

Mineola Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

Mineola Independent School District, in partnership with the community, is dedicated to developing lifelong learners and leaders prepared to contribute to a diverse and dynamic world.

Vision

Mineola ISD: Committed to Your Children, Their Future, Our Legacy

Value Statement

CORE VALUES:

Respect, Empathy, Resilience, Integrity, Ambition

Comprehensive Needs Assessment

Needs Assessment Overview

District Strengths

- TAG and TeksScore for assessment building and data reports available for teachers.
- Reading teachers at Primary and Elementary using the Daily 5 structure
- Math teachers at Elementary meet weekly in grade level teams
- Improved materials, books for classroom libraries
- Staff is highly qualified
- Music program is offered K-12.
- Supportive staff and resources to assist ECD students with needs
- Intervention schedule at Elementary, Middle School, and High School includes all available staff to work with small groups
- Community Partnerships
- Multiple media for communicating with parents
- PLC structure on every campus
- Quality Technology resources.
- Faculty and staff understanding the needs of children and working to individualize instruction
- Positive Parent Response on Surveys
- Minimal Disciplinary Disruptions
- Early intervention for ESL and ELL students.
- Expanding blended learning pilot.

District Needs

- Vertical Alignment refinement
- Need for an intervention strategies and support to assist in addressing gaps (Reading, Math, Writing, ESL)
- Dyslexia teacher is split between Reading Interventions and Dyslexia
- Improve and grow the Parent Advisory Council
- Reach out and build families from campus subpopulations
- Mac Book Laptops and classroom PCs
- Technology Integration support on every campus
- Upgraded facilities for safety and instructional programming
- CTE programing

- Aligned K-12 literacy program, including reading and writing
- ESL and ELL support/strategies for staff
- Instructional coaching.

Demographics

Demographics Summary

Mineola ISD demographics include an Ethnic distribution of 7.3% African American, 29.9% Hispanic, 58% White and 4.9% other.

62.1% of students are Economically disadvantaged, 10.2% ELL and 37.3% at risk

7.5% are Special ed, 4.3% Gifted and talented, 23.6% CTE and 10.0% ESL

Average years experience of teachers is 14.7 years, with an average salary of \$45,906

Demographics Strengths

Mineola District

- At-Risk % of 37.3% is below State Average of 50.1%
- Mobility rate of students is below the state average of 16.5%
- Economically Disadvantaged % is right in line with the State Average of 59%
- disciplinary placements off-campus 1.3% - in line with state average of 1.4%
- 12.5 students per teacher ratio
- 100% of teachers are highly qualified with proper certification and a bachelors degree
- 25.9% of staff hold a master's degree
- Teacher years of experience is slightly higher that state average
- Completion of 12 or more hours of postsecondary education 23.4% well above state average of 10.6%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mineola Elementary t 1: ELL academic performance on multiple measures is not commensurate with the performance of their peer group. The ELL population is growing more quickly than we can provide training on instructional strategies that support the ELL learning process. **Root Cause:** The ELL population is growing more quickly than we can provide training on instructional strategies that support the ELL learning process.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals















Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 1: The percentage of students in grades K-8 who are on or above grade level in reading and math will increase by 3% in 2018 towards 10% increase by 2020, using multiple measures such as MAP, STAAR, running records.

Evaluation Data Source(s) 1: Grade level tracking STAAR scores, running records, MAP..

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
System Safeguard Strategy PBMAS 1) Professional development activities with a focus on STAAR Social Studies, Science, Writing, ELA and Math, with an emphasis on ESL and Special Ed strategies		Campus principals Curriculum Director	Increase in STAAR standard % on approaching and meet standard			
System Safeguard Strategy PBMAS 2) Develop a literacy plan for K-5 focused on balanced literacy		Campus Principals Curriculum Director	Increase number of students on or above grade level in reading			
System Safeguard Strategy PBMAS 3) Implement comprehensive Math Plan to target grades K-5		Elementary and Primary Principal	Increase in number of students meeting STAAR passing standard and growth in grade level performance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 2: The percentage of graduates who have earned any one of the following: "college qualifying" score on the TSI, SAT, ACT, or military ASVAB exams, or received an industry certification will increase by 3% in 2018 towards a 10% increase by 2020.

Evaluation Data Source(s) 2: Score tracking by exam using minimum cut scores as indicated by each testing criteria; tracking industry certification through offered CTE courses.

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide funding for one ACT/SAT test for students		High School Counselors	Number of students taking ACT/SAT tests			
2) Students will be given opportunities to research higher education admissions, financial aid, Texas Grant programs, and Teach for Texas		School Counselors	Number of students participating			
3) Develop and align CTE pathways		Campus Principal CTE Director High School Counselors	Articulated CTE pathways			
4) Individual counseling with grades 8-12 on college and career opportunities		High School Counselors	Personal Graduation Plans			
5) Provide parent nights to review graduation requirements and FAFSA		High School Principal High School Counselors	Number of students and parents attending			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 3: Create an aligned instructional program focused on acceleration and intervention

Evaluation Data Source(s) 3: The number of students meeting the standard on benchmark assessments will increase 5%

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Continue K-12 vertical teams in each of the core content areas.</p>		Curriculum Director	Revise documents to include consistent strategies, common academic language, and content specific alignment.			
<p>System Safeguard Strategy PBMAS</p> <p>2) PLC Team meetings will focus on data disaggregation and content specific data to track student progress.</p>		Campus Principals Teacher Learning Leaders	Minutes from PLC meetings will be distributed to campus principals			
<p>System Safeguard Strategy PBMAS</p> <p>3) At risk students in Middle School and High School will participate in supplemental reading and math programs. FTE 3.5</p>		Campus Principal	Number of students in supplemental reading and math classes meet standard on STAAR			
<p>System Safeguard Strategy</p> <p>4) Summer school and Jump Start acceleration programs for eligible students will be offered</p>		Campus Principals	Promotion of students			
<p>5) Provide ECO, extended day and Saturday school for high school students at risk of failure</p>		Campus Principals	Increase in students receiving course credit and attendance			
<p>6) Expand AVID opportunities at Middle School and High School through additional sections, and training for staff.</p>		Campus Principals Curriculum Director	Participation in AVID classes and summer institute. Students passing core classes each six weeks.			
<p>7) Provide Head Start and full day PreK services for students at risk. FTE 8.0</p>		Campus Principal	Student success each six weeks in Head Start			
<p>8) Provide home bound services for students in need</p>		Campus Principals	Number of students being served by home bound teacher and credits acquired			
<p>9) Provide appropriate services to address needs of homeless students</p>		Campus Principal Director of Special Programs	Number of students served			

10) Provide credit recovery and acceleration for students at risk of dropping out. FTE 3.0		Campus Principals	Number of students receiving credits			
11) Implement dyslexia program MTA		Campus Principal	Number of students served			
12) Align K-2 literacy expectations and develop aligned programming and reporting structure		Assistant Superintendent of C&I, Campus Principals	Revised K-2 report cards and grade level expectations			
System Safeguard Strategy PBMAS 13) Implement a writing plan that addresses deficiency in writing across EOC grades		Curriculum Director	Improved writing in all content area and growth in writing proficiency levels.			
System Safeguard Strategy PBMAS 14) Refine RTI for academic performance of struggling students and expand to include RTI behavior		Curriculum Director Director of Special Ed	Reduction in referrals of African- Americans to Special Ed.			
System Safeguard Strategy PBMAS 15) Provide Strategy and support for ELL learners.		Curriculum Director	Increased level of performance on STAAR			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

Performance Objective 1: Create a comprehensive technology plan with vertical alignment and ongoing professional development

Evaluation Data Source(s) 1: Evidence of technology instruction documented in lesson plans

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue Edgenuity credit recovery and acceleration software for students at risk of dropping out of school		Campus Principal Director of Curriculum and Instruction	Credits acquired by students at			
System Safeguard Strategy PBMAS 2) Professional development provided for special programs: GT, Dyslexia, ESL, Special Ed, and Title I		Director of Curriculum Director of Special Ed	Number of PD trainings attended			
3) Provide integration of technology in the classroom through partnership with digital media specialists and through the partnership with Region 7.		Director of Special Programs Technology Director Campus Principals Media Technology Specialists	Walk through documentation showing technology integration			
4) Attendance at TCEA conference for new technology resources		Technology Director Media Technology Specialists	Professional development sessions provided to each campus			
5) Support Blended Learning expansion, though professional development and resources		Middle School Media Specialist/Project Manager Technology Director Superintendent	Engaged learning activities documented during walk through			
6) Continue the robotics competition at all campuses		Campus Principals	Number of students participating in robotics competitions			
7) Provide resources and support for technology integration including infrastructure, hardware and software.		Technology Staff	Implementation of technology resources			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)

Performance Objective 1: Develop a comprehensive strategic plan, including short and long range facility goals, with involvement of staff and community stakeholders.

Evaluation Data Source(s) 1: Partnerships established with community members

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue planning process with community, staff, parents, and students in creating MISD Dashboard and Portrait of a graduate.		Superintendent	Number of parents and community members participating			
2) Continue implementation of the District of Innovation strategies		Superintendent	Staff surveys			
3) Expand communications through social media, call-outs, and publications		Superintendent Campus Principals	Number of parents participating			
4) Expand community CTE, Fine Arts and Facilities Committee		Superintendent	Parent and community participation			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)

Performance Objective 2: Meet the safety and security needs of students

Evaluation Data Source(s) 2: Evidence of reduction of discipline referrals

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide alternate setting in AEP or SAC for students who violate the Student Code of Conduct. FTE 2.0		Campus Principals	Number of discipline referrals will decrease			
2) Provide training on bullying, dating violence, early mental health, suicide prevention, substance abuse, sexual harassment, and conflict resolution.		Campus Principals Campus Counselors	Decrease in incidents			
3) Implementation of character ed program "Why Try" each six weeks based on core values		Campus counselors	Decrease in discipline referrals			
4) CPR and first aid training will be provided for UIL staff and coaches		Campus Principals	Number of staff trained			
5) Each campus will provide transitional activities for students and parents who are advancing to the next campus		Campus Principals				
6) Ensure that the Emergency Management Plan is reviewed and edited annually at each campus		Campus Principals Superintendent Director of Special Programs	Presentation at each campus			
7) Provide pregnancy related services		Campus Principal	Number of students served			
8) TBSI and ALICE training will be offered each year to the team at each campus		Director of Special Program Dean of Students	Number of staff trained			
9) Review procedures for reporting sexual abuse and other maltreatment of children.		Campus counselors	Number of staff trained			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)

Performance Objective 1: Provide opportunities for staff to receive on-going, targeted professional development utilizing best practices and providing feedback for continued growth

Evaluation Data Source(s) 1: Number of teachers participating in professional development

Summative Evaluation 1:


































Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
System Safeguard Strategy PBMAS 1) Provide training in the area of Literacy for ELL students		Campus Principals	Growth on benchmark assessments			
System Safeguard Strategy 2) Provide staff development support for student achievement through support from math consultant for grades K-5		Director of Curriculum and Instruction	Walk throughs documenting increased strategies in reading and math interventions			
Equity Plan Strategy 3) Conduct annual review of teacher certification, service records, and paraprofessional training to ensure all staff meet highly qualified standards		Director of Curriculum and Instruction	100% of staff meets definition of HQ			
4) Support for teacher certification in ESL such as test fees and certification fees to meet Highly Qualified in ESL		Director of Curriculum and Instruction	Increase in the number of staff meeting HQ in ESL			
Equity Plan Strategy 5) Recruit and retain highly qualified staff through the use of job fairs, job postings, partnerships with ESC 7 and local universities		Director of Curriculum and Instruction	Newly hired staff is highly qualified			
System Safeguard Strategy 6) Create a comprehensive K-5 Literacy Plan		Director of Curriculum Campus principal	Increased literacy skills			
Equity Plan Strategy 7) Implement Teacher Learning Leaders as support personnel		Director of Curriculum	Increased teacher capacity			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 5: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 1: Build trust and confidence through transparency and honest communication with regularly scheduled meetings with staff, parents, and community stakeholders

Evaluation Data Source(s) 1: Increased number of parents and community members in attendance

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide targeted training opportunities for parents each six weeks to strengthen the partnership between school and home in reading, math and science.	2.0, 6.0	Campus principals	Number of parents attending training			
2) Provide parent conferences to review report cards, STAAR data, EOC, MAP Data, iStation Reading, and TELPAS data.	6.0, 8.0	Campus Principals	Number of parents attending parent conferences			
3) Adult ESL classes will be offered to limited English speaking parents	6.0	Assistant Superintendent	Number of parents attending			
4) Provide parent night to review graduation requirements and FAFSA		High School Principal High School Counselors	Number of parents attending			
5) Provide Focus Group Meetings at each campus.	6.0	Superintendent	Number of parents and community members attending			
6) The School Health Advisory Committee (SHAC) will make recommendations related to health and the health education, and MISD Wellness Policy.		Assistant Superintendent	Number of parents attending			
7) Parents will be informed of various educational plans at the annual Title 1 meeting, and parent input will be solicited for the application	10.0	Assistant Superintendent	Completion of the application			
8) Parent involvement plans, developed with the input of parents, teachers, and administrators, will be maintained for the campuses and the district	6.0	Campus Principals	Availability of parent involvement plans			
9) Campus incentives are utilized to encourage attendance		Campus Principal	Increased attendance rate			
10) Provide parent involvement nights on each campus		Campus Principals	Number of parents participating			
11) Implement new Student Management system software including online registration and Family Access		Campus Principals	Number of parents participating			

<p align="center">Equity Plan Strategy</p> <p>12) Utilize T-TESS evaluation system for personalized goal setting and continuous growth.</p>		<p>Campus Principals Director of Curriculum</p>	<p>Teacher professional growth</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

Performance Objective 1: Evaluate Human Resource processes and create procedural handbook and efficiency in developing budgets

Evaluation Data Source(s) 1: Budget process includes all stakeholders

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Campus and district site base teams will meet to determine budgets at the campus and district level	10.0	Assistant Superintendent of Finance, Campus Principals	Approval of budgeted items			
2) Principals approve all campus level requisitions		Principals				
3) MISD School Board monitors the budget each month		Superintendent, Assistant Superintendent of Finance	Monthly reports			
4) Create a Human Resources digital notebook to document processes for application, hiring, and evaluating staff		Superintendent, Assistant Superintendent of Finance	Completed notebook			
5) Implement new Finance system software		Assistant Superintendent of Finance	Requisitions on line			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development activities with a focus on STAAR Social Studies, Science, Writing, ELA and Math, with an emphasis on ESL and Special Ed strategies
1	1	2	Develop a literacy plan for K-5 focused on balanced literacy
1	1	3	Implement comprehensive Math Plan to target grades K-5
1	3	1	Continue K-12 vertical teams in each of the core content areas.
1	3	2	PLC Team meetings will focus on data disaggregation and content specific data to track student progress.
1	3	3	At risk students in Middle School and High School will participate in supplemental reading and math programs. FTE 3.5
1	3	4	Summer school and Jump Start acceleration programs for eligible students will be offered
1	3	13	Implement a writing plan that addresses deficiency in writing across EOC grades
1	3	14	Refine RTI for academic performance of struggling students and expand to include RTI behavior
1	3	15	Provide Strategy and support for ELL learners.
2	1	2	Professional development provided for special programs: GT, Dyslexia, ESL, Special Ed, and Title 1
4	1	1	Provide training in the area of Literacy for ELL students
4	1	2	Provide staff development support for student achievement through support from math consultant for grades K-5
4	1	6	Create a comprehensive K-5 Literacy Plan

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Anderson	Primary School Reading	Title I	1.0
James Bowker	Middle School Math Plus	State Comp	.75
Julie Heard	Middle School Reading	Title I	.8750
Kathi Sulin	PreK	State Comp	1.0
Kaye Morris	Primary School Intervention	Title I	1.0
Kristen Tucker	Middle School Reading	State Comp	.1875
Kristina Salonen	Elem Intervention	Title I	1.0
Laura Dennis	Middle School Reading	State Comp	.75
Lisa Phillips	Second Grade	Title II	1.0
Lori McKinney	Elementary School Reading	Title I	1.0
Melisia Foster	High School Counselor	Title I	1.0
Pam Haston	Primary School Reading	Title I	.9
Raquel Palma	Kindergarten	Title II	1.0
Sheila Cash	Middle School ISS	State Comp	1.0
Sheronda London	Elementary Intervention	Title I	1.0
Stephen Almuete	Middle School	State Comp	.125
Tamara Bolden	Middle School Reading	State Comp	1.0
Teresa Crume	Middle School Reading	Title I	1.0
Teri Bedford	Middle School ELA	Title I	.8125
Tina Peterson	Middle School Reading	Title I	.8725
Tony Riley	AEP	Credit Recovery	.25
Uris Roberson	High School Math	State Comp	.5
Vicki Valek	DAEP/AEP	State Comp	1.0

Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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District Advisory Committee

Committee Role	Name	Position
District-level Professional	Jennifer Knipp	Director of C&I
District-level Professional	Mark Parkerson	Director of Special Programs
Administrator	Ange Everett	Elementary AP
Administrator	Kendall Gould	Principal - Middle School
Administrator	David Sauer	Principal High School
Administrator	Stacy Morris	Principal Elementary
Administrator	Jole Ray	Principal Primary School
Administrator	Mike Sorenson	Dean of Student and Staff Affairs
Classroom Teacher	Bonnie Garrett	Middle School
Classroom Teacher	Kara Ledkins	Media Technology Specialist
Classroom Teacher	Susan Lomanto	Elementary
Classroom Teacher	Wendall Benningfield	Elementary
Classroom Teacher	Amy Castleberry	Primary
Paraprofessional	Kalissa Craven	Primary
Classroom Teacher	Amanda Crone	High School
Classroom Teacher	Deborah Armstrong	High School
Parent	Anna Galaz	Primary, Elementary
Parent	Greg Key	Primary
Parent	Jessica Ortiz	Primary
Community Representative	Kim Galyean	Business
Classroom Teacher	Anissa Rodgers	Elementary
Classroom Teacher	Julie Heard	Middle School
Classroom Teacher	Calynn Holland	Primary
Classroom Teacher	Monica Brannan	High School

District School Health Advisory Council

Committee Role	Name	Position
Administrator	Jennifer Knipp	Director of Curriculum and Instruction
Administrator	Kim Tunnell	Superintendent
Administrator	Mark Parkerson	Director of Special Programs
Administrator	Ange Everett	Asst. Principal
Classroom Teacher	Debbie Phillips	Teacher
Administrator	Kim Myers	Food Service
Non-classroom Professional	Carol Cowley	counselor
Non-classroom Professional	Melisia Foster	counselor
Non-classroom Professional	Donna Palmer	counselor
Non-classroom Professional	Michelle Dudley	counselor
Parent	Christi Marlow	parent-nurse
Parent	Diana D'Angelo	parent
Parent	Dana Grosskopf	parent
Parent	Latoya English	parent
Community Representative	Cassandra Sampson	parent
Classroom Teacher	Kerry Van Cleave	teacher
Parent	Jaime Finley	parent
District-level Professional	Brandi Davlin	nurse
Business Representative	Amy Cosgrove	M.D.

Addendums

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

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by 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 calling, slurs, or rumors; 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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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 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
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, communications, or contact.

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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; 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:

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 WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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	<p>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.</p>
RETALIATION	<p>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, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>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.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>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.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives 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.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>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.</p>
TIMELY REPORTING	Reports of prohibited conduct 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.
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.
INVESTIGATION OF THE REPORT	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	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, 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.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
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.
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,</p>

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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.

CRIMINAL
INVESTIGATION

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.

CONCLUDING THE
INVESTIGATION

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.

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.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

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.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

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.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
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.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

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STAFF DEVELOPMENT EDUCATOR	<p>The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.</p>
PRINCIPAL	<p>The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]</p> <p><i>Education Code 21.451(a), (a-1)</i></p>
TRAINING SPECIFICS— EDUCATORS	<p>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</p> <p>A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]</p> <p>Staff development may include:</p> <ol style="list-style-type: none">1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;2. Training in preventing, identifying, responding to, and reporting incidents of bullying; and3. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school. <p><i>Education Code 21.451(b)–(d), (g)</i></p>
STUDENTS WITH DISABILITIES	<p>Staff development must include training, based on scientifically based research, that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.</p> <p>A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.</p> <p>In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.</p> <p><i>Education Code 21.451(d)(2), (e)–(f)</i></p>

PROFESSIONAL DEVELOPMENT
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SUICIDE
PREVENTION

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by TEA rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013

MENTAL HEALTH,
SUBSTANCE ABUSE
PREVENTION, AND
SUICIDE PREVENTION

A district shall provide training in mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

Health and Safety Code 161.325

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CHILD ABUSE AND
MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041

STUDENT DISCIPLINE

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

SPECIAL PROGRAMS
TRAINING

TEXAS
ADOLESCENT
LITERACY
ACADEMIES

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
 - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
 - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

Education Code 21.4551(c), (e); 19 TAC 102.1101

GIFTED AND
TALENTED
EDUCATION

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development

that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

ELECTIVE BIBLE
COURSE

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner of education with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED
EXTERNAL
DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

EXTRACURRICULAR
ACTIVITY SAFETY
TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the commissioner:

1. A coach or sponsor for an extracurricular athletic activity;

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2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

Education Code 33.202(b), (f); 19 TAC 76.1003

RECORDS

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

CONCUSSIONS

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for

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continuing education credit by the licensing authority for athletic trainers.

3. A licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

RESOURCES FOR
STAFF DEVELOPMENT

If a district receives resources from the commissioner's staff development account, it must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453*

Note: This policy addresses bullying of District students. 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 as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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.

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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	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, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
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, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
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.

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DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

CNA Meeting

Notes

8/29/2017

CNA meeting discussions were around each of the six goals identified by the district.

Goal 1: Provide an exemplary instructional program for all students that promotes successful post-secondary college and career readiness while eliminating the opportunity gap.

- Focused Instruction through differentiation
- Balanced Literacy K-5
- Develop vertical teams to review alignment
- Offer more industry certifications
- Develop Community connection/input/college expert advisors
- Create Independent learners by making them aware of their own needs through data analysis
- Monitoring individual student needs from beginning of year to the end
- Early Intervention

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

- Integrate more of the fine arts into the classroom
- Coding courses at the High School
- Offer CTE Exploration in 7/8 grade to build a coherent sequence
- Phase out old equipment (smartboards)- Decide Windows vs. Apple, standardize so that equipment works with other (ie: smartboard won't work with apple)
- Student e-portfolios using Google sites- goalsetting
- Need to educate all teachers to use blended instruction with validity and meaningful purpose
- Community input to reiterate needs of the 21st century

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)

- Monitor and follow all safety protocols
- Need Bond
- New Facilities
- Locks from the inside of the classroom
- Security of older buildings
- Internet security

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)

- Campus level new teacher training

- District mentor program
- Maintain a connection between the school and the community
- Competitive pay
- Survey of teacher needs
- Retain through support
- Recruit by traveling to colleges and scouting

Goal 5: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

- Parent/Community Involvement opportunities
- Make sure to keep information systems up to date
- More community events example: Fall/Harvest festival
- Utilize Twitter to showcase student successes
- District Wide Customer Service Training
- Continue parent nights “worth their time” not too much quality vs quantity
- People in the field mentoring students

Goal 6: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

- Conserve
- “stickers to remind us to turn off lights” energy efficiency
- Distribute Title 1 money in an effective way: benefits teacher and students
- Need to clearly communicate what we have (list of resources)
- All District forms, HR, finance, etc. digitized into current software platforms.

Mineola Independent School District Wellness Plan



School Health Advisory Council (SHAC)

Committee Members

Kim Tunnell	Superintendent
Venita Watts	Assistant Superintendent
Kerry VanCleave	Teacher
Kim Myers	Student Nutrition Director
Lindsey Hammond	School Nurse
Mary Hurley	Parent
Reana Sneed	Parent
Melanie Henderson	Parent
Jamie Finley	Parent Chairman
Gina Phelps	Parent
Nicole Ballard	Parent
Shelby Umphries	Student

Goal 1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other settings.

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Healthy nutrition will be taught in classrooms	Lesson plans
Food service staff will offer healthy food choices	Menus Procurement Records Texas Department of Agriculture USDA Dietary Guidelines
The school environment will encourage students to make healthy food choices through healthy messages.	Materials displayed Healthy choice menus posted
Promote completion of National School Lunch Program forms.	Parent meetings
Promote summer food program.	Posters displayed
Promote SHAC meetings and Review wellness plan as needed.	Meeting dates posted on website Wellness Plan posted on website

Goal 2. The District will share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of the students.

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Mobile asthma clinic will be offered through UT Health Center	Number of appointments scheduled
State dental clinic is offered for Primary and Elementary students	Number of appointments scheduled
Kiwanis support for the back to school promotion providing shots and health screenings	Attendance records
Grace Community Health center partners with High School Phlebotomy class	Number of visits to clinic

Goal 3: The District shall ensure that food and beverage advertisements accessible to students outside of school hours on District property contain only products that meet the federal guidelines for competitive foods.

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
USDA Dietary and smart snack guidelines are followed	USDA guidelines posted
Posted menus offer healthy choices	Menus on file

Goal 4: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Jump rope for heart program at Primary and Elementary	Number of participants
Moving Monday walking program	Number of participants
Staff wellness exercise program and mindful movement program	Number of staff participating
Health fair for staff sponsored by ETMC	Number of staff participating

Goal 5: The District shall make nutrition education a district-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Lifetime Nutrition and Wellness classes taught at High School	Students participating
Nutrition education taught through PE classes, Science classes, and Health classes	Curriculum utilized

Goal 6: The district shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Summer food program training	Teachers in attendance
Attendance at ESC 7 professional development	Food service staff in attendance
Food handler training for Consumer Science students	Certifications received

Goal 7: The district shall establish and maintain school gardens and farm-to-school programs

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Kindergarten students plant and maintain a garden each Spring	Foods produced
Mineola Elementary sponsors a Cabbage program	Students taking cabbage plant home to plant
Local Farmers market available	Availability of market to community

Goal 8: The district shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Moving Monday fitness classes	Students earning tokens for miles
Physical education classes offered on all campuses	Number of classes offered
Recess offered daily at Primary, Elementary and Middle School	Class Schedules
Public access to exercise programs and mindful movement program	Public in attendance

Goal 9: The district shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Brain Gym offered at Primary School	Staff trained
Station rotation offered at Primary and Elementary School	Staff trained

Goal 10: The district shall make appropriate before-school and after- school physical activity programs available and shall encourage students to participate

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
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Students participating in UIL sports	Number of students participating
Students participating in Band, Rope Trick team, Cheerleading	Number of students participating
5K Community Training	Number of students completing 5K

Goal 11: The district shall make appropriate training and other activities available to district employees in order to promote enjoyable, lifelong physical activity for employees and students

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Dance to fitness program offered 3 times per week	Dance exercise class participation
District team fitness challenge	Teams participating
Mindful movement program offered 1 time per week	Class participation

Goal 12: The district shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Brain Gym offered at Primary School	Staff trained
Station rotation offered at Primary and Elementary School	Staff trained

Goal 13: The district shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, that are available outside the school day.

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
Jacket camps offered in the summer for students to participate	Number of students participating
Little Dribblers available to all students	Number of students participating
Exercise classes open to the public	Number of adults participating
Peewee Cheer and football available	Number of students participating
Youth soccer practice available	Number of students participating

Goal 14: The district shall be in compliance with all Federal and State nutrition guidelines.

ACTION STEPS	METHODS FOR MEASURING IMPLEMENTATION
The food service director will follow mandated dietary guidelines	USDA Dietary Guidelines Smart Snack Guidelines
The guidelines for reimbursable meals shall not be less restrictive than the regulations and guidance of the Child Nutrition Act and the National School Lunch Act	Child Nutrition Act National School Lunch Act

Meeting Notes

DAC meeting 3-27-18

1. Mrs. Tunnell, Mrs. Knipp and Mr. Parkerson updated committee on Strategic Plan
2. DAC committee went through and review progress on goals and objectives for the District Improvement plan for 2017-2018
3. The committee ranked needs on technology, Professional Development, Staffing and the budget

Results:

Technology

Smart Boards that work

Phones in the classroom

Learning Management System

Budget

Training for those new to the district (policies and operational)

Updated furniture suitable to a blended environment

Campus Safety Issues

Improved process for travel expenses

Professional Development

Personalized learning (actionable)

Robotics training for Vex

Behavior training for in classroom environment

Social Emotional

Relationship Building

Staffing

Tech support on MS campus

SRO

Counselor at elementary

Behavior interventionist specialist

ESL teacher not shared

Nurse without teaching duties