

Salado Independent School District

District Improvement Plan

2023-2024

Accountability Rating: B



Mission Statement

The Salado Independent School District empowers today's youth to be leaders in a global society through educational excellence.

We are committed to:

S-Success

I-Innovation

S-Self-Reliance

D-Determination

Vision

Salado ISD - Where excellence is expected.

Belief Statements

- Relationships are the bedrock of success.
- When students are visible and their strengths are cultivated, they will be hopeful about the future.
- Effort, persistence and determination are equally important to the content students learn.
- Inspiration and motivation for success come from staff, parents and community.

- Innovation and creativity in schools increase student engagement.
- The district's priorities are reflected in its use of resources.

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Comprehensive Needs Assessment

Revised/Approved: September 5, 2023

Demographics

Demographics Summary

Demographics Summary Salado, Texas, located on Interstate I-35 between the cities of Waco and Austin, was an original stop for the stagecoach lines and was home to the first co-educational college in the State of Texas. Salado was founded at the Old Military Road crossing of Salado Creek on October 8, 1859, coincident with the conception of Salado College. Founded by early Scottish settlers because of its plentiful springs and rich farmland, Salado became a center for commerce and culture. Today, Salado is a destination for a thriving creative arts and business community with an emphasis on providing visitors a unique shopping, dining and lodging experience.

Based on the 2021-2022 Texas Academic Performance Report (TAPR), the district has the following student demographics:

Total Enrollment: 2,233

African American 1.3%

Hispanic 24.4%

White 69.5%

American Indian 0.1%

Asian 0.3%

Pacific Islander 0.2%

Two or More Races 3.5%

Based on the 2021-2022 Texas Academic Performance Report (TAPR), the staff breakdown is as follows:

Teachers 150.5 (54.9%)

Professional Support 16.6 (6%)

Campus Administration (School Leadership) 9.1 (3.3%)

Central Administration 3 (1.1%)

Educational Aides 35.7 (13%)

Auxiliary Staff 59.3 (21.6%)

Total Staff 274.1

Based on the 2021-2022 Texas Academic Performance Report (TAPR), the 2020-2021 attendance rates are as follows:

All: 99%

African American: 98.7%

Hispanic: 98.6%

White: 99.2%

Economically Disadvantaged: 98.2%

Based on the 2021-2022 Texas Academic Performance Report (TAPR), the district's 2021 graduation rate was 100%.

Demographics Strengths

The District continues to attract and hire a wealth of teachers and staff. We have been able to start the last several school years fully staffed with teachers, even through funding challenges.

Salado ISD considers a variety of data sources to plan professional development, including teacher input. Central office administrators work closely with campus administrators to provide job embedded professional learning throughout the school year to individuals, as well as teachers.

Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

Student Learning

Student Learning Summary

In 2022-23, Salado ISD received an accountability rating of B. Salado High School received an A rating. Salado Middle School and Thomas Arnold Elementary received C ratings. STAAR scores and state comparisons are below:

Gr3 ELAR	Did not Meet	Approach	Meets	Masters	Gr3 Math	Did not Meet	Approach	Meets	Masters
SISD	18%	33%	33%	16%	SISD	25%	26%	32%	17%
ESC	25%	29%	30%	16%	ESC	30%	31%	24%	15%
State	23%	26%	31%	20%	State	28%	29%	25%	19%

Gr4 ELAR	Did not Meet	Approaches	Meets	Master	Gr4 Math	Did not Meet	Approach	Meets	Masters
SISD	17%	23%	37%	23%	SISD	28%	20%	34%	18%
ESC	24%	33%	26%	17%	ESC	36%	25%	23%	16%
State	22%	31%	26%	21%	State	30%	23%	25%	22%

Gr5 ELAR	Did not Meet	Approaches	Meets	Masters	Gr5 Math	Did not Meet	Approaches	Meets	Masters
SISD	14%	27%	37%	23%	SISD	12%	32%	32%	24%
ESC	21%	27%	28%	24%	ESC	22%	32%	29%	17%
State	19%	25%	28%	28%	State	21%	30%	29%	21%

Gr5 Science	Did not Meet	Approaches	Meets	Masters
SISD	20%	25%	28%	26%
ESC	38%	32%	18%	12%
State	36%	30%	19%	15%

Gr6 ELAR	Did not Meet	Approaches	Meets	Masters	Gr6 Math	Did not Meet	Approaches	Meets	Masters
SISD	17%	24%	32%	27%	SISD	20%	31%	28%	22%
ESC	26%	27%	30%	17%	ESC	27%	39%	22%	12%
State	25%	25%	29%	22%	State	26%	36%	23%	15%

Gr7 ELAR	Did not Meet	Approaches	Meets	Masters	Gr7 Math	Did not Meet	Approaches	Meets	Masters
SISD	18%	26%	32%	25%	SISD	23%	25%	33%	18%
ESC	24%	27%	27%	22%	ESC	38%	28%	25%	9%
State	23%	24%	26%	26%	State	39%	26%	25%	10%

Algebra (MS only)	Did not Meet	Approaches	Meets	Masters
SISD	0%	8%	47%	45%

Algebra (MS only)		Did not Meet		Approaches		Meets		Masters	
ESC		22%		36%		22%		20%	
State		22%		33%		21%		24%	
Gr8 ELAR	Did not Meet	Approaches	Meets	Masters	Gr8 Math	Did not Meet	Approaches	Meets	Masters
SISD	13%	28%	35%	24%	SISD	25%	47%	23%	5%
ESC	18%	29%	30%	23%	ESC	27%	34%	28%	11%
State	18%	26%	29%	27%	State	26%	30%	28%	16%
Gr8 Science	Did not Meet	Approaches	Meets	Masters	Gr8 Social Studies	Did not Meet	Approaches	Meets	Masters
SISD	20%	33%	32%	14%	SISD	29%	38%	21%	11%
ESC	29%	31%	28%	12%	ESC	45%	30%	14%	11%
State	28%	27%	29%	16%	State	40%	29%	16%	15%
Alg 1 (HS only)		Did not Meet		Approaches		Meets		Masters	
SISD		14%		52%		22%		13%	
ESC		22%		36%		22%		20%	
State		22%		33%		21%		24%	
Biology	Did not Meet	Approaches	Meets	Masters	US History	Did not Meet	Approaches	Meets	Masters
SISD	4%	24%	43%	29%	SISD	3%	19%	40%	39%
ESC	11%	34%	37%	18%	ESC	4%	24%	35%	36%
State	11%	32%	35%	22%	State	5%	24%	32%	39%
English 2	Did not Meet	Approaches	Meets	Masters	English 1	Did not Meet	Approaches	Meets	Masters
SISD	14%	14%	59%	14%	SISD	14%	15%	51%	20%
ESC	24%	19%	50%	8%	ESC	27%	18%	42%	13%
State	26%	18%	47%	9%	State	29%	16%	40%	14%

Student Learning Strengths

Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Salado ISD students scored higher than the state average on 22 of 22 subjects assessed by the 2032 STAAR/EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are economically disadvantaged perform lower than the district on state assessments. **Root Cause:** Lack of resources at home,

lack of educational enrichment opportunities.

Problem Statement 2 (Prioritized): Students receiving special education services perform lower than the district on state assessments. **Root Cause:** Need for specialized support and resources, alignment between instruction and assessment.

Problem Statement 3 (Prioritized): Students receiving ESL services perform lower than the district on state assessments. **Root Cause:** Language barriers creating limited educational access and opportunity.

Problem Statement 4 (Prioritized): Opportunities for students to earn industry based certifications through career education courses are limited. **Root Cause:** Funding shortages, limited faculty pool, limited space to house courses

District Processes & Programs

District Processes & Programs Summary

- Elementary MTSS Programs for academic & behavior needs, accelerated instruction, and summer remediation programs are in place to help at-risk students in demographic groups who continue to struggle academically and behaviorally.
- District administration is committed to a focus on understanding the needs of all sub-populations and providing necessary training to meet the challenges of a continually changing population.
- Watch Dog Programs increases parental involvement at several of the elementary campuses.
- Community in Schools staff member and mental health personnel are employed to meet the social and emotional needs of our students.
- A variety of staff development options is offered each summer and throughout the school year.
- Exit survey to help understand why employees leave the district and to get feedback on how to improve.
- Targeted programs such as OnRamps, Dual Credit, and AP support the general curriculum and the academic success of our students.
- We have hired an instructional technology specialist to provide training and support in the area of instructional technology.
- The elementary now has an instructional specialist to support teachers.
- Our special education department has expanded to include behavior and autism specialists.
- The district has an excellent level of support built into its operations and systems.
- We are committed to providing our students and staff innovative technology tools, resources, and training to meet the 21st century demands.
- Increased emphasis on data and understanding how instruction impacts learning.

District Processes & Programs Strengths

Ongoing teacher training in research-based instructional strategies and behavior management is provided to teachers and administrators.

District training is designed to provide instructional staff with new skills and expertise required to support instructional/behavioral needs of a diverse student population at multiple levels of intervention and intensity.

Engaging learning activities that are TEKS-based have been established at all campuses designed to meet the needs of all students.

Teachers have a voice by participating in campus and district site based advisory teams. Structures are in place to bring feedback to the district level for continuous improvement.

TEKS-Resource System is comprehensive and user friendly for the classroom teacher.

Implementation of a district wide Safety Planning Committee to assist in implementing safety processes and procedures throughout all three campuses and the community.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Improvement is needed in quality planning during the instructional day with all involved instructional staff - ESL, special education and intervention. **Root Cause:** Complex schedules, difficulty aligning conference areas

Problem Statement 2: There is a need to continue recruiting and retention efforts, especially in the areas of compensation. **Root Cause:** Limited state funding

Problem Statement 3: Parents want to feel that their children are safe in school and that they are well informed regarding any potential threats. **Root Cause:** Increased fears and

concerns surrounding campus safety throughout the state and country.

Perceptions

Perceptions Summary

Salado ISD understands the importance of the role that parents and community share in the success of our district. The district collects data through district and campus committees, planning teams and surveys to gauge community perceptions. Salado ISD is proactive in developing community engagement programs to help parents and community members have a deeper understanding of the District. It is a priority of Salado ISD to maintain transparency and open dialogue with students, parents, and community to share information between the District and our stakeholders.

Salado ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities (athletics, fine arts and beyond), family nights at the elementary schools, bond committees, and open houses at all campuses. The district has over 2,100 students attending three campuses and the Salado community, including students and staff, understand the importance of a shared vision and focus on resources and efforts to help each maximize his/her potential.

Campus administrators engage in monthly collaborative meetings to ensure that each leader is not working in isolation solely focused on making their campus stronger, but has a vested interest in the system as a whole. Assistant Principals (AP) engage in monthly meetings with the assistant superintendent and to engage in professional learning that centers on topics such as MTSS, instructional leadership, change management, finance, human resources, and technology integration.

Salado ISD values inclusive processes for all levels of staff. Each campus facilitates a campus site based decision-making team, along with the district decision-making team with staff representation to collaborate on school organization, budget and professional development. Representation at the district level involves input to gather information on topics such as instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Student Health Advisory Council and School Safety Committee.

Perceptions Strengths

Salado ISD has been strategic in their approach to soliciting parent feedback regarding district practices. Parents receive multiple opportunities to participate in District committees such as District Site Based Planning Committee, School Health Advisory Committee and School Safety Committee.

Evidence of a positive relationship between Salado ISD and our community is supported by the success of the following partnerships:

Strong PTO programs at all three campuses

Volunteer mentor program at TAE and SMS

Multiple booster clubs supporting various SISD activities

WatchDOG program

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to continue to increase involvement of parents and community within the schools.

Problem Statement 2: There is a need to continue recruiting and retention efforts, especially in the areas of compensation. **Root Cause:** Limited state funding

Problem Statement 3: Parents want to feel that their children are safe in school and that they are well informed regarding any potential threats. **Root Cause:** Increased fears and concerns surrounding campus safety throughout the state and country.

Priority Problem Statements

Problem Statement 1: Students who are economically disadvantaged perform lower than the district on state assessments.

Root Cause 1: Lack of resources at home, lack of educational enrichment opportunities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments.

Root Cause 2: Need for specialized support and resources, alignment between instruction and assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students receiving ESL services perform lower than the district on state assessments.

Root Cause 3: Language barriers creating limited educational access and opportunity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Improvement is needed in quality planning during the instructional day with all involved instructional staff - ESL, special education and intervention.

Root Cause 4: Complex schedules, difficulty aligning conference areas

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 5: There is a need to continue to increase involvement of parents and community within the schools.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Opportunities for students to earn industry based certifications through career education courses are limited.

Root Cause 6: Funding shortages, limited faculty pool, limited space to house courses

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 44% in June 2021 to 60% by June 2026

High Priority

HB3 Goal

Evaluation Data Sources: K-5 Reading Records (Beginning, Middle and End of Year),
3-5 MAP Reading and Math Data
3-5 2023 Reading and Math STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement a balanced literacy model of instruction for Pre-Kindergarten (Pre-K) through 5th grade. Strategy's Expected Result/Impact: Effective planning and teaching of literacy in all classrooms; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth in reading and writing Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Fountas and Pinnell Guided Reading - 281-ESSER II - \$40,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments. Strategy's Expected Result/Impact: Increase achievement and growth scores on math and reading STAAR. Staff Responsible for Monitoring: Campus Administration Campus Teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills. Strategy's Expected Result/Impact: Skills gaps will be reduced to increase student achievement for all students. Staff Responsible for Monitoring: Campus Administration Campus Teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Summer school staffing - 283-ESSER Supplemental - \$4,800, summer school staffing - 282-ESSER III - \$3,600	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 30% in June 2021 to 60% by June 2026

High Priority

HB3 Goal

Evaluation Data Sources: MAP/STAAR assessments
Eureka Math Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments. Strategy's Expected Result/Impact: Increase achievement and growth scores on math and reading STAAR. Staff Responsible for Monitoring: Campus Administration Campus Teachers Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills. Strategy's Expected Result/Impact: Skills gaps will be reduced to increase student achievement for all students. Staff Responsible for Monitoring: Campus Administration Campus Teachers Results Driven Accountability - Equity Plan Funding Sources: Summer school staffing - 283-ESSER Supplemental - \$4,800, summer school staffing - 282-ESSER III - \$3,600	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 3: SISD will implement high quality instructional materials, including Eureka math at the elementary level, to ensure that students are receiving rigorous, grade level appropriate instruction.

High Priority

HB3 Goal

Evaluation Data Sources: Eureka Math assessments

MAP data

STAAR data





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 4: Increase the percentage of graduates that meet TSI criteria for College, Career, or Military Readiness (CCMR) from 53.3% in June 2020 to 60.3% by June 2025

High Priority

Evaluation Data Sources: Number of students graduating with career certificates and/or TSI compliant.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the opportunities for students to gain career certificates including welding, pharmacy technician, and floral design. Strategy's Expected Result/Impact: Increase the number of students graduating with career certificates. Staff Responsible for Monitoring: Campus administration CTE teachers Title I: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Train teachers to certify students in new areas including pharmacy tech, floral design, and welding. Strategy's Expected Result/Impact: Increase student certifications Staff Responsible for Monitoring: CTE Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Reimburse student exam fees for students who successfully pass certification exams. Strategy's Expected Result/Impact: Encourage more students to challenge the certification exams Staff Responsible for Monitoring: CTE Teachers Campus Administration Title I: 2.5, 2.6 Funding Sources: Certification Exam Fees - 199-PIC 22 State Career & Technical Education (CT - \$2,500	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Salado High School will provide opportunities for students to prepare for and take the TSIA in order to demonstrate college readiness. Strategy's Expected Result/Impact: Increase number of students who attain passing TSIA scores Staff Responsible for Monitoring: Campus Administration Campus Counselors	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide access to college and career readiness programs such as: advanced placement, dual credit courses, OnRamps, college exam prep, gifted and talented program, and UIL academic classes. Strategy's Expected Result/Impact: The percentage of students who are considered college, career and military ready will increase. Staff Responsible for Monitoring: Campus Administration Campus Counselors Funding Sources: UT OnRamps Training - 199 General Fund - \$1,400	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 5: Salado ISD will use all federal, state and local, and campus monies for the improvement of student learning and teacher instruction. Monies such as SCE, ESL, GT, CTE, and Special Ed, etc. will be utilized to extend student learning and staff development.

High Priority

HB3 Goal

Evaluation Data Sources: Increased passing rate on STAAR/EOC
Increased in the percentage of students who attain Meets and Master level





Strategy 1 Details	Formative Reviews		
Strategy 1: Will use monies for the improvement of student learning through professional development, additional staffing, intervention, targeted tutorials, curriculum, and technology. Strategy's Expected Result/Impact: Increased student achievement for all students. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: Choices Program - 283-ESSER Supplemental - \$85,000, Early Childhood SPED Teacher - 283-ESSER Supplemental - \$52,000, ESL tutoring - 281-ESSER II - \$2,500, Deaf Education Support Services - 281-ESSER II - \$52,500, Reading Interventionist - 211 Title I, Part A - \$67,000, Additional paraprofessionals for reading/math intervention - 211 Title I, Part A - \$66,500	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

Performance Objective 6: Utilize school and community/public agencies such as SAP, Credit Recovery, Accelerated Instruction, Communities in Schools, Grand Central Station, Texas Workforce, DARS, and Military Recruiters to decrease the dropout rate.

High Priority

Evaluation Data Sources: PEIMS Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Review and strengthen instructional practices for struggling students to include: core classes for ELL, inclusion, and at-risk students; provide academic assistance and intervention support through programs like Study Island; PLATO; Grand Central Station; ExactPath, academic detention; student assistance program; tutoring; and math and reading intervention. Strategy's Expected Result/Impact: Students will meet or exceed grade level expectations on State and local assessments. Staff Responsible for Monitoring: Campus Administration Campus Teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Exact Path Intervention Software - 281-ESSER II - \$14,000, Additional Dyslexia Reading Interventionist - 282-ESSER III - \$65,000, BLS Dyslexia Professional Development - 282-ESSER III - \$5,000, Pre K teacher - 211 Title I, Part A - \$32,500, PreK Aide - 211 Title I, Part A - \$22,500, Early Childhood Manipulatives - 211 Title I, Part A - \$2,500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a mentor program for at-risk students. Strategy's Expected Result/Impact: Students participating in the program will have increased attendance rates, develop better work habits, an see an increase in their academic progress in class and on the STAAR. Staff Responsible for Monitoring: Salado ISD Mentor Board members, Campus Administration Campus Counselors Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.





Performance Objective 7: Salado ISD will hire, train, and retain the most effective and talented workforce and create a system of care and support that values, retains, and grows high-quality staff.

High Priority

HB3 Goal

Evaluation Data Sources: 100% Highly Qualified Staff
Annual Retention Rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to revise base compensation and stipend plan to be more competitive in the marketplace. Strategy's Expected Result/Impact: Updated, revised compensation plan. Staff Responsible for Monitoring: District Administration Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Examine innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, ESL, CTE, science, and math). Strategy's Expected Result/Impact: Certification initiative to recruit current employees into hard to fill areas. Staff Responsible for Monitoring: District Administration Equity Plan	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and implement an effective mentoring program to assist teachers new to the school district. Strategy's Expected Result/Impact: Increased retention rate among teachers new to the district. Staff Responsible for Monitoring: Campus Administration Equity Plan	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: Provide high quality, research based professional development opportunities for our staff to help them grow as professionals. Strategy's Expected Result/Impact: Increased student achievement scores Staff Responsible for Monitoring: District Administration Campus Administration Title I: 2.4, 2.5, 2.6 - Equity Plan		Formative		
		Nov	Feb	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 2: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 1: Evaluate and update the comprehensive plan addresses protocols for campus safety in case of an emergency.

Evaluation Data Sources: Comprehensive plan developed, approved by the school board and communicated to the public.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue developing and evaluating procedures to keep our students and staff safe. Strategy's Expected Result/Impact: Students and staff will be safe at school and prepared in the event of an emergency. Staff Responsible for Monitoring: District Administration Campus Administration Title I: 2.6	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 2: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 2: Monitor and evaluate facility safety in accordance with TEA guidance.

Evaluation Data Sources: Weekly door checks, intruder audits

Goal 2: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 3: Focus on fostering a safe and positive school climate with caring and supportive relationships between students and staff

Evaluation Data Sources: End of the year surveys
Discipline referrals
Counselor referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Emphasize the importance of safe, supportive relationships, to include prioritizing students' mental health Strategy's Expected Result/Impact: A connected, supportive environment that minimizes fear and anxiety Staff Responsible for Monitoring: Mental health professional, counselors, administrators Funding Sources: Mental Health Professional - 281-ESSER II - \$48,873	Formative		
	Nov	Feb	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Goal 2: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 4: Ensure all marshals complete required training and qualifications as outlined in board plans.

Evaluation Data Sources: marshal training completions

Goal 2: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 5: Ensure the continued development of Salado ISD PD.

Evaluation Data Sources: Department reports and data.





Goal 3: Increase communication with parents and employees regarding school safety.

Performance Objective 1: Identify and engage stakeholders to foster meaningful, committed relationships that embrace our parents and community as partners in student success.

High Priority

Evaluation Data Sources: Parent Engagement Survey
Parent Attendance at School and District Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Assess current communications and engagement practices district-wide to determine opportunities, gaps, risks and the district's current framework for engagement. Strategy's Expected Result/Impact: Identify and address key issues and determines critical areas for action in order to ensure stakeholder needs are being met. Communication plan that addresses gaps and implements best practices. Staff Responsible for Monitoring: District Administration Campus Administration Title I: 4.1, 4.2 Funding Sources: WATCH DOG/community engagement - 211 Title I, Part A - \$2,050	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Examine methods to increase our capacity to develop and deepen long-term parent and community relationships. Strategy's Expected Result/Impact: List of new partners matched with identified needs within the district. Log detailing contact with existing partners and the cultivation of new relationships based upon current district needs. Staff Responsible for Monitoring: District Administration Campus Administration Title I: 4.1, 4.2	Formative		
	Nov	Feb	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Provide multiple opportunities for parent, family and community engagement at each of our campuses. Strategy's Expected Result/Impact: Strengthen relationships and partnerships with parents and community members. Staff Responsible for Monitoring: District Administration Campus Administration Title I: 4.1, 4.2 - Equity Plan		Formative		
		Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Increase communication with parents and employees regarding school safety.

Performance Objective 2: Ensure parents receive timely and accurate communication regarding any potential threats to student safety.

High Priority

Evaluation Data Sources: Threat Assessments
Discipline Reports

Goal 4: Develop a competitive salary and benefits plan for all employees for the 2023-2024 school year.

Performance Objective 1: Ensure that SISD is able to recruit and retain strong teachers and staff through competitive and fair compensation for all positions.

Evaluation Data Sources: TASB salary surveys

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop and implement a balanced literacy model of instruction for Pre-Kindergarten (Pre-K) through 5th grade.
1	1	2	Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments.
1	1	3	Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills.
1	2	1	Increase the rigor of questioning strategies in daily classroom activities and on unit/benchmark assessments.
1	2	2	Intervention time and summer school for all students will be provided to work on filling gaps in learning or building on newly learned skills.
1	6	1	Review and strengthen instructional practices for struggling students to include: core classes for ELL, inclusion, and at-risk students; provide academic assistance and intervention support through programs like Study Island; PLATO; Grand Central Station; ExactPath, academic detention; student assistance program; tutoring; and math and reading intervention.
1	6	2	Provide a mentor program for at-risk students.

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	UT OnRamps Training		\$1,400.00
Sub-Total					\$1,400.00
199-PIC 22 State Career & Technical Education (CT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Certification Exam Fees		\$2,500.00
Sub-Total					\$2,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Reading Interventionist		\$67,000.00
1	5	1	Additional paraprofessionals for reading/math intervention		\$66,500.00
1	6	1	PreK Aide		\$22,500.00
1	6	1	Pre K teacher		\$32,500.00
1	6	1	Early Childhood Manipulatives		\$2,500.00
3	1	1	WATCH DOG/community engagement		\$2,050.00
Sub-Total					\$193,050.00
281-ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fountas and Pinnell Guided Reading		\$40,000.00
1	5	1	Deaf Education Support Services		\$52,500.00
1	5	1	ESL tutoring		\$2,500.00
1	6	1	Exact Path Intervention Software		\$14,000.00
2	3	1	Mental Health Professional		\$48,873.00
Sub-Total					\$157,873.00
283-ESSER Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Summer school staffing		\$4,800.00
1	2	2	Summer school staffing		\$4,800.00

283-ESSER Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Choices Program		\$85,000.00
1	5	1	Early Childhood SPED Teacher		\$52,000.00
Sub-Total					\$146,600.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	summer school staffing		\$3,600.00
1	2	2	summer school staffing		\$3,600.00
1	6	1	BLS Dyslexia Professional Development		\$5,000.00
1	6	1	Additional Dyslexia Reading Interventionist		\$65,000.00
Sub-Total					\$77,200.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Campus Administrators / Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	SHAC School Nurses Campus Administrators	The school will follow Board Policies: FFA and EHAA. FitnessGram Results SHAC meetings (4X year)
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP Staff Campus Administrators	Student Handbook
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent	Plan4Learning documentation of meetings

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
5. Dropout Prevention	TEC 11.252	Campus Administrators	Transcript review
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Programs	The school will follow Board Policy EHB, F, EHBC, and EKB. Campus RtI and SAP meetings
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Assistant Superintendent	Shared Service Agreement with Region 12
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Campus Counselors and Nurses	Counseling, health related services, homebound services
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs 	TEC 11.252(4) TEC 11.252(3)(G)	Campus Administrators / Counselors	Students in grades 8-12 receive information on higher education through AVID, Naviance, job training events, higher education visits and post secondary education opportunities provided by campus counselors. College and Technical training events

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			<p>Military recruiters</p> <p>Career Day events at TC and CTC</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	<p>Campus Administrators</p> <p>Assistant Superintendent</p> <p>Superintendent</p>	<p>All paraprofessionals employed at the elementary campus must meet highly qualified requirements and obtain certification.</p> <p>High needs stipends</p> <p>Professional development</p>
<p>11. Sexual Abuse and Maltreatment of Children</p>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Campus Administrators</p> <p>Assistant Superintendent</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p> <p>All district staff complete online training through SafeSchools.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p>	<p>Director of Special Programs</p> <p>Assistant Superintendent</p>	<p>The school will follow Board Policy FFB and FNF.</p> <p>All district staff complete online training through SafeSchools.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Board Policy DMA(Legal)	Campus Administrators	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Administrators / Counselors Assistant Superintendent	Board Policies: FFB, FOC, FOCA, DMA and FFE Add district staff complete online training through SafeSchools. Behavior training and CPI training for Special Education staff.
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Programs	Board Policy DMA(Legal) All campuses have designated Behavior Support teachers / support personnel who have been trained in behavior management techniques. General education teachers are trained in differentiation strategies to use with all students.
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Technology Officer	All professional staff have been trained to integrate technology in their daily work.

PARENTAL INVOLVEMENT (All Grade Levels)

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG.
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Organization (PTO), Booster Clubs, and the Salado Education Foundation.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations.

The Parent Involvement Coordinators, who works with parents of students participating in Title I programs is Katie Mullins. She may be contacted at 254-947-6910.



Organization: SALADO ISD
Campus/Site: N/A
Vendor ID: 1746002024

County District: 014908
ESC Region: 12
School Year: 2020-2021

SAS#: PERKAA21

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

☒ ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Carl D Perkins Technical Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



SAS#: PERKAA21

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SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|---|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate | <input checked="" type="checkbox"/> 3S1: Postsecondary Placement |
| <input type="checkbox"/> 1S2: Extended Graduation Rate | <input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment |
| <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input checked="" type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential |
| <input type="checkbox"/> 2S2: Academic Proficiency in Mathematics | <input checked="" type="checkbox"/> 5S4: CTE Completer |
| <input type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Strengths: CTE Learners out-performed Non CTE Learners in Post-Program Placement and Program Quality - Attained Recognized. Non-CTE Learners out-performed CTE Learners in Four-Year Graduation Rate and Proficiency in Reading/Language Arts, Mathematics, and Science. The difference in the Four-Year Graduation Rate percentage was just 1.7% points, with the CTE Learners achieving 97.3%, exceeding the State rate. The difference in the Reading/Language Arts percentage was 6.8% points with CTE Learners achieving 70%, well exceeding the State rate. The difference in Mathematics percentage was 13.7% points, well exceeding the State rate. The difference in Science percentage was 9.3% points, well exceeding the State rate. Differences in percentage rates between the two groups was not vast and both groups exceeded state percentage rates. One cause could be that non-CTE Learners have more time in their course schedules to take electives and core content that enhance Math and Science support.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

Individuals with Disabilities are below state average in: 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S4
English Learners are above the overall district CTE Learners' performance in: 1S1
Economically Disadvantaged are below the overall district CTE Learners' in: 2S1, 2S2, 2S3, 3S1, 4S1, 5S1; and above the overall district CTE Learners' in: 1S1, 5S4
Individuals preparing for Non-Traditional Fields are below the overall district CTE Learners' in: 1S1, 3S1, 5S4; and above the overall district CTE Learners' in: 2S1, 2S2 4S1, 5S1; and the same in 2S3
Single Parents: no statistics given
Homeless Individuals are above the overall district CTE Learners' in: 1S1
Youth in Foster Care: no statistics given
Youth with Parent in Active Military are below the overall district CTE Learners' in: 2S3, 3S1, 5S1, 5S4; and above the overall district CTE Learners' in: 1S1, 2S1, 2S2, 4S1
Migrant Students: no statistics given
A contributing factor could be at-risk levels for these groups.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

Female - Below: 5S4; Above: 1S1, 2S1, 2S3, 3S1, 4S1, 5S1
Male - Below: 1S1, 2S1, 2S3, 3S1 4S1, 5S1; Above: 2S2, 5S4
American Indian or Alaskan Native - Above: 2S1, 2S2, 2S3, 3S1, 4S1
Asian; Black or African American; Native Hawaiian or Pacific Islander - no statistic given
Hispanic or Latino - Below: 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S4; Above: 1S1
White - Below: 1S1, 3S1; Above: 2S1, 2S2, 2S3, 4S1, 5S1, 5S4
Two or More Races - Below: 2S1, 2S2, 2S3, 5S1, 5S4; Above: 1S1, 3S1, 4S1
Gender difference shows that females are outperforming their male counterparts in most indicators. At risk levels and language barriers could be a contributing factor between results for races, particularly for Hispanic/Latino.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.



SAS#: PERKAA21

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2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

High school enrollment was approximately 579 students (based on 2018-19 end of year data). The district offered 7 State Career Clusters with 29 CTE courses offered in 2018-19. Of those courses, 23 courses had enough students enroll to make the course. Based on the 23 courses offered, if every student was to participate between the State Career Clusters offered and the 23 courses, there would be approximately 25.1 students per course. Currently, approximately 17% of our High School population participates in the CTE program with Agriculture, Food and Natural Resources being the largest interest area.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

We work closely with Temple College to offer dual credit options to students, including an on-campus dual credit cohort focused on English and Social Studies; as well as an off campus Texas Bioscience option with a math and science emphasis. Our Veterinary Science students partner with local vet clinics to gain the hours needed to become certified vet techs. Our health science students partner with Baylor Scott & White Hospital to provide training opportunities for our phlebotomy certification students, although a new hospital policy now requires students to be 18 to participate, limiting potential interest. Programs are supported by an in-district Texas Workforce Commission representative who helps students understand and identify opportunities in the local labor market. While these other partners provide services in the form of dual credit courses, internships, and/or job shadowing, very limited input in the design of our pathways has taken place. This will be a priority in 2020-21.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.

Salado ISD is required to participate in a Perkins SSA due to the small amount of funding that we receive. We are small community with no large industry or business conglomerates within our boundaries. As a smaller community surrounded by much larger, tax rich, districts with large CTE programs and facilities, it is difficult to find partnerships with employer/industry partners. When we approach most potential employer/industry partners outside of our Village, their response has been that they partner with the district in which they are located. The lack of industry based and larger businesses within our district boundaries limits work-based learning due to transportation costs and time constraints. Retaining CTE teachers that can teach the high interest areas to our students and can administer industry-based certification exams is a challenge. A large percentage of our High School population graduate under advanced placement or dual credit programs which can limit course options.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

Part 6 is hidden because it does not apply to the selected application designation.



SAS#: PERKAA21

Organization: SALADO ISD
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2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Salado High School's CTE Program is to integrate rigorous classroom instruction with relevant, work based experiences that inspire and empower students for postsecondary success. Our vision is to provide academic and technical skills vital for successful entry into the 21st century workplace.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. List the top (three-five) CTE priorities over the next four-years.

1. Increase the number of certifications available to students and identify incentives to retain CTE staff
2. Improve our computer/technology based CTE strand with additional teacher training and technology resources for students (Computer Science, Cyber Security, etc.).
3. Improve/increase our relationships with nearby industries and businesses to better align with the community and labor market

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

Most aligned CTE programs of study for highest-demand jobs in Central Texas Workforce Region

1. Health Science - Registered Nurses, Licensed Practical, and Licensed Vocational Nurses

2. Manufacturing - Welders Cutters, Solderers, and Brazers

3. Information Technology - Computer User Support Specialist

Continue to build relationships with Health Science partners and seek methods to recruit/retain quality CTE staff in high demand professions.

Least aligned CTE programs of study for highest-demand jobs in Central Texas Workforce Region

1. Architecture and Construction - Electricians

2. STEM - Mechanics

3. Architecture and Construction - Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Seek outside resources to further develop Ag auto mechanic and metal programs; seek partnerships, internships with nearby industry-based partners to develop and expand programs.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

1. Program Quality - CTE Completer (5S4)

2. Non-Traditional Program Concentration (4S1)

3. Program Quality - Attained Recognized (5S1)

Continue to recruit quality CTE staff and investigate successful methods of retaining these CTE staff members. Provide training for CTE staff to be able to administer Industry-based certification exams to students in high demand/high interests areas. Further develop industry partnerships to strengthen the quality of CTE routes. Encourage and incentivize students to continue on a CTE pathway to complete an appropriate number of credits to reach CTE Completer status.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

Part 8: Assessment Contact

Primary Contact

Select Contact: or

First Name: Burt

Middle Initial:

Last Name: Smith

Title: Assistant Superintendent

Phone: 254-947-6906

Ext:

E-Mail: burt.smith@saladoisd.org



Organization: SALADO ISD
Campus/Site: N/A
Vendor ID: 1746002024

County District: 014908
ESC Region: 12
School Year: 2020-2021

SAS#: PERKAA21

2020-2021 SC5600 Comprehensive Local Needs Assessment**SC5600****SC5600 - Comprehensive Local Needs Assessment****Part 9: Certification and Incorporation****Certification and Incorporation Statement**

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized OfficialSelect Contact: or

First Name: Michael	Middle Initial:	Last Name: Novotny	Title: Superintendent
Phone: 254-947-6905	Ext:	E-Mail: michael.novotny@saladoisd.org	

Submitter Information

First Name: Michael	Last Name: Novotny
Approval ID: michael.novotny	Submit Date and Time: 5/19/2020 1:26:24 PM

Only the legally responsible party may submit this report.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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FREEDOM FROM BULLYING

FFI
(LEGAL)

**Prevention and
Mediation**

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

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

Education Code 37.0832

STUDENT WELFARE
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(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

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

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

School District: Salado

Region: 12

Priority for Service (PFS) Action Plan

Filled Out By: Tonya Ramos/ Polo Vielma

Date: 06/05/2019

School Year: 2019 - 2020

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

Goal(s):

To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

Objective(s):

Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

Required Strategies		Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none">Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents	
<ul style="list-style-type: none">Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies	Timeline	Person(s) Responsible	Documentation	
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
<ul style="list-style-type: none">During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.				

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

LEA Signature _____ Date Completed _____
PFS Signature *Jenny Ramos* 6/5/19
Date Completed

ESC Signature *Yolanda Rellins* Date Received _____
PFS Signature *Fred Williams* 6/10/19
Date Completed

Priority for Service (PFS) Action Plan for Migrant Students - Spanish

Como parte de la ley que cada estudiante tiene éxito (ESSA), el servicio plan de acción de prioridad (PFS) es un programa de actividad requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en esta parte, cada beneficiario de esos fondos dará prioridad a los niños migratorios que hayan realizado un movimiento de calificación dentro del período de un año anterior y que estén en desacuerdo, o que estén en mayor riesgo de fracasar, para cumplir con los desafíos Normas académicas estatales; o han abandonado la escuela. [§1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como PFS si cumplen con los siguientes criterios:

Criterio para recibir prioridad de servicios	
Grados 3-12, No Clasificado (UG) o Fuera de escuela (OS)	<u>Y</u> <ul style="list-style-type: none">• Que hayan realizado un movimiento de calificación dentro del período del año anterior;• Han fallado una o más evaluaciones del estado (TAKS/STAAR), o se les concedió un aplazamiento LEP de TAKS, estuvieron ausentes, no fueron probados o no fueron matriculados en una escuela de Texas durante el periodo de prueba de evaluación del estado para su nivel de grado.
Grados K-3	<u>Y</u> <ul style="list-style-type: none">• Que hayan realizado un movimiento de calificación dentro del periodo del año anterior;• Han sido designados LEP en la sección de designación estudiantil del sistema de nueva generación (NGS) del componente de programa suplementario; <u>O</u>• Para los estudiantes en los grados K-2, que han sido retenidos, o son sobrepasados para su nivel de grado actual.

El siguiente documento es de parte de TEA para los distritos, para ayudar a documentar los esfuerzos que se están llevando a cabo para los estudiantes del servicio de prioridad. Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación de la ESSA en las estipulaciones y garantías, pero también permite espacio para que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito de los estudiantes, incluyendo plazos para alcanzar metas y objetivos declarados.

Distrito Escolar:
Region: 12

Priority for Service (PFS) Action Plan Spanish

Año Escolar: 2019 - 2020

Llenado por: Tonya Ramos/ Polo Vielma
Fecha: 06/05/2019

Nota: El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).

<p><u>Meta(s):</u></p> <p>Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.</p>	<p><u>Objetivo(s):</u></p> <p>El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.</p>
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Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			
<ul style="list-style-type: none"> Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP. 	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
<ul style="list-style-type: none"> Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados. 	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS
Required Strategies	Línea de tiempo	Persona(s) Responsable	Documentación
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC

Provide services to PFS migrant students.			
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante. 	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Informes de progreso, resultados de evaluación del estado, datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias. 	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado del estudiante
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS. 	Septiembre – Mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed., OSY Local: Asesoramiento, tutorial

Firma del LEA

Fecha de finalización

Firma de ESC

Fecha Recibido

Firma de PFS

Fecha de finalización

Firma de PFS

Fecha de finalización



ESC Region 12 ID&R PLAN 2019-2020

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		



ESC Region 12 ID&R PLAN 2019-2020

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> <u>Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA</u> COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. Otros requisitos		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.	El Personal: Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>Dirigir ID&R.</u> <i>Niños Migrantes Potencialmente Elegibles:</i> Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. <i>Niños migrantes actualmente elegibles:</i> Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. Nota: Compartir copias de COEs con las entidades apropiadas según la lista en el COE.	El Personal: Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

<p>E. <u>Completar COEs.</u> El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envíe el COE y el SDF completos al revisor designado del SEA para que lo revisen.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Dentro de los 3 días de la firma de los padres</p>
<p>F. <u>Revisión del COE.</u> Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.</p>	<p>El Personal: Revisores designados del SEA</p>	<p>Dentro de los 5 días de la firma de los padres</p>
<p>G. <u>Verificación de residencia.</u> Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.</p>
<p>H. <u>Otros requisitos</u></p>		

III. MAPAS Y REDES INTRAREGIONALES		
A. <u>Comuníquese con los cultivadores potenciales.</u> Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito para el 1 de noviembre.
B. <u>Desarrollar calendarios y mapas.</u> Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	El Personal: Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el año.
C. <u>Otros requisitos</u>		
IV. COORDINACION INTERINSTITUCIONAL		
A. <u>Trabajar juntos con agencias que atienden a familias migrantes.</u> Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	El Personal: Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el año.
B. <u>Otros requisitos</u>		
V. CONTROL DE CALIDAD		
A. <u>PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS.</u> Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	El Personal: Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. <u>Revisión de elegibilidad.</u> Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	El Personal: Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del año
C. <u>Monitorear y abordar las necesidades de entrenamiento continuo de ID&R.</u> Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	El Personal: Todo el personal del MEP	Según sea necesario durante todo el año
D. <u>Mantenga registros actualizados en el archivo.</u> Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	El Personal: Todo el personal del MEP	Continuo a lo largo del año
E. <u>Coordinar con ESC para la validación anual de elegibilidad.</u> Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	El Personal: El personal de ESC, MEP Niños: Niños antes identificados seleccionados por el Estado MEP	Enero – Junio
F. <u>Otros requisitos</u>		
VI. EVALUACION		

A. <u>Evaluar los esfuerzos de ID&R para la planificación subsecuente.</u> Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.	El Personal: Todo el personal del MEP Otros: Junta de PAC, etc.	Antes del 30 de junio
B. <u>Otros requisitos.</u>		

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

Dating Violence

Policy Requirements

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

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. *Education Code 37.0831(c)*

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

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

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Sexual Harassment	<p>A district may develop and implement a sexual harassment policy to be included in the district improvement plan. <i>Education Code 37.083</i> [See BQ]</p> <p>Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. <i>U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)</i></p> <p>No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. <i>20 U.S.C. 1681 (Title IX)</i></p> <p>A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. <i>34 C.F.R. 106.45; 20 U.S.C. 1681</i> [See also FB regarding Title IX]</p>
Designation of Title IX Coordinator	<p>A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."</p>
Parties Entitled to Notice	<p>The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.</p> <p><i>34 C.F.R. 106.8(a)</i></p>
Reporting	<p>Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.</p>
Notification of Policy	<p>A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state</p>

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that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

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

Publication
Requirements

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

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

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

Note: To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

Adopting and
Publishing
Complaint
Procedures

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

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

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

34 C.F.R. 106.8(c)–(d)

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Response to Sexual
Harassment

Definitions

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

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

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

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

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

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

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

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

*Deliberate
Indifference*

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

*Education
Program or
Activity*

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

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both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

**Title IX Coordinator
Response**

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

*Supportive
Measures
Required*

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

*Constitutional
Restrictions*

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

*Response to a
Formal Complaint*

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

*Emergency
Removal*

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

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

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

34 C.F.R. 106.44(c)

*Administrative
Leave*

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

Process for Title IX
Formal Complaint

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

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training

on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints

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against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

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

*Notice of
Allegations*

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

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

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

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not

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included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

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

*Dismissal of a
Formal Complaint*

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

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

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

*Consolidation of
Formal
Complaints*

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

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

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

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or

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paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The

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district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

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

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any

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notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

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

34 C.F.R. 106.45(b)(7)(i)–(ii)

*Implementation
of Remedies*

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

Appeals

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

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

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

As to all appeals, the district must:

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

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

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

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2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

Recordkeeping

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

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

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

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

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

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated

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or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

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

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

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

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

34 C.F.R. 106.71(a)–(b)

Confidentiality

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

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Note: This policy addresses discrimination, 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.

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

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

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

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

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

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ing, 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.

**Title IX Sexual
Harassment**

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment 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)]

**Other Sexual
Harassment**

By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

**Definition of District
Officials**

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

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coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

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.

**Investigation of
Reports Other Than
Title IX**

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

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

Initial Assessment

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

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

Interim Action

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

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

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

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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.

Title IX Formal
Complaint Process

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

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

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

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	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	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
Retaliation	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	<p>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]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

**Access to Policy and
Procedures**

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



Salado ISD Professional Development Plan

2022

Introduction

This document contains the Salado Independent School District Professional Development Plan including information about SISD's philosophy, the definition of professional learning, and the rationale for all employees to be lifelong learners.

District Vision Statement

Salado ISD-Where Excellence is Expected

District Mission Statement

The Salado Independent School District empowers today's youth to be leaders in a global society through educational excellence. We are committed to:

S Success

I Innovation

S Self-Reliance

D Determination

Professional Development Belief Statements

In SISD we believe that professional development:

- improves student achievement and increases educator capacity;
- is an ongoing, career-long process
- is data driven and research based;
- supports collaboration amongst colleagues;
- is practical, relevant, and useful;
- must be aligned and evaluated against district mission and goals;

Methods of Professional Development

Professional Development in SISD will be offered in multiple formats, including:

- **Blended Professional Development or Flipped Professional Learning:** using face to face, digital products or processes, and virtual interaction for ongoing learning;
- **Professional Development Communities (PLCs):** a collaborative approach to school design wherein all faculty and staff can make a contribution to ongoing student achievement.
- **Seminars:** events with a central theme, utilizing expert consultants and group participation;
- **Workshops:** introductory sessions to build awareness, provide basic information, and allow participants to determine future areas of concentration;
- **Book Studies:** the reading of agreed upon book(s) that may offer insight into the improvement of education and/or provide an opportunity to keep abreast of the latest innovations that would improve schools and our educational system; and the discussion of the content of the book(s) in regularly scheduled sessions;
- **Summer Institutes:** events scheduled over (one or more days), offering a menu of sessions revolving around integrated themes, with expert presentations and opportunities for collegial discussion and planning;
- **Conferences:** local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs;
- **Instructional Coaching:** a strand of concentrated study plus a collegial support component that may include modeling, observations, collegial conversations, and reflection;
- **Faculty/Grade level/Department Meetings:** held for the purpose of formal study groups or

teacher as a researcher of curriculum, instruction, technology and assessment design groups, or interdisciplinary planning or sharing of artifacts or analysis of student work.

Types of Professional Learning

In SISD, three types of professional development opportunities are available for employees depending on their individual needs and the goals of the district and campus. **District** professional development focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of SISD goals; **campus or department** professional development to provide specific opportunities for school and department goals that are aligned with SISD goals; and **individual** professional development to meet each employee's goals aligned with SISD goals.

Professional Development Requirements for All Employees

SISD School Board Policy DMA (Legal) outlines the mandated areas of professional development. All SISD employees are expected to model lifelong learning through active participation and application of professional development. Professional development at the District level is determined by district initiatives along with state and federal guidelines. Campus/department professional development is based on alignment with the District mission and goals and campus/department needs. Individuals are also encouraged to pursue individual professional development opportunities to further their own skills and knowledge.

Professional Development Requirements for Teachers

As the largest group of employees in SISD, teachers play a critical role in the academic success of each student. Because of this responsibility, specific professional development requirements have been established to ensure that the District maximizes resources to support teacher professional learning.

Professional Development as a Component of Annual Teacher Appraisal

As a component of the Salado ISD board approved teacher appraisal system, teachers are required to work closely with their supervisors to identify annual professional development targets aligned with the District mission and goals and focused on increasing student achievement. Teachers set goals at the beginning of each school year, and then reflect on their success at attaining those goals during their summative conference.

A teacher's personal professional development plan may incorporate all forms of professional development, not just the annually required courses. Professional development could include working within professional learning communities (PLCs), with an instructional coach, a department chair or another teacher on particular practices identified as improvement goals. It could also include self directed professional development in the form of book studies, online courses, or university classes that align with teacher identified improvement areas.

Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on the Evaluation, Professional Development Plan, and other related data sources.

Funding for Professional Development

Many numerous funding sources are available for professional development in Salado ISD. The most commonly used sources include district funds, state compensation funds, federal funds, state Title

allotments, various grants, community partnerships, fundraising and campus budgets. During professional development planning, funding sources are identified and evaluation criteria are determined. All professional development is monitored for ongoing support and impact on student learning so that full utilization of funds allotted are realized. Employees must receive supervisor approval prior to committing district funds for individual professional development.

Documenting Professional Development

All staff are encouraged to maintain their own records of professional development, however, the district also documents professional development in Eduphoria. District and campus assigned training will be entered into eduphoria on the staff members' behalf. Staff members can also upload training hours for individual professional development into their own Eduphoria accounts.

Professional Development by Department

Annual Compliance Training- All Staff	Employee Handbook	
	Bloodborne Pathogens	
	Cybersecurity	
	Harassment in Schools	
	Legal Issues (FERPA)	
	Title IX Compliance	
	Responsible Use Policy	
	Child Abuse/Mandatory Reporting	
	Suicide Prevention and Reporting	
	Human Trafficking	
	Employee Expression	
	Dating Violence	

	Active Shooter	
Campus Administrators	Threat Assessment	
	Discipline Training	
	Bullying & Harassment	
Campus Administrators Special Education / 504	504 Annual Update: Administrators & Campus 504 Coordinators	
	Dyslexia Update	
	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.	
Coaches	Concussion recognition and response	
	CPR	
Eduphoria!	Basic Eduphoria Training for New Employees – Account set up and profile update	
	Aware and Forethought for Teachers	
	Aware and Forethought for Campus and District Leaders	
ESL / Bilingual	English Language Proficiency Standards (ELPS)	Annual Update
	TELPAS	Annual Update
	Best Practices in Bilingual/Dual Language	Annual Update
Gifted & Talented	Initial Training 30 hours	Annual Update 6 hours
MTSS	MAP Data Training at the Beginning, Middle and End of the Year	

Nurses/Identified Staff	Stop the Bleed	
	CPR	
	Diabetes awareness and management	
Testing Coordinators- Campus and District	STAAR/EOC training	
Special Education / 504	504 Basics (New counselors only)	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.
	504 Annual Update (Required on each campus)	
	Dyslexia	
	Legal Issues in 504 & SpEd	
	Transitioning 504 Students & Records	
Special Education - STAAR ALT	STAAR ALT Training	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.
Transportation – Drivers, Mechanics, CDL Holders	Texas School Bus Driver Safety Training Certification	
	Offerings will be based on district goals, identified needs, evaluation of current professional offerings and program evaluation outcomes.	



SAS#: PERKAA23

Organization: SALADO ISD
 Campus/Site: N/A
 Vendor ID: 1746002024

County District: 014908
 ESC Region: 12
 School Year: 2022-2023

2022-2023 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

☒ ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Perkins V Formula Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|---|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate | <input type="checkbox"/> 3S1: Postsecondary Placement |
| <input type="checkbox"/> 1S2: Extended Graduation Rate | <input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment |
| <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input checked="" type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential |
| <input type="checkbox"/> 2S2: Academic Proficiency in Mathematics | <input checked="" type="checkbox"/> 5S4: CTE Completer |
| <input type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2022-2023 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

CTE learners performed well on most categories, exceeding state levels in four year graduation rate, extended year graduation rate, and academic proficiency in reading/language arts, mathematics, and science. The CTE learners were slightly less successful than non-CTE learners in the area of reading/language art, but the percentage rates were very close, indicating a small gap. This gap could be due to CTE learners having less extra room in their schedules for reading/language arts enrichment and support classes.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.

CTE Learners with Disabilities performed lower than all CTE Learners in the following indicators: 1S1,2S1,2S2,2S3,3S1,4S1,5S1. CTE English Learners performed lower than all CTE Learners in the following indicators: 2S2,2S3,4S1,5S1,5S4. CTE Learners from Economically Disadvantaged Families performed lower than all CTE Learners in the following indicators: 1S1,2S1,2S2,2S3,3S1,4S1,5S1,5S4. CTE Learners with Parents in Active Military performed lower than all CTE Learners in the following indicators: 3S1,4S1,5S1,5S4. CTE learners with an IEP or who are supported by an LPAC, will benefit from CTE representation in those meetings along with individualized strategies developed by the committee. Ensure military and economically disadvantaged students are connected with counselors and community support services to help eliminate barriers to CTE participation.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

Male CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1,2S1,2S2,2S3,3S1,4S1,5S4. Asian CTE Learners performed lower than all district CTE Learners in the following indicators: 3S1. Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1,4S1,5S. White CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1,3S1. Actively recruit non-traditional students for CTE programs and then provide support through teachers and special interest clubs. Incorporate ELA TEKS where appropriate in CTE instruction in order to minimize need for remediation classes that might require dropping CTE from the schedule.

TEA Use Only

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Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.



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Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

High school enrollment was approximately 650 students. The district offers 7 career clusters with 30 CTE courses offered. Class sizes in CTE are approximately 25:1. Currently, approximately 18% of our high school students participate in CTE courses with Agriculture, Food, and Natural Resources being the most popular area.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

We work closely with Temple College to offer dual credit courses. On-campus dual credit selections include English and Social Studies, while the Texas Bioscience Institute offers a math and science emphasis. Our veterinary students partner with local clinics to obtain the hours needed to become a vet tech. Our health science students work with Baylor Scott and White Hospital for phlebotomy and pharmacy tech certifications. Our floral design students create arrangements for the school and local events as they work towards floral certification. We are also supported by SOAR, an initiative of the Texas Workforce Commission, which supports students through classroom programs.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.

Salado is a small community. We receive little funding and thus are required to participate in a Perkins SSA. There are no large businesses or industries within our boundaries. Because we are surrounded by larger districts with more established CTE programs, it can be difficult to find employers to partner with. Often, businesses are already tied to their local districts. Because of this, students are often required to travel to the limited worksites available. This can limit participation for students without reliable transport. We also have a very high dual credit/AP enrollment which can limit space in a student's schedule for CTE classes.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

Part 6 is hidden because it does not apply to the selected application designation.



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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Salado High School's CTE program is to integrate rigorous classroom instruction with relevant, work based experiences that inspire and empower students to post secondary success. Our vision is to provide academic and technical skills vital for success in the modern workplace.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. List the top (three-five) CTE priorities over the next four-years.

1. Increase the number of certification options available to students.
2. Improve and expand technology based CTE courses to include more computer science and cybersecurity.
3. Increase and improve local partnerships with businesses and industry.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

Most aligned CTE programs:

1. Health Science
2. Manufacturing
3. Computer Science

Continue to build relationships with health science partners and recruit/retain CTE instructors.

Least Aligned:

1. Electrical
2. Mechanics
3. HVAC

Seek new CTE instructors who can bring these programs/certifications to our students. Develop relationships with industry partners.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

4S1 Non traditional program concentration 28%

5S1 Program Quality Attained Recognized 2%

5S4 Program Quality CTE Completer 20%

Continue to recruit and retain quality CTE staff. Provide training to current staff to increase the number of certifications they can offer. Further develop local partnerships to strength school to work routes. Encourage and incentivize students to remain in CTE pathways to increase completer status.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

Part 8: Assessment Contact

Primary Contact

Select Contact: or

First Name: Beth

Middle Initial:

Last Name: Aycock

Title: Assistant Superintendent

Phone: 254-947-6906

Ext:

E-Mail: beth.aycock@saladoisd.org



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2022-2023 SC5600 Comprehensive Local Needs Assessment**SC5600****SC5600 - Comprehensive Local Needs Assessment****Part 9: Certification and Incorporation****Certification and Incorporation Statement (Only the legally responsible party may submit this report.)**

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized OfficialSelect Contact:

or

[Add New Contact](#)

First Name: Beth

Middle Initial:

Last Name: Aycock

Title: Assistant Superintendent

Phone: 254-947-6906

Ext:

E-Mail: beth.aycock@saladoisd.org

Submitter Information

First Name: Beth

Last Name: Aycock

Approval ID: beth.aycock

Submit Date and Time: 05/04/2022 11:56:53 AM