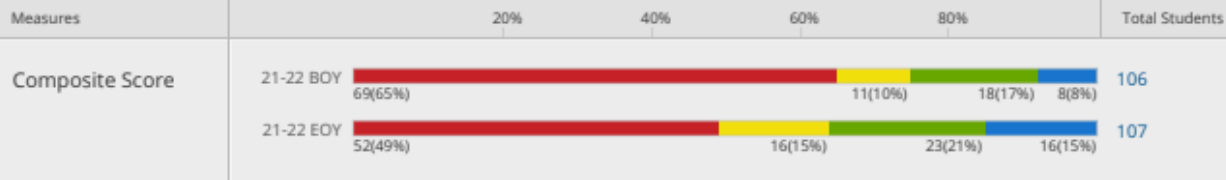
↳ Grade K



↳ Grade 1



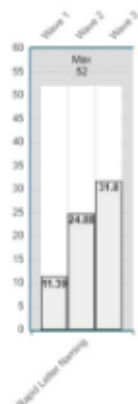
↳ Grade 2



97

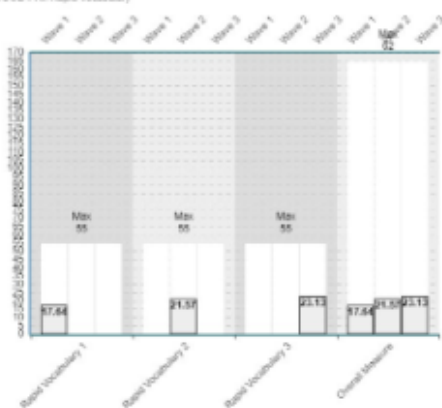
**School Average Growth Report**

WESTWOOD PRI: Rapid Letter Naming



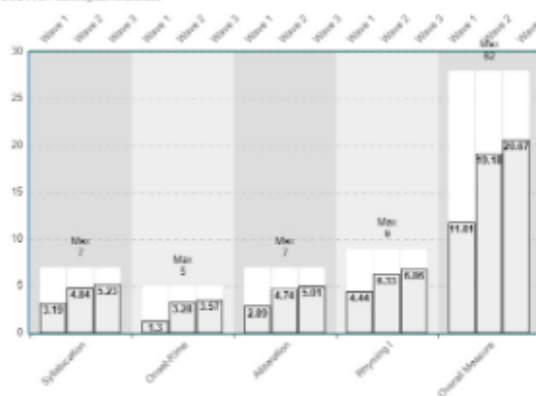
**School Average Growth Report**

WESTWOOD PRI: Rapid Vocabulary



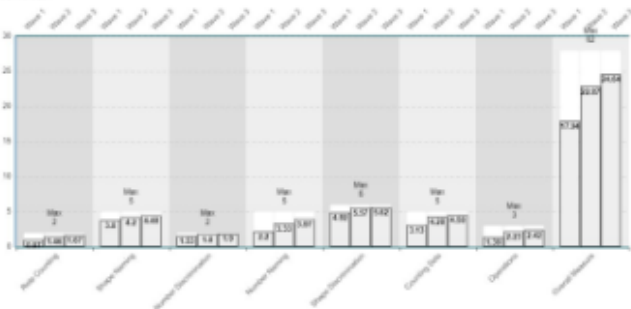
**School Average Growth Report**

WESTWOOD PRI: Phonological Awareness



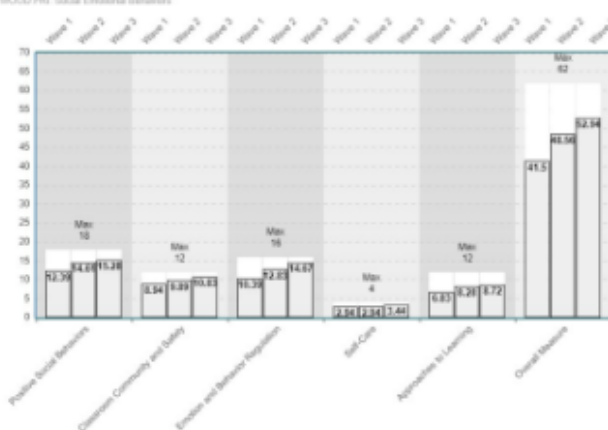
**School Average Growth Report**

WESTWOOD PRI: Math



**School Average Growth Report**

WESTWOOD PRI: Social Emotional Behaviors



**Student Learning Strengths**

Per 2020-2021 data, Westwood Primary School is showing growth in Reading and Math. Other areas of strength identified by the CNA Committee:

District Vertical Planning Days scheduled in the calendar

Common ELAR curriculum support resources in K-2

Based on 2021-2022 BAS data, Westwood Primary students have shown growth in reading levels. The percentage of students who meet or exceed reading levels increased in all grade levels K-2nd.

Renaissance Star Reading assessment is for students grades 1-12 or for kindergarten students who have basic reading skills. The content tests knowledge of Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding of Author’s Craft, Analyzing Arguments and Evaluating Text. Data from K-2

reflects that those that have basic reading skills are able to assess in Star Reading at EOY are at an average of 1.3-grade equivalent, 1st-grade reading growth went from 0.9 to 1.8 grade equivalent, and 2nd grade went from 1.4 at the beginning of the 2021 school year to 2.2 at the end of the year in May 2022.

Renaissance Star Early Literacy test is for PreK-3rd grade students who do not yet read independently or need early literacy skills. The content assessed on this test includes Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, sentence-level Comprehension, Paragraph-Level Comprehension, and Early Numeracy. The data shows kindergarten growth of 0.3 to 1.0 grade equivalent, 1st-grade growth of 0.7 to 0.9. Second grade did not show growth in early literacy scores, however, the number of students taking the Star Early Literacy assessment in 2nd grade did decrease at EOY. The number of students taking the Star Reading assessment increased from BOY to EOY.

The number of students assessed in Star Early Literacy at BOY = 150 EOY = 143. The number of students assessed in Star Reading at BOY = 121 EOY = 155.

Renaissance Star Math assessment is for grades 1-12 and kindergarten students who have basic reading and math skills. The content assessed on this test includes Numbers, Operations, Algebra, Geometry, Measurement, Data Analysis, Statistics, and Probability. The data reflects that students in 1st grade went from a grade equivalent on average of 0.6 to 1.5 and in 2nd grade from 1.8 to 2.5.

mCLASS is a TEA-approved universal screener that assesses Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Fluency, and Basic Comprehension. Our Westwood Primary School mClass data shows us that kindergarten percentages went from 38% to 34% in Well Below, 18% to 9% in Below, 20% to 35% in At Benchmark, and 24% to 22% in Above Benchmark. 1st-grade data shows 41% to 45% in Well Below, 27% to 11% in Below, 12% to 18% in At Benchmark, and 20% to 26% Above Benchmark. 2nd-grade data reflects 65% to 49% in Well Below Benchmark, 10% to 15% Below, 17% to 21% in At Benchmark, and 8% up to 15% in Above Benchmark.

The CLI data shows us that our Pre-kindergarten students are growing in reading skills: Rapid Letter Naming (11.39 up to 31.8), Rapid Vocabulary (17.64-23.13), and Phonological Awareness Overall Measure (11.81 up to 20.67).

The CLI data shows us that our Pre-kindergarten students are growing in math skills: Math Overall Measure (17.94 up to 24.64) and Optional Math (5.11 up to 7.06).

The CLI data shows us that our Pre-kindergarten students are growing in Social-Emotional Behaviors Overall Measure (41.5 up to 52.94)

99

Other areas of strength

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Academic gaps are not being addressed early enough. **Root Cause:** Lack of personnel available to address specific student learning needs.

**Problem Statement 2:** Adopted material is lacking a strong phonics and spelling component. **Root Cause:** The adopted materials do not address phonics and spelling in an effective way. Staff need more training on how to use adopted materials effectively.

**Problem Statement 3:** Given the demand of TEKS, the disparity between students who attend pre-kindergarten and those who do not makes it difficult for teachers to have time to close the gaps in foundational skills for students who start kindergarten without the foundation of pre-kindergarten. **Root Cause:** Lack of parental knowledge of the importance of pre-kindergarten.

**Problem Statement 4:** Students will continue to have learning gaps due to the lingering COVID impact. **Root Cause:** Students fell behind due to COVID and flu related absences. Foundational skills were not solidified.

# School Processes & Programs

## School Processes & Programs Summary

We implemented PLCs every Wednesday with fidelity in 2021-2022. 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.

We had a school-wide positive behavior incentive program with a “store” where students could earn currency and buy items due to positive behavior. This was our second year to have a Social Emotional Learning class on our rotations schedule for Specials. It is shared with the Library block. Our campus Effective Schools Framework Focus Area #1, a Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, was a priority this year. All staff and students are taught, practiced, and reinforce/modeled positive behavior expectations with a common language through Energy Bus Principles and the Character Counts curriculum. This year we added teachers using Character Counts in their morning meeting circle time.

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. This was the second year to have an Instructional Coach in the area of reading to support the curriculum, instruction, and assessment. Staff development is provided through Eduhero, Westwood University, Region Service Center, In-Service PD, and Professional Conferences.

100

## School Processes & Programs Strengths

We conduct our RTI meetings collaboratively. We include Admin and Teachers in order to ensure that individual student needs are met and learners are set up for success. During the 2020-2021 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.

This is the second year the Master schedule was 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 2020-2021 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, and the expected level of rigor, and provided teachers with feedback and lesson planning support.

New and struggling teachers participated in a book study over *The First Days of School* by Harry Wang teaching strategies. Our theme for this year was HAPPY: Have A Positive Productive Year and this drove the campus climate.

Other strengths identified by CNA Committee:

- Effective hiring process with interview team and superintendent
- Thorough New Hire Training
- PBIS implementation has made an impact on student behavior
- SEL specials class has made a significant difference in student behavior as well as coping with COVID trauma
- PLC meetings and RTI meetings to drive instruction
- Campus events such as Kona Ice, Music Programs, Family Engagement Nights, AR reading program, robotics for GT, and Art Exhibit Show
- All teachers are required to complete yearly GT training
- An instructional coach for reading is available to assist teachers as needed

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Data driven small group instruction should be done with fidelity and student engagement **Root Cause:** Instruction is not driven by data in every classroom.

**Problem Statement 2:** RTI groups are too large for TIER 3, making it difficult to serve them. **Root Cause:** On going problem where TIER 1 and 2 instruction has not been data driven. Over the past 3 years, the adopted curriculum has lacked in phonics/spelling.

**Problem Statement 3:** Documentation for behavioral referrals to administration based on intervention data. **Root Cause:** Lack of forms that will give accurate data to administrators. 101

**Problem Statement 4 (Prioritized):** Students have chronic absences, tardies, and early leaves that negatively impact their learning. **Root Cause:** Parents do not understand compulsory attendance requirements. Parents do not understand that the state of Texas require students to be present 90% of the year and that there is a time frame for students being counted present. Parents do not understand the negative impact on student learning caused by absences.

# Perceptions

## Perceptions Summary

At Westwood Primary, we prepare all students to be actively engaged in meaningful and relevant work for success in life. We believe that we are service providers to our learners and families. Expectations, values and beliefs are outlined through a character building program that is taught monthly. Classroom environments are structured to promote a conducive setting for learners to complete assignments and interact with others.

Social-emotional learning continued throughout the school year to all learners PreK-K -2nd Grade during SEL time.

We maintain communication with our stakeholders via marquee, email, Facebook, Twitter, Parent Square, and our campus website. Campus communication is shared with parents in English and Spanish. The campus is in compliance with Title I Parent Involvement policies such as sharing a School/Parent Family Compact and hosting annual Title I Meetings.

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 Parent/ Principa Power Hour, 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 Spring (2022) via Parent Square in which Thirty parents participated.

In October, we held parent/teacher conferences to inform parents of their child's academic progress. In November, we had our Academic Night with many parents in attendance. In December, we had our Christmas parties and the students, teachers, and staff loved having parents come to help us celebrate. In January we opened up the school for parents to begin joining us for lunch and in February we celebrated Valentine's Day with parents and held parent/teacher conferences to inform parents of their child's academic progress. In March was the awesome Family Night where we had over 500 parents/family members in attendance. April was our Field Day for Life Skills/ECSE students, and we loved having parents and family members attend this special event. In May we had our field day event, and even though it was hot, we had so much fun with you! This week will be our awards and graduations from pre-kindergarten and kindergarten. We hope you will be able to join us for your child's event.

We also did two community service projects to promote compassion for others. Our first project was collecting stuffed animals to give to Anderson County Cares. We collected over 500. Our second service project was collecting over 1500 canned goods/nonperishable food items and donating them to Neighbors Helping Neighbors. We were pleased with the generosity of our students and families.

We were happy to be able to allow children to bring an individually wrapped birthday treat in celebrating their special day and to have parents come in person for meetings with teachers and the principal.

We strive to keep all stakeholders in mind as we do our best everyday to give Westwood Primary Students a strong education.

## Perceptions Strengths

Our strengths include on-going parent communication, family involvement during both semesters, parents are invited to be involved in school decision making by participating in parent meetings held throughout the school year. Various forms of communication are in place for all stakeholders in English and Spanish.

We recognize students for perfect attendance through incentives and public recognition.

Parents believe that our school is a safe environment for their child based on the parent survey given in the spring of 2022. Parents feel that they are heard and have a voice and an

opportunity to communicate with the school based on the parnt survey given in the spring of 2022.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Lack of parental involvement in the areas of academics, behavior, and expectations. **Root Cause:** Due to recovering from COVID restrictions, parents are still getting uses to being able to participate in school activities such as parent/teacher conferences and other school activities. Because to the former restrictions, parents are unmotivated and do not realize the importance of building relationships with the school.

# Priority Problem Statements

**Problem Statement 1:** Academic gaps are not being addressed early enough.

**Root Cause 1:** Lack of personnel available to address specific student learning needs.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students have chronic absences, tardies, and early leaves that negatively impact their learning.

**Root Cause 2:** Parents do not understand compulsory attendance requirements. Parents do not understand that the state of Texas require students to be present 90% of the year and that there is a time frame for students being counted present. Parents do not understand the negative impact on student learning caused by absences.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

105

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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





# Goals

**Goal 1:** By May 2023, 80% of all students and each student group, including Special Education students tested, will meet established standards on the Texas Essential Knowledge Skills (Per Grade Level)(Readiness Standards and Grade Level Competencies), and meet ARD expectations.

**Performance Objective 1:** Each six weeks, 80% of all students will pass all portions of the Reading and Math CBAs. Each six weeks greater than 90% will meet grade level standards for Report Cards demonstrating mastery of TEKS.

**Evaluation Data Sources:** CBAs, Report Cards, ARD Expetations and other relevant data will be used to progress monitor all students.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use data-driven instruction and planning using TEKS resource in order to ensure standards are being met with the rigor and complexity required to meet the needs of all students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During collaborative planning teachers will break down TEKS for the upcoming six weeks to ensure instruction and assessment are addressing the standard in-depth.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			107
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To help build our foundation in reading, we will implement a researched-based supplemental phonics curriculum for K-2nd Grade for Tier 2 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a stronger foundation to build on and therefore show growth in all areas of literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Paras, Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will use a keyboarding program in order to equip our students with skills needed in higher education/job skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have keyboarding skills that will influence success in technological application which will be beneficial to them in higher education and the work force.</p> <p><b>Staff Responsible for Monitoring:</b> Computer Teacher, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> We will promote targeted math instruction through daily spiraling of math standards in K-2nd Grades using a research based program that will close gaps in student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful in foundational math skills which will result in more student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	108
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** At Westwood Primary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

**Performance Objective 1:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of instructional paraprofessionals will meet ESSA requirements.

**Evaluation Data Sources:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will promote and support paraprofessionals in their pursuit to obtain teaching certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students at Westwood Primary will receive quality education from teachers who know them and care about them.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3: Campus Environment**

All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.

**Performance Objective 1:** By May of 2023, the number of reported incidents and office referrals will be reduced by 20 % as measured by number of discipline referrals and PEIMS data.

**Evaluation Data Sources:** Documentation forms submitted through Google Drive, PEIMS data, Discipline Referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will be well trained in behavior management strategies, expectations, and consequences at the beginning of the year, as well as follow-up training throughout the year. Targeted support will be given when necessary.  <b>Strategy's Expected Result/Impact:</b> 20% less office referrals will occur.  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Guidelines are clear on what is an office referral and what is handled in the classroom.  <b>Strategy's Expected Result/Impact:</b> Teachers will have high-quality classroom management.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Behavior plans will be written and implemented as needed to address students who show need for more support.  <b>Strategy's Expected Result/Impact:</b> Students will be more supported and fewer office referrals will be written.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will address students' social/emotional learning through a character based program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to identify and manage their own emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Positive behavior will be encouraged through Pawsitive Behavior Store, incentives such as pie in the face, guest readers, positive office referrals, lunch with admin, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> More positive behavior and fewer office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Paras, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: Campus Environment**

All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.

**Performance Objective 2:** By May of 2023, Westwood Primary School will have completed 100% of all required drills that promote safety.





**Evaluation Data Sources:** Drill forms will be completed and filed.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All drills will be scheduled at the start of the school year.  <b>Strategy's Expected Result/Impact:</b> All required drills will be completed in a timely manner and all people will be safe.  <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will be trained in expectation for real life emergency situation and will practice through drills.  <b>Strategy's Expected Result/Impact:</b> All students and staff will remain safe throughout the school year.  <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				112
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Goal 4:** Parents and Community will be partners in the education of students at Westwood Primary

**Performance Objective 1:** By May 2023, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Evaluation Data Sources:** Sign-in sheet from varuous campus base events for parent





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westwood Primary school will provide several different opportunities for parents to participate with their children in academic activities. (Family nights, art show, meet the teacher)</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel welcome and needed as an important part of their child's educational team. This will result in more academic support by parents for their child and promote a strong school/home relationship.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Two mandatory parent-teacher conferences will be held every year, one in the fall and one in the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and the school will be partners in the responsibility of educating each child. Parents will be well-informed of their child's progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 5:** All students in Westwood Independent School District will graduate on time or college ready.

**Performance Objective 1:** By May 2023, a retention rate of less than 1% for all students and all student groups will be maintained and achieve a promotion rate of 99%.

**Evaluation Data Sources:** Retention rated of less than 1% and a promotion rate of 99%.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teir 1 instruction will be given with fidelity and attention given to the TEKS being covered.  <b>Strategy's Expected Result/Impact:</b> Students will master grade level TEKS.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Small group targeted instruction will be a focus in every classroom.  <b>Strategy's Expected Result/Impact:</b> Gaps will be closed in struggling students, and on/or above grade level students will continue to excel.  <b>Staff Responsible for Monitoring:</b> Teachers, Paraprofessionals, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				114
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Panther time will be utilized at K-2nd grade level to target any gaps.  <b>Strategy's Expected Result/Impact:</b> Gaps will be closed and student learning will be accelerated.  <b>Staff Responsible for Monitoring:</b> Teachers, Paras, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will provide special days such as dress up for your favorite career and invite community helpers to school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to explore career ideas and form positive attitudes towards higher learning.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** All students in Westwood Independent School District will graduate on time or college ready.

**Performance Objective 2:** By May of 2023, our attendance will increase by 2.3%.

**Evaluation Data Sources:** PEIMS Data, TAPR, On Data Suite

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent information at Open House through multiple means such as flyer, PPT, district website, other social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide student and family incentives such as family movie nights, student parties, 6 weeks, semester, and end of year rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher attendance rates throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, PEIMS, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				116
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Contact parents according to the district attendance policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed of attendance expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Westwood Independent School District**  
**Westwood Elementary**  
**2022-2023 Campus Improvement Plan**



# 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.**

118

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 6
  - Perceptions 8
- Priority Problem Statements 9
- Goals 10
  - Goal 1: Westwood Elementary aspires to develop students who display strong character and are logical, ethical decision makers. 11
  - Goal 2: To increase STAAR performance scores by 10 percentile points in all subject areas. 12
  - 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. 15
  - Goal 4: Develop a school environment that is safe, orderly, and positive for all that focuses on student success. 16
  - Goal 5: By the end of the 2021-2022 school year, 50% of the special education population will show growth of at least one year in mathematics and reading. 17
  - Goal 6: Westwood Elementary Emergent Learners will increase on their TELPAS score ratings by 10 percentile in Listening, Writing, and Speaking areas. 19
- Title I Personnel 20

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westwood Elementary serves students in grades 3rd-6th of Westwood ISD in Palestine, Texas. The following population counts are based on the 2020-2021 Texas Academic Performance Report (TAPR) released from TEA.

### Overall Population Counts:

- Total Students: 373
- Grade 3: 91
- Grade 4: 94
- Grade 5: 94
- Grade 6: 94

### Race and Ethnicity Rate:

- African American: 74 (19.8%)
- Hispanic: 97 (26.0%)
- White: 185 (49.6%)
- American Indian: 3 (0.8%)
- Asian: 1 (0.3%)
- Pacific Islander: 0 (0.0%)
- Two or More Races: 13 (3.5%)

120

### Sub-Populations:

- Economically Disadvantage: 286 (76%)
- Non - Educationally Disadvantage: 87 (23.3%)
- ELL: 34 (9.1%)

### 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.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 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 2021 STAAR Performance Data

The following represents students that performed At Grade Level or Above.

- Reading 2021: 52%    2019: 64%
- Math 2021: 55%    2019: 66%
- Writing 2021: 45%    2019: 57%
- Science 2021: 46%    2019: 69%

During the 2021-2022 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 Panther Academy (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.

122

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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
- Istation / TPRI
- Imagine Learning (ESL)
  
- K12 Summit (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Study Island, Plato, ESL Reading Smart, Reading Mate)
- Flocabulary
- HARCOURT
  
- PEARSON
  
- Fountais and Pinnell
  
- Lucy Calkins
- Moving with Math
- LLI
  
- Project Wisdom
  
- Mentoring Minds Motivation Series (Think UP/IReady)
  
- Stemscopedia Science
  
- Mathscopes

123

### 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.

### **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 1 (Prioritized):** Campus STAAR Score results were 52% at Approaches Grade Level or Above. **Root Cause:** Lack of intervention systems to support learners in closing achievement gaps.

124

# 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 2021-2022 school year. The following communication platforms are used:

- Skyward Student Management System
- Twitter
- Facebook
- Call Systems
- ParentSquare
- School Website
- Conferences

## Perceptions Strengths

The focus on building effective partnerships is a priority. Building positive relationships through consistent and transparent communication.

## Problem Statements Identifying Perceptions Needs

125

**Problem Statement 1 (Prioritized):** Students lack internal motivation and have become use to the feeling of not being successful. **Root Cause:** Staff lack in understanding circumstances of students from low economic backgrounds.

# Priority Problem Statements

**Problem Statement 1:** Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments.

**Root Cause 1:** Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content.

**Root Cause 2:** Students lack foundational skills needed to master grade level concepts.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Campus STAAR Score results were 52% 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

126





# Goals

**Goal 1:** Westwood Elementary aspires to develop students who display strong character and are logical, ethical decision makers.

**Performance Objective 1:** By May 2022, 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

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor Campus Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Recruit knowledgeable and motivational speakers to provide positive examples to students. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To increase STAAR performance scores by 10 percentile points in all subject areas.

**Performance Objective 1:** By May 2022, 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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Restructure the instructional schedule to increase student learning time.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize a personalized instruction hour, Panther Academy, to provide both intervention and extension opportunities to learners that support their individual learning level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance by students on assessments data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach RTI Coordinator SPED Staff Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				129
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff RTI Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff Campus Leadership Team Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a system of monitoring lesson plans for correct alignment and high levels of rigor that provides quality feedback to maximize student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To increase STAAR performance scores by 10 percentile points in all subject areas.

**Performance Objective 2:** By May 2022, teachers will be able to assess for learning by using various formative assessment tools for all students that will result in a 10 increase on progress monitor checks and benchmarks assessments.





**Evaluation Data Sources:** STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will attend training to learn various methods of how to informally and formally assess their students in order to guide, monitor, and adjust instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide orientation and mentoring services for teachers recently hired by the district.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Mentor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize staff members who exemplify a positive role model through attendance, appearance, and professional &amp; interpersonal communication</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Mentor Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Development of EOP and Reunification Plans <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly safety drills that simulate a variety of possible situations <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				133
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continuation of "Project Wisdom" Year Two implementation to promote character development. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide team bonding opportunities for faculty and staff that encourage out of school activities amongst one another. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Goal 5:** By the end of the 2021-2022 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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement an Inclusion/ Co-Teaching Model to emphasize the least restrictive environment for special education students.</p> <p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Training sessions that educate professionals on SPED laws and codes.</p> <p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use of Campus BLITZ that promotes closing gaps in foundational skills.</p> <p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use of a variety of data sets to monitor student goals from IEPs, TEK Mastery, etc. <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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Westwood Elementary Emergent Learners will increase on their TELPAS score ratings by 10 percentile in Listening, Writing, and Speaking areas.

**Performance Objective 1:** Restructure the instructional schedule to increase student learning time.

**Evaluation Data Sources:** TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will have additional time to work on Imagine Learning and K-1 Summit during their PAATH and Computer classes. There will also be a bilingual paraprofessional to work with them in small groups throughout the week.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student TELPAS scores overall.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff Instructional Coach Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				136

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brooke Schitoskey	MTSS Interventionist	Intervention	1
Heather Thompson	Computer Lab Paraprofessional	Intervention	1
Jermaine Williams	Instructional Paraprofessional	Intervention	1
Katelynn Hutchens	Instructional Paraprofessional	Intervention	1
Kathy Elton	Interventionist	Intervention	1
Kayla Warren	Instructional Coach	Instruction	1

**Westwood Independent School District**  
**Westwood Junior High**  
**2022-2023 Campus Improvement Plan**



# 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.

# Table of Contents





Goals	4
Goal 1: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.	4
Goal 2: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.	7
Goal 3: Westwood Junior High adheres to district protocols and procedures to ensure financial stability and accuracy.	11
Goal 4: Westwood Junior High will promote parent and community engagement through a variety of programs, events and training that will help build a collaborative team of committed partners working together to provide the best in educational opportunities for all of our students.	12
Goal 5: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.	13
State Compensatory	17
Budget for Westwood Junior High	18

# Goals

**Goal 1:** Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

**Performance Objective 1:** By May 2023, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 10% increase in the "meets" designation.





**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 6 week progress monitoring to identify at-risk student &amp; TEK objectives that need to be addressed to meet criteria to advance in Tier identification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students being successful in Tier 1 classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				141
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

**Performance Objective 2:** By the end of the 2022-2023 school year, we will have an 20% increase in students receiving Tier 1 instruction (RtI) in their reading and math classes.





**Evaluation Data Sources:** Ren. Learn STAR data, benchmark results, progress monitoring data points, RtI groupings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on analyzing and focusing on TEKS and implement strategies to address each TEK as intended planning for student expectations to be achieved at mastery level.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment data indicates students achieving mastery level on TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training within each department on identifying indicators/qualifiers for each Tier level and conduct BOY, MOY &amp; EOY progress monitoring sessions for teachers to analyze data to classify students for focused intervention groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student progress on benchmarks, STAAR scores and ALPs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				142
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Accelerated Learning Plans with students designated needing additional instructional support through HB4545, monitoring each 6 week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading and math as prescribed by individual goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

**Performance Objective 2:** By May 2023, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 7% increase in the "approaches" designation.





**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Training provided for teachers focusing on using data to meet individual strengths and weaknesses of students. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices that impact student academic improvement. <b>Staff Responsible for Monitoring:</b> Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
				143
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

**Performance Objective 3:** By May 2023, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 5% increase in the "masters" designation.

**Evaluation Data Sources:** STAAR Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrichment provided to broad range of students based on data and performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

**Performance Objective 1:** We will maintain an 85% retention rate of staff members on campus with the continued support in the areas of mentoring, professional development, opportunities for continued education and advancement into leadership roles.

**Evaluation Data Sources:** Percent of contracts returned in March and number of staff remaining on campus.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide new staff members with a mentor to assist in all areas their first year in the district or on the junior high campus as applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Support and retain staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Asst. Superintendent of Leadership and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for staff to attend virtual and face-to-face training throughout the year, including teacher led training on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effectiveness of staff in the classroom and in leadership roles. Build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Asst. Superintendent of Leadership and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				145
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the distribution of bi-annual retention incentives to staff members that are given in December and June.</p> <p><b>Strategy's Expected Result/Impact:</b> Retaining staff members across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Assistant Superintendent of Finance</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Using data from 2021-2022 staff survey indicating needs of relevant staff development, a calendar of scheduled opportunities will be provided to all staff at the beginning of the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing intentionally focused staff development that will directly impact instruction and improve student progress.</p> <p><b>Staff Responsible for Monitoring:</b> IC</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

**Performance Objective 2:** Build leadership capacity in all areas across campus to ensure equability of instruction and shared vision for our students, staff and campus.





**Evaluation Data Sources:** Staff participation numbers in leading training, PLCs, classroom visits, conducting coaching sessions with fellow staff, teacher incentive allotment participation. T-TESS evaluations. Retention numbers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide formal and informal opportunities for all instructional staff to engage in leadership practices. <b>Strategy's Expected Result/Impact:</b> Develop leadership capacity and promote content & instructional effectiveness across campus. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide collaboratives weekly, with specific objectives for each 6 week period. <b>Strategy's Expected Result/Impact:</b> Improved instructional practices and staff gaining expertise in their areas. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				147
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

**Performance Objective 3:** All staff members will attend a minimum of 18 hours of staff development including social and emotional learning, content focused strategies, and equitable instruction across campus.





**Evaluation Data Sources:** Staff Portfolios, Certificates of Completion, Eduhero Reports, Westwood University Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all staff members professional development opportunities through Region 7, ACSEC, Westwood University and other avenues as applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity and effectiveness of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Assistant Superintendent of Leadership and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff members will participate in ongoing leadership collaboratives that will involve podcasts or book study and discussions on a regularly scheduled timeframe.</p> <p><b>Strategy's Expected Result/Impact:</b> Build communication among staff and increase awareness of inequality across campus. Develop plan for improved expectations for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				148
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Goal 3:** Westwood Junior High adheres to district protocols and procedures to ensure financial stability and accuracy.

**Performance Objective 1:** Periodic reviews of budget expenditures that will ensure stability and continuity of services, supplies and resources throughout the school year.





**Evaluation Data Sources:** Accurate budget expenditures, with no excessive expenditures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Materials inventory kept up-to-date <b>Strategy's Expected Result/Impact:</b> Instructional needs readily available for teaching staff. <b>Staff Responsible for Monitoring:</b> Administrative Assistant	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Annual review of renewals and expenditures to ensure utilization and relevance to campus goals. <b>Strategy's Expected Result/Impact:</b> Efficiency in expenditures. <b>Staff Responsible for Monitoring:</b> Administration, Administrative Assistant	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				149

**Goal 4:** Westwood Junior High will promote parent and community engagement through a variety of programs, events and training that will help build a collaborative team of committed partners working together to provide the best in educational opportunities for all of our students.

**Performance Objective 1:** Westwood Junior High will have a minimum of 3 events scheduled during the 2022-2023 school year that will provide parents and community members the opportunity to participate in campus training, celebrations, and academic exhibits.


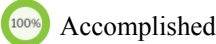
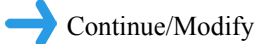

**Evaluation Data Sources:** Campus calendar, district events calendar, sign in sheets, Google Forms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create schedule prior to the first of the 2022-2023 school year to be shared that includes events for the year and the purpose of each event.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased events for the campus and community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training for parents in the area of social emotional learning, including cyber bullying, sexting, self-harming, vaping.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote the development of students who display strong character and ethical decision making skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, District Nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				150
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Goal 5:** Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

**Performance Objective 1:** By May 2023 Westwood Junior High will have conducted 100% of safety drills and required training.





**Evaluation Data Sources:** Documentation files kept by Administrative Assistant

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for all staff members at the start of the school year with drill procedures and assigning roles to administrative teams. <b>Strategy's Expected Result/Impact:</b> All staff prepared for drills <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule all drills prior to the school year and share with Safety Team in Google Calendar <b>Strategy's Expected Result/Impact:</b> Ensuring that all required drills are preplanned to be completed in alignment with semesters. <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
   				151

**Goal 5:** Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

**Performance Objective 2:** Ensure that all staff are utilizing RAPTOR Emergency System with 80% accuracy.





**Evaluation Data Sources:** RAPTOR reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide RAPTOR training in the back to school training in August 2022, with practice drills conducted before the first day of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledgeable and trained staff in the use of RAPTOR and who to contact should the system not work.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet with Safety Team prior to the start of 2022-2023 school year and establish duties for each.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive Safety Team that are prepared to deal with issues or drills that may arise.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				152

**Goal 5:** Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

**Performance Objective 3:** The campus will provide training for all staff and inform parents of the policies and procedures for medical treatment plans, food allergy awareness and treatment, bullying, dating violence, and Stop the Bleed.

**Evaluation Data Sources:** Eduhero reports. Meeting sign-in sheets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Eduhero courses completed by staff. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of policies and procedures. <b>Staff Responsible for Monitoring:</b> Administration , Nurse, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule parent training related to bullying including cyberbullying and sexting. <b>Strategy's Expected Result/Impact:</b> Promote the development of students who display strong character and ethical decision making skills. <b>Staff Responsible for Monitoring:</b> Administration, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				153

**Goal 5:** Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

**Performance Objective 4:** A safety inspection will take place on campus in both the fall and spring semester of the 2022-2023 school year. This information is shared with the facilities director and kept on file in the campus office.

**Evaluation Data Sources:** Westwood ISD Safety Inspection Checklist

# State Compensatory

## Budget for Westwood Junior High

**Total SCE Funds:** \$16,000.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

Funds used to purchase Ren. Learn, Exact Path, Study Island subscriptions. Goal #1

**Westwood Independent School District**  
**Westwood High School**  
**2022-2023 Campus Improvement Plan**



# 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

157

## Vision

Westwood ISD...Where Panthers excel today and lead tomorrow

# Table of Contents

Priority Problem Statements 4

Goals 4

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 5

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. 7

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2023 will see 98% of all seniors with an accountability point. 9

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. 13

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students. 15

# 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 3:** Student disengagement from the school community is impacting social and educational growth.

**Root Cause 3:** A need for more structured recruitment and purpose in existing organizations and a need for an expanded variety of groups that cater to different interests.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Difficulties in staff 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:** Need for continuing professional development and accountability.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

159

**Problem Statement 2:** Only 19% of 12th graders in the 2021-2022 class graduated TSI complete.

**Root Cause 2:** Lack of effective TSI prep material to accommodate change in test to TSI2.

**Problem Statement 2 Areas:** Student Achievement

# 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 2023 85% of students taking the English II STAAR test will show growth from the previous English I STAAR results.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Local Assessments and STAAR data

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				160
Strategy 2 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 3) Identify appropriate groupings of students to receive targeted instruction during 3rd Period <b>Strategy's Expected Result/Impact:</b> Measured growth of all groups on Benchmarks and Formal Assessments <b>Staff Responsible for Monitoring:</b> Campus Admin and Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Dist/Campus Admin and Classroom Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

**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 2:** Increase attendance rates to 97% for the 2022-23 school year.





**Evaluation Data Sources:** PIEMS reports/data

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> PEIMS director, Campus Admin, and campus PEIMS director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Student incentives and awards each six weeks <b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> PEIMS and Admin	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Targeted efforts to support student involvement in groups and activities <b>Strategy's Expected Result/Impact:</b> Increased involvement typically means increased attendance <b>Staff Responsible for Monitoring:</b> Campus/District Admin and PIEMS	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**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:** Maintain low teacher/staff turnover (20% or below) after a high of over 60% turnover in 2018.





**Evaluation Data Sources:** Signed Contracts 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit quality educators at local, state, and national online and on-site job fairs.</p> <p><b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide mentor opportunities to train new and/or struggling teachers and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				163
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue as a district to be competitive in compensation schedule with local districts.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce turnover due to compensation only</p> <p><b>Staff Responsible for Monitoring:</b> District Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 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, Get Better Faster model, and staff mentoring programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of the Observation Feedback model by Instructional coach and administrators.  <b>Strategy's Expected Result/Impact:</b> Provide staff the opportunity to share effective instructional strategies among their peers.  <b>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><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>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program.  <b>Strategy's Expected Result/Impact:</b> New teachers will provide quality education to their students.  <b>Staff Responsible for Monitoring:</b> Campus and district teachers, administrators, and mentors.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Effectively implement the SLO process district wide and at all subjects.  <b>Strategy's Expected Result/Impact:</b> Targeted growth and growth measures  <b>Staff Responsible for Monitoring:</b> All admin and instructional staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2023 will see 98% of all seniors with an accountability point.

**Performance Objective 1:** By May 2023 30% of seniors will be TSI complete.





**Evaluation Data Sources:** TSI scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to grow course offerings through the Dual Credit Partnership with TVCC and increase 10th grade dual credit enrollment.</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Dist/Campus Admin and HS Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center</p> <p><b>Strategy's Expected Result/Impact:</b> Increase total number of students reaching TSI passing standards.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, campus admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				165
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2023 will see 98% of all seniors with an accountability point.

**Performance Objective 2:** By May 2023 four of the 7 CTE pathways will establish and maintain community partnerships for field experience.





**Evaluation Data Sources:** CTE and TEA pathway guidelines and completion data.

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Campus admin, special programs coordinator, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

**Goal 3:** Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2023 will see 98% of all seniors with an accountability point.

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre AP/AP teachers will attend new College Board training to receive curriculum and instructional strategies to better prepare and align to AP tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Raised rigor and passing numbers in AP tests such as World History, Biology, and Calculus</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Dist Admin, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2023 will see 98% of all seniors with an accountability point.

**Performance Objective 4:** By May 2022 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.

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Campus/ Dist Admin, inclusion and classroom teachers in math and English	Formative			Summative
	Nov	Jan	Mar	June
				168
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

**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 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

Strategy 1 Details	Reviews			
<p><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</p> <p><b>Strategy's Expected Result/Impact:</b> Timely requests for funds and travel by all staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin Assistant, campus princ, dist financial advisor, dist C&amp;I</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 2023 100% of all district and state safety drills will have been completed and documented.





**Evaluation Data Sources:** State documentation sheets.

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Asst Principal, Princ, Maintenance Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

**Performance Objective 2:** By May 2023 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

Strategy 1 Details	Reviews			
<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>Staff Responsible for Monitoring:</b> Classroom teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

8.B. Board to consider Service Center Contracts Region 7 and 10

# Westwood ISD Agenda Item Information Agenda Item Information

**Meeting Date:** July 11, 2022

**Subject:** Service Center Contracts for 2022-23

**Administrator Responsible:** Mr. Johnson

**Summary:** There was a first read of the Service Center Contracts with Region 7 and Region 10 in June. This is to approve the contracts with Region 7 and Region 10 as presented for the 2022-23.

**Administration's Recommendation:** The district recommends a motion to **“approve the Region 7 and Region 10 Service Center Contracts for 2022-2023.”**

**Board Approval Required**

**X YES**

**NO**

# Westwood ISD Out of Region

## Skyward Student Region 10 Support Services (Out of Region) (2022-2023)

Education Service Center, Region 10: eContract System



### Description



## Additional Skyward Student Support Services

The Education Service Center Skyward Support Service has designed several support packages specifically for School Districts that require additional support from specialized Skyward experts at Region 10. These packages include days of on-site Consulting/Training Services, WebEx training, workshops conducted at Region 10, bi-monthly Region 10 User Group Participation, monthly newsletter, email updates and Tier 1 phone support. An additional PEIMS support package can be added for districts outside of the Region 10 ESC boundary.

**Note:** All services must be scheduled and used prior to August 31, 2023 as contract ends on that date. All unused time is lost (no carry-over).

### Skyward Software Only Support Packages

**Level 1: Region 10 User Group Participation Only** - This includes five R10 User Group meetings that meet bi-monthly to discuss areas of the software that pertain to school districts during certain times of year. These are live broadcasted and recorded for web access. With this package, users will also

receive a monthly newsletter and be added to our email group to get information on software updates and support offerings.

**Level 2: Region 10 User Group and Workshops** - This option includes our Level 1 package and at least four workshops during the year. Two workshops will cover Submission 1 and Submission 3 State Reporting topics specific to the Skyward Software and TSDS updates. The other two workshops are determined based on major TEA or Software changes and customer demand. These are live broadcasted and recorded for web access.

**Level 3: Region 10 User Group/Workshops/Roundtables** - This option includes Level 1 and Level 2 as well as the fall and summer roundtable sessions hosted by Region 10. This allows for districts all over the state to participate in a group discussion on different district procedures and how the software can be best utilized for unique situations.

**Level 4: 5 training days:** This option includes Level 3 services, as well as 5 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. Due to distance, this level has a 2-day minimum for onsite training. *\*Call migration is strongly encouraged.*

**Level 5: 10 training days:** This option includes Level 3 services, as well as 10 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. Due to distance, this level has a 2-day minimum for onsite training. *\*Call migration is strongly encouraged.*

**Level 6: 15 training days:** This option includes Level 3 services, as well as 15 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. Due to distance, this level has a 2-day minimum for onsite training. *\*Call migration is strongly encouraged.*

**Level 7: 20 training days:** This option includes Level 3 services, as well as 20 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. Due to distance, this level has a 2-day minimum for onsite training. *\*Call migration is strongly encouraged.*

**\*Tier 1 Support:** The migration of Tier 1 support allows districts to enter in service calls directly from the Skyward Customer Access option or Customer Support website. These calls will be directed to the ESC's call queue for prompt support from Region 10 Skyward staff. There is no fee for this option.

**\*PEIMS Support:** Package will include email update and unlimited phone/email support for PEIMS, ECDS Technical, TEAL, TIMS, Enrollment Tracking, and Unique ID. As well as a fall and summer PEIMS Coordinator meeting conducted via Zoom, Fall and Summer Interchange Charts, and TSDS PEIMS Submission 1 and 3 file submission remote assistance. *Please be advised that a minimum of Level 1 contract must be purchased in order to receive PEIMS Support.*

## ESC Contact(s)

Felicia Malone: felicia.malone@region10.org (mailto:felicia.malone@region10.org) - (9723481238)

## Fees

Base Fee: \$0.00

- 775.00 - Level 1: Region 10 User Group Meetings Only
- 2575.00 - Level 2: Region 10 User Group Meetings and Workshops
- 2685.00 - Level 3: Region 10 User Group Meetings/Workshops/Roundtables
- 8686.50 - Level 4: 5 Day Onsite Package
- 14292.50 - Level 5: 10 Day Onsite Package
- 18767.50 - Level 6: 15 Day Onsite Package
- 26042.50 - Level 7: 20 Day Onsite Package
- \*Tier 1 Support
- 3000.00 - \*PEIMS Support (Minimum of Level 1 must be purchased to receive PEIMS Support)

Options & base total: \$3,775.00

Note: Some contracts do not have a base total

## PO Number

## Service Duration

9/1/2022 - 8/31/2023

### Additional Information

A full day is defined as six (6) hours of deliverable Consulting or Training time. A half day is defined as three (3) hours of deliverable services.

Daily Value: Full day - \$950/ Half day - \$475

***Customers requiring additional days after contract days are used; up to 3 additional days may be purchased at the discounted rate of \$850 per day and \$425 per half day.***

***Note: All services must be scheduled and used prior to August 31, 2023 as contract ends on that date. All unused time is lost (no carry-over). Days purchased must be scheduled in advance and are subject to staff availability.***

### District Contact (for this program only)

Contact Name: Mindy Place

Contact Phone: 903-723-9333

Contact Email: maplace@westwoodisd.net

### Approval Information

Skyward Student Region 10 Support Services (Out of Region) (2022-2023)

No action has been taken on this contract at this time.

8.C. Board to consider annual retention stipends for the 2022-2023 school year  
**Presenter:** Kyle Johnson

# Westwood ISD Agenda Item Information Agenda Item Information

**Meeting Date:** July 11, 2022

**Subject:** Bi-Annual Retention Stipend

**Administrator Responsible:** Mr. Johnson

**Summary:** Resolution for the board to approve an annual retention stipend, paid in two payments, for every benefits-eligible employee as of time of payment in November 2022 and as of the last day of school, May 19, 2023. This resolution sets forth that ESSER III money will be used for this bi-annual retention stipend and will be paid in November 2022 and June 2023.

**Administration’s Recommendation:** The district recommends a motion to **“approve the retention stipend, to be paid in 2 payments out of ESSER III money, for every benefits eligible employee as of time of payment in November 2022 and as of the last day of school, May 19, 2023.”**

**Board Approval Required**

**X YES**

**NO**

9. Board to consider and possibly approve the consent agenda
  - 9.A. Minutes of Regular Board Meeting, June 13, 2022, and Special Board Meetings Board Workshop and Special Meeting on June 27, 2022 and June 28, 2022

## Regular Meeting

Monday, June 13, 2022 6:00 PM  
Westwood Administration Office

Carolyn Booker: Present  
Angela Choate: Present  
Jeff Cooper: Present  
Sam Estes: Present  
Jess Huddleston: Present  
Bryan Jones: Present  
Ronnie Stanhope: Present  
Bryan Jones late

### 1. CALL TO ORDER AND ESTABLISH QUORUM

**Discussion:** Bryan Jones arrived at 6:25 pm.

### 2. ROLL CALL

**Presenter:** Dr.  
Carolyn Booker

### 3. INVOCATION

**Discussion:** Invocation given by Dr. Carolyn Booker

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. OPEN FORUM /AUDIENCE PARTICIPATION --Policy BED (Local)

**Discussion:** None

### 6. ACTION ITEMS

#### 6.A. Brenda Bing to swear in District 4 Representative to the Board

**Discussion:** Brenda Bing swore in Jess Huddleston as District 4 Board Trustee

#### 6.B. Board to consider approval of the agenda

**Action(s):**

The agenda was approved as presented. This motion, made by Ronnie Stanhope and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

#### 6.C. Elect Board Officers for the 2022-2023 school year

**Action(s):**

Board Officers for the 2022-2023 school year,

would retain President- Dr. Carolyn Booker and Vice-President - Jeff Cooper and the open position of Secretary will be Angela Choate. This motion, made by Carolyn Booker and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea  
Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Jess Huddleston: Yea  
Bryan Jones: Yea  
Ronnie Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

**7. INFORMATION ITEMS**

**7.A. ESTEEM Update**

**Discussion:** Tonya Waite presented the ESTEEM Program and changes brought on by House Bill 1525. The program is evidence-based, medically accurate, and adheres to the Texas Health TEKS. The district implemented the program more than eight years ago.

**Presenter:** Tonya Waite

**7.B. SHAC Update**

**Discussion:** Tiffany Carwell presented the 2021-2022 WISD School Health Council Report to the Board.

**Presenter:** Tiffany Carwell

**7.C. Notice of Intent to Apply for Federal Funds**

**Discussion:** Tiffany went over the Federal Funds the district would be applying for the 2022-2023 school year. A summary page was shared with planned expenditures and expected entitlements.

**Presenter:** Tiffany Carwell

**7.D. Technology Department Update**

**Discussion:** Brendan May presented the Technology Department Update. The Technology Department is working hard with summer maintenance, and improving infrastructure. A Federal Grant is in the works to help cover all safety and security technology and hardware. The grant would pay for 75% of safety and security and bring all campuses under the same software umbrella.

**Presenter:** Brendan May

**7.E. PEIMS Finance Overview**

**Discussion:** Mindy Place presented a PEIMS update including the data entry side for the district. The summer submission was just completed and sent to the state. Submitted PEIMS data includes just about everything that can be labeled by a student or staff member. The biggest factors in district funding determinations are student enrollment and student attendance. Some student programs that drive more funding per student (when they are present) are special education, dyslexia, section

**Presenter:** Mindy Place

504, pregnant & parenting, gifted & talented, and career and technology course participation.

**7.F. Finance Update**

**Discussion:** Kyle Johnson presented a finance update on expenditures by Function by percentage compared to the previous two years on May 31, 2022. First Read of the Compensation Plan raise scenarios, including 1% - 3% and effects to the budget.

**Presenter:** Kyle Johnson

**7.G. Service Center Contracts - Region 7 and 10**

**Discussion:** Kyle Johnson presented the Region 7 and 10 Service Center Contracts. First read, action taken in July.

**Presenter:** Kyle Johnson

**7.H. Curriculum Moment**

**Discussion:** Katie Atkins presented her curriculum update. Effective professional learning for staff is essential for successful student outcomes. Westwood University is designed to address the needs of staff in Westwood ISD. Sessions occurred May 23-25, 2022 per staff feedback. 28 sessions were offered, 88 participants attended, and participants selected courses most relevant to their professional learning needs.

**Presenter:** Katie Atkins

**7.I. First Read: Campus Improvement Plans**

**Discussion:** Katie Atkins presented the primary, elementary, junior high and high school campus plans. This is a first-read only and no action at this time. The campus improvement plans will be presented in July 2022 for Board approval.

**Presenter:** Katie Atkins

**7.J. Student Handbooks**

**Discussion:** Katie Atkins presented the student handbooks. Only information item no board approval is required.

**Presenter:** Katie Atkins

**7.K. Staff Handbook**

**Discussion:** Katie Atkins presented the Staff Handbooks, no changes from last year.

**Presenter:** Katie Atkins

**8. ACTION ITEMS**

**8.A. Board to consider paying staff members for unused local days for the 2021-2022 school year**

**Presenter:** Wade Stanford

**Action(s):**

The board approved paying staff members for unused local days for the 2021-2022 school year. This motion, made by Angela Choate and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea  
Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Jess: Yea

Huddleston:

Bryan Jones: Yea

Ronnie Yea

Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

8.B. 2022-2023 Compensation Plan Effective Date

**Presenter:** Kyle Johnson

**Action(s):**

The board authorized all 2022-2023 contracts or work schedules beginning on or after July 1, 2022 be paid the salary as established in the 2022-2023 compensation plan to be adopted at a later date. This motion, made by Carolyn Booker and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Yea

Huddleston: Yea

Bryan Jones: Yea

Ronnie Yea

Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

Board approved paying staff \$50.00 per day for unused local days for the 2021-2022 school year. This motion, made by Angela Choate and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Yea

Huddleston: Yea

Bryan Jones: Yea

Ronnie Yea

Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

8.C. Board to approve District Improvement Plan

**Presenter:** Katie Atkins

**Action(s):**

Board approved the 2022-2023 District Improvement Plan. This motion, made by Ronnie Stanhope and seconded by Sam Estes, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea  
Jess  
Huddleston: Yea  
Bryan Jones: Yea  
Ronnie  
Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

- 8.D. Consider and possible approval of Staff Development Waiver for the 2022-2023 school year **Presenter:** Katie Atkins

**Action(s):**

Board approved Staff Development Waiver for the 2022-2023 school year. This motion, made by Bryan Jones and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess  
Huddleston: Yea

Bryan Jones: Yea

Ronnie

Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

9. **Board to consider approval of consent agenda**

**Action(s):**

Board approved consent agenda including minutes from May 16, 2022, Regular Board Meeting, and Special Board Meetings, May 23 and May 31, 2022, Investment Report and Agreement with Tyler ISD School Program for the Deaf. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess  
Huddleston: Yea

Bryan Jones: Yea

Ronnie

Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

- 9.A. Minutes of Regular Board Meeting May 16, 2022, and Special Board Meetings, May 23 and May 31, 2022

- 9.B. Fundraisers

- 9.C. Investment Report

9.D. Agreement with Tyler ISD School Program for the Deaf

10. **Closed Session**

**Discussion:** The board went into closed session at 8:32 pm.

The board came out of closed session at 10:07pm.

10.A. Board to acknowledge teacher contracts

10.B. Superintendent evaluation

10.C. Safety and Security

10.D. Board to consider Student Success Specialist

11. **Discussion and possible approval of action arising from closed session**

**Action(s):**

The Board voted unanimously to approve Kadrian Bryant as Student Success Specialist for the 2022-2023 school year. This motion, made by Carolyn Booker and seconded by Ronnie Stanhope, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Yea

**Voting Summary:** Yea: 7, Nay: 0

12. **Future agenda item request and events**

13. **ADJOURNMENT**

**Discussion:** Adjournment at 10:08 pm.

---

Board Secretary

## Special Board Budget Training

Monday, June 27, 2022 11:00 AM  
Westwood Administration Office

Carolyn Booker: Present  
Angela Choate: Present  
Jeff Cooper: Present  
Sam Estes: Present  
Jess Huddleston: Present  
Bryan Jones: Present  
Ronnie Stanhope: Absent

### 1. CALL TO ORDER

### 2. INFORMATION ITEM

**Presenter:** Kyle  
Johnson

#### 2.A. 2022- 2023 Budget Workshop

**Discussion:** Kyle Johnson presented to the board the 2022-2023 Budget Workshop with the Compensation Plan for the 2022-2023 school year.

**Presenter:** Kyle  
Johnson

### 3. ADJOURNMENT

**Discussion:** Adjournment 12:51 pm

---

Board Secretary

## Special Board Meeting

Monday, June 27, 2022 12:00 PM  
Westwood Administration Office

Carolyn Booker: Present  
Angela Choate: Present  
Jeff Cooper: Present  
Sam Estes: Present  
Jess Huddleston: Present  
Bryan Jones: Present  
Ronnie Stanhope: Absent

### 1. CALL TO ORDER AND ESTABLISH QUORUM

### 2. ROLL CALL

### 3. INVOCATION

**Discussion:** Giving by Kyle Johnson

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. ACTION ITEM

5.A. Board to consider approval of the agenda as presented

**Action(s):**

Agenda was approved as presented. This motion, made by Jeff Cooper and seconded by Sam Estes, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

### 6. Public Comments

**Discussion:** none

### 7. Board to consider 2022-2023 Compensation Plan

**Action(s):**

Board approved the 2022-2023 Compensation Plan. This motion, made by Angela Choate and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea  
Sam Estes: Yea  
Jess  
Huddleston: Yea  
Bryan Jones: Yea  
Ronnie  
Stanhope: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

8. **Closed Session**

**Discussion:** The board acknowledged professional contracts for the 2022-2023 school year.

9. **Adjournment**

**Discussion:** 12:57 pm

---

Board Secretary

## Special Board Meeting

Tuesday, June 28, 2022 6:30 PM  
Westwood Administration Office

Carolyn Booker: Present  
Angela Choate: Present  
Jeff Cooper: Present  
Sam Estes: Present  
Jess Huddleston: Present  
Bryan Jones: Present  
Ronnie Stanhope: Absent

### 1. CALL TO ORDER AND ESTABLISH QUORUM

### 2. ROLL CALL

### 3. INVOCATION

**Discussion:** Invocation given by Jeff Cooper

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. ACTION ITEM

#### 5.A. Board to consider and approve the agenda

**Action(s):**

The agenda was approved as presented. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

### 6. PUBLIC COMMENTS

**Discussion:** None

### 7. INFORMATION ITEMS

7.A. Revisit the conceptual design of Westwood Middle School and other components of Bond 2021 due to escalating construction-related costs.

**Discussion:** The conceptual design of Westwood Middle and other components of Bond 2021 were discussed in detail.

**Presenter:** Wade Stanford/Fitzpatrick Architects/Pflugger Architects/Jackson Construction

### 8. ACTION ITEMS

8.A. Consider and possibly take action on directing Fitzpatrick Architects, Pflugger Architects and

**Presenter:** Wade Stanford/Fitzpatrick

Jackson Construction on the conceptual design of Westwood Middle School and other components of Bond 2021 due to escalating construction related costs.

Architects/Pfluger  
Architects/Jackson  
Construction

**Action(s) :**

The board approved to direct Fitzpatrick Architects, Pfluger Architects, and Jackson Construction to move forward with the conceptual design of Westwood Middle School and other components of Bond 2021 presented on 06/28/2022 due to escalating construction-related costs. This motion, made by Carolyn Booker and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess  
Huddleston: Yea

Bryan Jones: Yea

Ronnie  
Stanhope: Absent

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

9. **CLOSED SESSION**

**Discussion:** The Board went into a closed session at 9:59 pm.

The Board came out of the closed session at 10:10 pm.

9.A. Acknowledge professional contracts for the 2022-2023 school year

10. **Board to vote on items discussed in closed session**

11. **ADJOURNMENT**

**Discussion:** 10:12 pm.

---

Board Secretary

- 9.B. Campus Fundraisers
- 10. **CLOSED SESSION**
  - 10.A. Superintendent's evaluation and contract and compensation consideration
  - 10.B. Acknowledge professional contracts for the 2022-2023 school year
  - 10.C. Board to consider District of Innovation Contract
- 11. Board to vote on items discussed in closed session
  - 11.A. Board to consider and possibly approve Superintendent's Contract and compensation
  - 11.B. Board to consider and possibly approve District of Innovation Contract for the 2022-2023 school year
- 12. Future Agenda items request and events
- 13. **Adjournment**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

---

For the Board of Trustees