Brady Independent School District

District Improvement Plan

2023-2024

Mission Statement

The Brady Independent School District is responsible for preparing its students to live and work in a changing society. To be successful in this endeavor, the district must:

- Prepare students to be lifelong learners
- Provide students with a challenging curriculum
- Assist students in developing citizenship and economic responsibility
- Assist students in developing appreciation of their American heritage and its multicultural richness
- Assist students in developing positive attitudes toward education and its importance to their future

The district is committed to:

- Provide instruction at the highest level of quality
- Provide the resources necessary for quality programs
- Account for results of its programs

Brady ISD believes that all children can learn the necessary skills to be independent and productive citizens.

Vision

The vision of Brady Independent School District is to provide each student a diverse education that promotes self-discipline, motivation, and excellence in learning within a secure and positive environment.

Value Statement

Brady ISD Goals

Goal #1: Brady ISD will improve learning and athletic facilities throughout the district. (2022-2024 Bulldog Stadium dressing rooms)

Goal #2: Brady ISD will increase the number of students attaining mastery performance on the STAAR/EOC by 10% by 2024.

Goal #3: Brady ISD will focus on increasing the retention of district personnel from 85% to 95% by 2024.

About the District

Brady ISD has three campuses in Brady, Texas. Brady High School contains grades 9th through 12th grade. Brady Middle School contains grades 6th through 8th grade. Brady

Elementary School contains PK through 5th grade. The mascot for Brady ISD is the bulldog and the school colors are black and gold. Brady ISD is a AAA district.

Location of the District Improvement Plan

Parents/Guardians, students, community members, and staff can all access the Brady ISD District Improvement Plan on the Brady ISD website at the following link: http://www.bradyisd.org/cms/One.aspx?portalId=619379&pageId=959564

A paper copy of the Brady ISD District Improvement Plan is available upon request through Teresa Lawrence at the Brady ISD Administration office.

Location: 1003 West 11th Street Brady, Texas 76825

Office phone number: 325-597-2301

District Improvement Plan Languages Available

The Brady ISD District Improvement Plan is available in English and Spanish in print.

District Comprehensive Needs Assessment Summary of Process

The Brady ISD District Leadership Team has meetings throughout the school year as needed. School personnel are notified of the meeting through email. Parents/Guardians, community members, and business representatives are notified through a phone call and email if they request. The District Leadership Team meets to review data to determine district strengths and weaknesses. The District Leadership Team has different categories of information to review and discuss;

Demographics
Student Achievement
District Culture & Climate
Staff Quality, Recruitment & Retention
Curriculum Instruction and Assessment
Parent & Community Engagement
District Context & Organization
Technology

While working in small groups the team members write down identified strengths and needs based on data. At a second meeting, the District Leadership Team gets back into small groups from the previous meeting. In the small groups the members identify strategies to address the weaknesses they identified in the previous meeting. The strategies determined in the District Leadership Team meeting are then placed into the District Improvement Plan. The District Improvement Plan is a living document and is updated throughout the year as needed.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Concerns:

- consistent enrollment (student mobility)
- inconsistent class sizes
- continue to revise and update programs to meet the needs of all students (special programs and other student populations)

Demographics Strengths

Strengths:

- strong participation in CTE programs
- dropout rate remains low
- highly qualified staff
- "A" District
- advance academics (dual credit)

Student Achievement

Student Achievement Summary

Concerns:

- Continue to implement and facilitate Professional Learning Communities (PLCs), data meetings and vertical alignment
- Utilize state, federal and local dollars to continue to build and reinforce our programs, staffing, and available resources
- We identified several grade levels that will need more intensive assistance with Reading, Math, and Science
- Continue to follow the TEKS Resource System (TRS) with fidelity

Student Achievement Strengths

Strengths::

- "A" District
- Professional Learning Conferences (PLCs), data meetings and Campus Leadership Teams (CLTs)
- Supplement our curriculum & instruction and lesson planning with individual student data and such programs as Lead4Ward, Implementing the TEKS Resource System (ITRS) and TExGuides
- Reading Strategy-Notice and Note: Close Reading and Nonfiction K-5, Reader's Workshop K-2 and Writer's Workshop K-12

District Culture and Climate

District Culture and Climate Summary

Concerns:

- procedures and routines
- finding available teachers for openings
- continue to find relevant professional developments for staff needs (BISD procedures, programs, instruction)
- provide mentors and consistent check-ins for new teachers and new staff to the district

District Culture and Climate Strengths

Strengths:

- updated policies and handbooks
- grant money to support teaching and learning
- Parent and Family Engagement (PFE) opportunities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Concerns:

- housing for new teachers and staff
- teacher shortage
- continue to find relevant professional developments for staff needs (BISD procedures, programs, instruction)
- provide mentors and consistent check-ins for new teachers and new staff to the district

Staff Quality, Recruitment, and Retention Strengths

Strength:

- District of Innovation (DOI) has been very beneficial in hiring
- teacher and staff incentive
- district pays for one test to get certified in specialty areas of need

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Concerns:

- Professional Learning Communities (PLCs), data meetings, vertical alignment need to be more efficient
- individual student progress monitoring
- remediation, accelerated instruction and enrichment
- targeted support and improvement on STAAR/EOC (all campuses)

Curriculum, Instruction, and Assessment Strengths

Strengths:

- ESSER II, III, TCLAS, Title I
- Effective Schools Framework (Brady Elementary)
- Effective Advising Framework Grant (Brady ISD)
- 2022 STAAR and EOC results
- Reading Strategy: Notice and Note Close Reading and Nonfiction K-5
- Reader's Workshop K-2
- Writer's Workshop K-12

Parent and Community Engagement

Parent and Community Engagement Summary

Concerns:

- Communicating Parent and Family Engagement (PFE) opportunities
- Focusing on populations of parents/guardians that are not likely to attend PFE opportunties
- Continue to utilize our Parent Liasion to reach our different groups of parents (mobile, Spanish-speaking, at-risk...etc.)

Parent and Community Engagement Strengths

Strengths:

- one-on-one Counseling sessions at the middle school and high school (to discuss FAFSA, expectations, graduation plans...etc.)
- campus counselors have developed strategies to get parents involved in their child's education
- we have streamlined our communication platforms for easier access (Parent Square)
- Parent and Family Engagement opportunities (ESL Family Night, Dyslexia Family Night, FASFA Night, Meet the Teacher, GT Showcases, Band Concerts...etc.)

District Context and Organization

District Context and Organization Summary

Concerns:

- district and campus inventory
- district and campus hierarchy
- Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS)
- Behavior framework and procedures

District Context and Organization Strengths

Strengths:

- academic accountability
- financial accountability
- District Leadership Teams (DLT)
- Campus Leadership Teams (CLT)
- district and campus communications
- district and campus websites
- social media

Technology

Technology Summary

Concerns:

- infrastructure needs improvement
- instructional technology
- continued professional development
- interactive panels at BHS

Technology Strengths

Strengths:

- 1 to 1 on staff and student devices
- security cameras at BHS, BMS, and BES
- interactive panels at BMS and BES
- utilizing the SAMR model (Substitution, Augmentation, Modification and Redefinition)
- radios across the district
- acquisition of drone for student learning (mobile lab)
- interactive student learning spaces at all campuses

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)
- Planning and decision making committee(s) meeting data
- 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

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
- 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: BISD will provide quality Curriculum, Instruction , and Assessment.

Performance Objective 1: The district will work with all campuses to build on academic success, as well as improve on areas of academic need.

High Priority

HB3 Goal

Evaluation Data Sources: College, Career and Readiness Data
Campus Transition Data
PLC and Benchmark Data
STAAR Assessment Data
Reading and Math Screening
Dyslexia Screening (First Grade)

Strategy 1 Details	Reviews			
Strategy 1: Principals will require teachers in grades K-12 to align instruction by consistently utilizing the Year-At-a-Glance (YAG) found in the TEKS Resource System (TRS).	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Impact grade-level readiness **Staff Responsible for Monitoring:** District and Campus-Level Administrators Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** TExGUIDE - Local Funds - $5,000, TEKS Resource System - Local Funds - $6,265, Texas Student Data System - Local Funds - $3,400	70%			

Strategy 2 Details	Reviews			
Strategy 2: Professional development opportunities will be made available to teachers in their content areas to improve planning and instruction.	Formative			Summative
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Improved walk-through and T-TESS data of teachers Improvement of student performance on local and state assessments Teacher goals and student learning objectives (SLOs) **Staff Responsible for Monitoring:** Campus-Level Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Professional Development - ESSA - $3,032, Region 15 ESC Professional Development/Contracted Services - ESSA - $13,359, Effective Advising Framework Grant - Grant - $60,000, Brady ISD Professional Development - Local Funds - $16,975, Eduphoria - Local Funds - $10,275	65%			

Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to target or address instruction, as it relates to all BISD special programs and other student populations (SpED, 504, GT, ESL, Dyslexia).	Formative			Summative
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Improvement of student performance on local and state assessments **Staff Responsible for Monitoring:** Campus Administrators Teachers Heart of Texas Education Cooperative **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** Professional Development - ESSA - $3,032, Region 15 ESC Professional Development/Contracted Services - Local Funds - $13,359, Gifted and Talented (professional development, salaries, supplies) - Local Funds - $83,216, Title III LEP SSA - Title III - $2,828, Brady ISD Professional Development - Local Funds - $16,975, Dyslexia (professional development, salaries, supplies) - Local Funds - $55,756, SPED (professional development, salaries, supplies) - Local Funds - $1,401,351, ESL (professional development, salaries, supplies) - Local Funds - $12,397	45%			

Strategy 4 Details	Reviews			
Strategy 4: Inform all parents/guardians in grades 6-12 of advanced academics and CTE course offerings at Brady High School through one-on-one parent meetings with school counselors. Brady ISD will also focus on college and career readiness in grades 5-12 utilizing the Effective Advising Framework (EAF).	**Formative**			**Summative**
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Improved CCR data College and career pathway refinement Improved college and career readiness exposure in grades 5-8 Interest inventories to explore college and career paths in grades 5-12 **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Campus Staff District Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** Strengthening Career and Technical Education for the 21 Century (TEA) - Carl Perkins - $12,463, CTE Personnel, Supplies and Travel - Local Funds - $381,638, Effective Advising Framework - Grant - $170,500, College, Career and Military Readiness (professional development, salaries, supplies) - Local Funds - $239,026	60%			

Strategy 5 Details	Reviews			
Strategy 5: All teachers providing services to GT students, all administrators, and counselors will have the required 30 hours and yearly 6 hour update(s).	**Formative**			**Summative**
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Differentiation of instruction for GT Independent products produced by students **Staff Responsible for Monitoring:** Campus Administrators GT Teachers District Administrators **Title I:** 2.5 **Funding Sources:** Gifted and Talented (professional development, salaries, supplies) - Local Funds - $83,216	85%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: BISD will set a student target of 90% approaches, 60% meets and 30% masters on all STAAR/EOC assessments.

Performance Objective 1: All BISD students will improve by 10% on the previous STAAR and EOC assessments.

High Priority

Evaluation Data Sources: STAAR/EOC results
TAPR
Student retention rate
Student attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Reading and Math interventions will be implemented at each campus to meet the needs of at-risk students. Additionally, BISD will provide relevant professional development and training for teachers to assist with addressing learning loss and gaps.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increase student growth measures on local and state assessments Closing academic gaps with targeted student groups-all campuses Increase student achievement on local and state assessments **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Teacher Salaries - ESSER III - $250,016, State Compensatory Education - State Compensatory Education - $511,127, Contracted Services/Professional Development - ESSER III - $112,136, Edgenuity (High School and Middle School) - Title I, Part A - $29.08, SuccessEd (EL and 504 program management). - Title I, Part A - $1,678.48	60%			

Strategy 2 Details	Reviews			
Strategy 2: BISD will provide a framework for campuses to create local assessments and evaluate student data, to support	**Formative**			**Summative**
consistent progress monitoring of all students.	Oct	Mar	May	June
Strategy's Expected Result/Impact: Increase of student growth measures on local and state assessments Closing the academic gaps between all student demographics on local and state assessments Increase the scores on local and state assessments **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Eduphoria/Test Maker - Title I, Part A - $2,475, Eduphoria Lead4Ward - Title I, Part A - $1,125	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
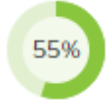
Goal 3: BISD will utilize Technology to support student achievement and engagement.

Performance Objective 1: BISD will focus on emphasizing engaging and rigorous use of technology by teachers, staff and students by utilizing the SAMR Model (Substitution, Augmentation, Modification and Redefinition).

High Priority

Evaluation Data Sources: Director of Technology
District and Campus Site-Based Decision Making Committees (SBDM)
Campus observations
District and Campus Surveys

Strategy 1 Details	Reviews			
Strategy 1: BISD will maintain and upgrade operating systems and programs to provide the greatest access to staff development and instructional resources.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased student engagement through walk-through data Increased student achievement Increased integration of technology use in the classroom **Staff Responsible for Monitoring:** Technology Director Technology Specialist Campus Administrators Campus Teachers and Staff District Administrators **Title I:** 2.5 **Funding Sources:** Educational Technology - ESSER III - $35,524, Technology Budget - Local Funds - $308,797	70%			

Strategy 2 Details	Reviews			
Strategy 2: BISD will provide professional development in the use and implementation of technology for instructional purposes.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased understanding of technology applications and resources Increased technology use in daily lessons **Staff Responsible for Monitoring:** Technology Department Campus Administrators Campus Staff District Administrators **Title I:** 2.5 **Funding Sources:** Professional Development/Contracted Services - ESSER III - $112,136	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: BISD will effectively define the Context of, as well as Organize all district programs.

Performance Objective 1: BISD will increase program efficacy by monitoring all program areas throughout the year (GT, all Special Programs, Response to Intervention (RTI), ACE, Carl Perkins, School Nutrition, Transportation and Counseling).

High Priority

HB3 Goal

Evaluation Data Sources: College, Career and Military Readiness (CCMR)
Counseling Year-at-a-Glance progress (YAG)
Eduphoria performance data
Nutrition policies and procedures
Region 15 Education Service Center (ESC)

Strategy 1 Details	Reviews			
Strategy 1: BISD has a shared service agreement (SSA) with Region 15 Education Service Center to support all BISD programs.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Region 15 Education Service Center targeted professional development Federal program compliance **Staff Responsible for Monitoring:** District Administration Business Manager Campus Administrators **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** Carl Perkins SSA - Carl Perkins - $12,463, Region 15 Service Center-Professional Development/ Instruction and Admin Services - Local Funds - $12,062.50, Region 15 Service Center Services Contract - ESSER III - $8,333.33	75%			

Strategy 2 Details	Reviews			
Strategy 2: The district utilizes the Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) process for reviewing student progress to determine appropriate academic and behavioral supports for students. **Strategy's Expected Result/Impact:** Tiered-interventions Improved student progress **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors Campus Staff **Title I:** 2.4, 2.5, 2.6, 4.2 **Funding Sources:** Region 15 Service Center Services Contract - ESSER III - $8,333.33	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
	40%			

Strategy 3 Details	Reviews			
Strategy 3: BISD will ensure that Carl Perkins funding is equitably distributed between all Career Technology Education (CTE) aligned programs of study (Welding, Culinary Arts, Animal Science and Family and Human Services). **Strategy's Expected Result/Impact:** Increased student participation in College, Career and Readiness (CCR) Updated Career Technology Education (CTE) equipment **Staff Responsible for Monitoring:** District Administration Campus Administration Campus Teachers **Title I:** 2.4, 2.5 **Funding Sources:** Carl Perkins - Carl Perkins - $12,463	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
	85%			

Strategy 4 Details	Reviews			
Strategy 4: BISD will ensure that all counselors utilize the Texas Comprehensive Counseling Model to support the emotional, social and academic needs of all students.	Formative			Summative
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Character themed six-weeks Year-at-a-Glance (YAG) document Increased parent/student engagement Increased one-on-one career guidance for grades 6-12 Student academic monitoring Dropout prevention **Staff Responsible for Monitoring:** District Administration Campus Administration Campus Counselors **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	60%			

Strategy 5 Details	Reviews			
Strategy 5: BISD will provide a safe learning environment for all staff and students.	Formative			Summative
	Oct	Mar	May	June
Strategy's Expected Result/Impact: Brady ISD will continue to support the security and safety of all district facilities. These include, but are not limited to cameras, fencing, door locks, keyless entry, additional police presence, implementation of the Guardian Program, signage, visitor management system, and routine campus door audits. **Staff Responsible for Monitoring:** Directors School Resource Officer Campus Administration District Administration Custodial Service Personnel Transportation Personnel Faculty and Staff **Title I:** 2.5, 2.6 **Funding Sources:** District Safety and Security - Local Funds - $173,826, School Safety Formula Grant - Grant - $122,000	80%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: BISD will Recruit and Retain Quality Staff to support student achievement.

Performance Objective 1: BISD will be strategic in developing a plan in recruiting and retaining quality staff.

Evaluation Data Sources: Years of service
Certifications
Campus Walk-throughs
Compensation

Strategy 1 Details	Reviews			
Strategy 1: BISD will address teaching vacancies utilizing our District of Innovation (DOI) plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers with the appropriate certification	**Oct**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: District Administration Campus Administration **Title I:** 2.5	75%			

Strategy 2 Details	Reviews			
Strategy 2: BISD will support first and second-year teachers and teachers new to the district through a teacher-mentor program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher retention	**Oct**	**Mar**	**May**	**June**
Improved classroom instruction Established class norms **Staff Responsible for Monitoring:** District Administration Campus Administration Campus Teachers (Lead and Assigned Mentors) **Title I:** 2.5	50%			

Strategy 3 Details	Reviews			
Strategy 3: BISD will support staff, teacher and administrator retention through the use of retention incentives and compensation plans.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Teacher retention rate BISD staff certification and years of experience BISD staff compensation plan **Staff Responsible for Monitoring:** Campus Administration District Administration **Title I:** 2.4, 2.5 **Funding Sources:** Teacher Incentive Pay - ESSER III - $93,000	85%			

Strategy 4 Details	Reviews			
Strategy 4: BISD will work to fill vacancies with appropriate staff.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Balanced class sizes Efficient continuity of operations and programs Continuity of support for staff and students **Staff Responsible for Monitoring:** District Administrators Campus Administrators **Funding Sources:** Elementary Classroom Teacher - Title I, Part A - $54,200, High School Campus Counselor (RLIS and ESSER III) - ESSER III - $72,961, DAEP Teacher (split between HS and MS Title I funds) - Title I, Part A - $40,000, Brady Elementary Aide - Title I, Part C (Migrant) - $21,711, Brady Elementary Campus Teachers - ESSER III - $199,600, Brady Elementary and Brady Middle School Campus Counselors - Title I, Part A - $127,832	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: BISD will work to increase Parent and Community Engagement across the district.

Performance Objective 1: BISD will continue to provide parent and community engagement opportunities.

High Priority

Evaluation Data Sources: Parent and community surveys
Parent & Family Engagement activities (Campus Improvement Plans)
BISD parent liaison activities and home visits

Strategy 1 Details	Reviews			
Strategy 1: BISD will provide ongoing parent education through our district parent liaison.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental engagement in school activities Increased parental engagement with district and campus staff	**Oct**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: District Administration Campus Administration District Parent Liaison **Title I:** 2.6, 4.1 **Funding Sources:** District Parent Liaison - Title I, Part A - $37,802	90%			

Strategy 2 Details	Reviews			
Strategy 2: BISD parent liaison will provide support for parents of at-risk students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the drop-out rate Assist the district in communicating with parents of at-risk students Provide support for homeless students	**Oct**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Campus Administration Campus Staff District Parent Liaison **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** Parent Liaison Supplies - State Compensatory Education - $500, Parent Liaison Homeless Supplies - ESSER II - $2,500, Parent Liaison Homeless Services - Title I, Part A - $1,000	85%			

Strategy 3 Details	Reviews			
Strategy 3: The district will communicate effectively with students, parents, staff and community, utilizing social media, BISD websites, Parent Square, and local media outlets.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased traffic on the district website and social media platforms Improved district website Increased presence on local media **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Staff **Title I:** 4.1, 4.2 **Funding Sources:** Parent Square-Communication - Title I, Part A - $4,966.50, District Communications Budget - Local Funds - $42,200, Translation Services of DIP and CIP - Title I, Part A - $1,700	75%			

Strategy 4 Details	Reviews			
Strategy 4: BISD will be invite parents and community members to participate in district and campus committees, including District Site-Based Decision Making Committee (SBDM), Campus Site-Based Decision Making Committee (CSBDM), and School Health Advisory Committee (SHAC).	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Agenda Minutes Documentation of participation **Staff Responsible for Monitoring:** Superintendent Campus Administration Campus Staff Director of Food Service **Title I:** 4.2	75%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: BISD will work to improve District Culture and Climate across the district.

Performance Objective 1: BISD will work with administrators, staff, students and community to develop opportunities to create a positive school experience.

Evaluation Data Sources: Campus climate surveys
Community surveys
Discipline data
Professional Development (PD) data
T-TESS and T-PESS

Strategy 1 Details	Reviews			
Strategy 1: BISD will continue to employ a School Resource Officer (SRO) and an additional officer, to assist with the safety and security of all BISD campuses.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Updated Emergency Operation Plan (EOP) Improved partnership with local law enforcement and emergency agencies **Staff Responsible for Monitoring:** District Administration Campus Administration **Funding Sources:** School Resource Officer (1) and additional rotating officer - Local Funds - $90,000	95%			

Strategy 2 Details	Reviews			
Strategy 2: BISD will provide opportunities for professional development relevant to staff needs.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Professional growth Increase student academic performance Increased awareness with curriculum and instruction Increased awareness with data collection and disaggregation **Staff Responsible for Monitoring:** District Administration Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6	70%			

Strategy 3 Details	Reviews			
Strategy 3: BISD will continue to recognize employees for their exemplary service.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: BISD staff recognition and appreciation BISD Campus staff recognition and appreciation **Staff Responsible for Monitoring:** District Administration Campus Administration	95%			

Strategy 4 Details	Reviews			
Strategy 4: BISD will employ a District Mental Health Counselor to address mental health and wellness with both staff and students.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Student growth Student safety Mental health and wellness **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Counselors District Mental Health Counselor **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** District Mental Health Counselor - ESSER III - $72,535	85%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 8: BISD will focus on programs and services to support the diverse needs of our student Demographics.

Performance Objective 1: BISD will increase program and service efficiency by ensuring that adequate resources are utilized and applicable staff are appropriately trained.

Evaluation Data Sources: Staffing reports
Master schedules
Program enrollment numbers (programs of study, ACE, GT, Special Programs, advanced academics)

Strategy 1 Details	Reviews			
Strategy 1: BISD will efficiently utilize our District Parent Liaison and other available resources to assist at-risk students and support families.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Improved student attendance and academic performance of at-risk students Raise awareness of program opportunities and resources available to at-risk students **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Staff Parent Liaison **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** Personnel, Supplies, Accelerated Instruction - State Compensatory Education - $511,127	95%			

Strategy 2 Details	Reviews			
Strategy 2: BISD will work with After-school Centers on Education (ACE) directors to increase the enrollment and support of at-risk students.	**Formative**			**Summative**
	Oct	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased at-risk student achievement Closing the academic gaps Increased enrollment into ACE **Staff Responsible for Monitoring:** District Administrators Campus Administrators ACE Directors Campus Teachers **Title I:** 2.5, 2.6	90%			

Strategy 3 Details		Reviews		
Strategy 3: The BISD counselors will inform parents and students of higher-education admission requirements, as well as financial aid and scholarship opportunities.		**Formative**		**Summative**
		Oct	Mar	May	June
Strategy's Expected Result/Impact: Increased Free Application for Federal Student Aid (FAFSA) applications Increased post-secondary enrollment **Staff Responsible for Monitoring:** District Administrators Campus Administrators Campus Counselors **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2		85%			

Strategy 4 Details		Reviews		
Strategy 4: BISD will promote student enrollment into dual credit and Career and Technology Education (CTE) certification programs with opportunities for tuition and reimbursement.		**Formative**		**Summative**
		Oct	Mar	May	June
Strategy's Expected Result/Impact: Increased dual credit enrollment Increased enrollment in CTE certification programs **Staff Responsible for Monitoring:** District Administrators Campus Administrators High School Counselor Campus Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** Tuition - Local Funds - $35,000, Effective Advising Framework - Grant - $170,500		90%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 9: BISD will focus on updating existing school facilities.

Performance Objective 1: BISD will hire an architect to help guide in the demolition of old athletic facilities and new construction of athletic facilities.

High Priority

Evaluation Data Sources: Architect's notes and recommendations

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $606,090.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

BISD utilizes SCE for accelerated instruction, safe/drug free assemblies, teaching supplies, PALS, teacher salaries, drug/alcohol screenings, and district parent liaison supplies.

District Funding Summary

			Local Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Texas Student Data System		$3,400.00
1	1	1	TEKS Resource System		$6,265.00
1	1	1	TExGUIDE		$5,000.00
1	1	2	Brady ISD Professional Development		$16,975.00
1	1	2	Eduphoria		$10,275.00
1	1	3	Brady ISD Professional Development		$16,975.00
1	1	3	Dyslexia (professional development, salaries, supplies)		$55,756.00
1	1	3	SPED (professional development, salaries, supplies)		$1,401,351.00
1	1	3	Gifted and Talented (professional development, salaries, supplies)		$83,216.00
1	1	3	Region 15 ESC Professional Development/Contracted Services		$13,359.00
1	1	3	ESL (professional development, salaries, supplies)		$12,397.00
1	1	4	CTE Personnel, Supplies and Travel		$381,638.00
1	1	4	College, Career and Military Readiness (professional development, salaries, supplies)		$239,026.00
1	1	5	Gifted and Talented (professional development, salaries, supplies)		$83,216.00
3	1	1	Technology Budget		$308,797.00
4	1	1	Region 15 Service Center-Professional Development/Instruction and Admin Services		$12,062.50
4	1	5	District Safety and Security		$173,826.00
6	1	3	District Communications Budget		$42,200.00
7	1	1	School Resource Officer (1) and additional rotating officer		$90,000.00
8	1	4	Tuition		$35,000.00
				Sub-Total	**$2,990,734.50**
			Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Edgenuity (High School and Middle School)		$29.08
2	1	1	SuccessEd (EL and 504 program management).		$1,678.48
2	1	2	Eduphoria/Test Maker		$2,475.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Eduphoria Lead4Ward		$1,125.00
5	1	4	Brady Elementary and Brady Middle School Campus Counselors		$127,832.00
5	1	4	Elementary Classroom Teacher		$54,200.00
5	1	4	DAEP Teacher (split between HS and MS Title I funds)		$40,000.00
6	1	1	District Parent Liaison		$37,802.00
6	1	2	Parent Liaison Homeless Services		$1,000.00
6	1	3	Translation Services of DIP and CIP		$1,700.00
6	1	3	Parent Square-Communication		$4,966.50
				Sub-Total	$272,808.06

Title I, Part C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	4	Brady Elementary Aide		$21,711.00
				Sub-Total	$21,711.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Title III LEP SSA		$2,828.00
				Sub-Total	$2,828.00

Carl Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Strengthening Career and Technical Education for the 21 Century (TEA)		$12,463.00
4	1	1	Carl Perkins SSA		$12,463.00
4	1	3	Carl Perkins		$12,463.00
				Sub-Total	$37,389.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	State Compensatory Education		$511,127.00
6	1	2	Parent Liaison Supplies		$500.00
8	1	1	Personnel, Supplies, Accelerated Instruction		$511,127.00
				Sub-Total	$1,022,754.00

ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2	Parent Liaison Homeless Supplies		$2,500.00
				Sub-Total	$2,500.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Contracted Services/Professional Development		$112,136.00
2	1	1	Teacher Salaries		$250,016.00
3	1	1	Educational Technology		$35,524.00
3	1	2	Professional Development/Contracted Services		$112,136.00
4	1	1	Region 15 Service Center Services Contract		$8,333.33
4	1	2	Region 15 Service Center Services Contract		$8,333.33
5	1	3	Teacher Incentive Pay		$93,000.00
5	1	4	High School Campus Counselor (RLIS and ESSER III)		$72,961.00
5	1	4	Brady Elementary Campus Teachers		$199,600.00
7	1	4	District Mental Health Counselor		$72,535.00
				Sub-Total	$964,574.66

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Effective Advising Framework Grant		$60,000.00
1	1	4	Effective Advising Framework		$170,500.00
4	1	5	School Safety Formula Grant		$122,000.00
8	1	4	Effective Advising Framework		$170,500.00
				Sub-Total	$523,000.00

ESSA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development		$3,032.00
1	1	2	Region 15 ESC Professional Development/Contracted Services		$13,359.00
1	1	3	Professional Development		$3,032.00
				Sub-Total	$19,423.00

Addendums

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

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.

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

	Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
		For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

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.

Brady Independent School District
Parent and Family Engagement Policy
ESSA Section 1116
2020 - 2021

1. Brady ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented through meaningful consultation with parents who have participating children.

   - Brady ISD will contact parents and family members to gather meaningful feedback by:
     - ❖ Phone
     - ❖ Email
     - ❖ Face to face conversations – time and place to be determined cooperatively between district and parent
     - ❖ District website
     - ❖ Survey(s)
     - ❖ School Messenger

2. Brady ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Brady ISD will develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy.

   - This policy shall be incorporated into Brady ISD's District Improvement Plan (DIP)
   - The policy will establish Brady ISD's expectations and objectives for meaningful parent and family involvement.
     - ❖ The Brady ISD Parent & Family Engagement Policy is distributed and explained to parents at the fall District Leadership Team Meeting (Site Base Decision Making Committee Meeting) and it is also available on the district website.
     - ❖ The Parent & Family Engagement Policy is typically reviewed and revised in the spring of each school year.
     - ❖ Parents and family members give feedback and input regarding the content and effectiveness of the Parent and Family Engagement Policy.

3. Brady ISD will involve parents and family members in jointly developing the local educational plan (DIP) and the development of support and improvement plans.

   - The District Improvement Plan (DIP) is typically updated in the fall of each school year and as needed during the year since it is a working document.

- Parents and family members are involved on DIP committees (District Site Base Decision Making Committee) providing valuable feedback and input on various areas.

4. Brady ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- Brady ISD works with the schools and the community to develop Parent and Family Engagement Strategies to work with parents for student success according to the following:
  - ❖ The district reviews the Parent and Family Engagement Policy with the District Leadership Team (District Site Base Decision Making Committee Members).
  - ❖ Individuals on the District Site Base Decision Making Committee provide valuable input and feedback into the development of strategies to work with parents.

5. Brady ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Brady ISD Parent and Family Engagement Strategies are coordinated and integrated in the following ways;
  - ❖ A flexible number of meetings are offered to maximize the opportunities for parents and family members to participate in school related activities.
  - ❖ Meetings are coordinated to prevent parents from having to attend multiple different meetings for different areas (Title I, Migrant, EL, Sped, Homeless etc.) including parent and family engagement.
  - ❖ Translators are available
  - ❖ Parents are encouraged to be actively involved in their child's education at school.

6. Brady ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

- Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions;
  - ❖ During the spring semester April – May the annual evaluation will be conducted.
  - ❖ The District Leadership Team (District Site Base Decision Making Committee) will conduct the evaluation.
  - ❖ Findings will be made public by June on the BISD website.
  - ❖ Parents and family members will be active participants as they are members of the District Site Base Decision Making Committee.

7. Brady ISD will use the finding of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The role of parents and family members in designing and implementing evidence-based strategies
    - ❖ Brady ISD will offer resources and ideas to the parents and family members of evidence-based strategies found effective to increase parental involvement.
    - ❖ Parents and family members will provide ideas they believe will increase parental involvement within Brady ISD.
    - ❖ Brady ISD will utilize resources from Educational Service Centers.

8. Brady ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

- Parent groups and booster clubs receive Title I, Part A information in the following ways;
    - ❖ Parents and family members who are part of parent groups or booster clubs receive their Title I, Part A informative meeting from the campus annual Title, I meeting.
    - ❖ Parent groups consist of, Brady Elementary PTO, Brady Elementary Watchdogs, and Brady Middle School PATS Organization.
    - ❖ Booster clubs consist of, Ol' Hound Dogs and Famed Brady Bulldog Band (FBBB).

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Brady ISD shall:

(i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- Resources and actions to assist parents are;
    - ❖ Brady ISD Parent Liaison: reports for home visits to families based upon a request from the school. Coordinates and conducts parent/student training sessions. Makes contact and motivates parents to attend school activities. Builds and maintains positive relationships with parents. The BISD Parent Liaison can be contacted at the BISD Administration office.
    - ❖ Parent/teacher conferences
    - ❖ txConnect Parent Portal to Texas Gradebook (monitor child(ren) grades)
    - ❖ Campus meetings regarding state academic standards
    - ❖ Open house/meet the teacher/report card pick up/STAAR Meeting
    - ❖ *STAAR Prepare for Success A Parent Guide to the Student Success Initiative at Grades 5 and 8,* pamphlet from TEA

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

- Brady ISD provides the following resources and actions to assist parents;
    - ❖ Brady ISD Parent Liaison, English Literacy Skills

- ❖ Access to online educational programs such as Study Island, Learning.com, Imagine Learning, Discovery Education, and TexQuest.
- ❖ LPAC training for parents of children in the ESL program
- ❖ School counselors provide parents and family members with resources to help a child be successful in school including scholarship and college resources.
- ❖ Some teachers provide materials for students to practice at home to reinforce learning in the classroom.
- ❖ Schools provide newsletters regarding information parents need to know for upcoming activities.
- ❖ *Parents Make a Difference* monthly newsletter posted the Brady ISD website under link for parents and students in both English and Spanish.
- ❖ *The Parent & Family Engagement Connection* newsletter posted four times a year is available in English, Spanish, Vietnamese, German and Korean and is accessible from the Brady ISD website under link for parents and students.

(iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and unity of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- Brady ISD has determined it is more effective for the individual campuses and departments to educate its staff about the importance of parent contributions, how to reach out to parents, communicate with parents, and work with parents as equal partners. How to implement and coordinate parent programs and build ties between parents and the school.
- Brady ISD will support and assist individual campuses and departments with this initiative as needed.
- Brady ISD staff will be educated in the following ways;
  - ❖ Teacher/staff in-service
  - ❖ Faculty/department meetings
  - ❖ Staff is encouraged to contact parents with a positive contact regarding a specific item a child has done or accomplished.

(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

- Brady ISD translates the following;
  - ❖ District Parent and Family Engagement Policy in English and Spanish on the district website.
  - ❖ The District Improvement Plan is available in English and Spanish.
  - ❖ The district website can be translated into various languages (Spanish, Cantonese, French, German, Italian, Tagalog, Vietnamese, Korean, Russian and Hindi) by selecting the language toggle button in the black bar on the top of the Brady ISD website.
  - ❖ Parents/Guardians can change the language on the district Facebook page by scrolling down and finding a link to translate into another language.
  - ❖ School Messenger messages are automatically translated into the home language.
  - ❖ A Brady ISD Parent Liaison is available for the district to help translate information for parents/guardians into Spanish.

Distrito Escolar Independiente de Brady
Política de Participación de los Padres y Familias
Sección 1116 de la ESSA
2020 - 2021

1. El Distrito Escolar Independiente de Brady (Brady ISD, por sus siglas en inglés) se comunicará con todos los padres y miembros de la familia y pondrá en práctica programas, actividades y procedimientos para la participación de los padres y miembros de la familia en programas de acuerdo con los requisitos de la Sección 1116 de la ley federal Cada Estudiante Tiene Éxito (ESSA, por sus siglas en inglés). Dichos programas, actividades y procedimientos deberán planificarse e implementarse mediante consulta significativa con los padres que tienen hijos participantes.

   - Brady ISD se comunicará con los padres y miembros de la familia para recopilar comentarios significativos por:
     - ❖ Teléfono
     - ❖ Correo electrónico
     - ❖ Conversaciones cara a cara – la hora y el sitio se determinarán de manera cooperativa entre el distrito y los padres
     - ❖ Sitio web del distrito
     - ❖ Encuesta(s)
     - ❖ Mensajero de la Escuela

2. Brady ISD recibe fondos de Título I, Parte A. Nuestro objetivo es planificar e implementar actividades efectivas de participación de padres y familias para mejorar el logro académico de los estudiantes y el rendimiento escolar. Por lo tanto, Brady ISD desarrollará conjuntamente, acordará y distribuirá a los padres y miembros de la familia de los niños participantes una política escrita de participación de los padres y la familia.

   - Esta política se incorporará al Plan de Mejoramiento del Distrito (DIP, por sus siglas en inglés)
   - La política establecerá las expectativas y objetivos de Brady ISD para una participación significativa de los padres y la familia.
     - ❖ La Política de Participación de Padres y Familias de Brady ISD se distribuye y se explica a los padres en la Reunión del Equipo de Liderazgo del Distrito en el otoño (Reunión del Comité Sitio Base de Toma de Decisiones) y está disponible en el sitio web del distrito.
     - ❖ La Política de Participación de Padres y Familias generalmente se revisa y modifica en la primavera de cada año escolar.
     - ❖ Los padres y miembros de la familia dan su opinión y aportan información sobre el contenido y la efectividad de la Política de Participación de los Padres y Familias.

3. Brady ISD involucrará a los padres y miembros de la familia en el desarrollo conjunto del plan educativo local (DIP) y el desarrollo de planes de apoyo y mejora.

- El Plan de Mejoramiento del Distrito (DIP) generalmente se actualiza en el otoño de cada año escolar y según sea necesario durante el año, ya que es un documento que se mantiene al corriente.
- Los padres y los miembros de la familia están involucrados en los comités DIP (Comité Sitio Base de Toma de Decisiones del Distrito) que brindan valiosos comentarios y opiniones sobre diversas áreas.

4. Brady ISD proporcionará la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la agencia educativa local, en la planificación e implementación de actividades efectivas de participación de padres y familias para mejorar el logro académico de los estudiantes y el rendimiento escolar puede incluir consultas significativas con empleadores, líderes empresariales y organizaciones filantrópicas, o personas con experiencia en involucrar efectivamente a padres y familias en la educación.

- Brady ISD trabaja con las escuelas y la comunidad para desarrollar Estrategias de Participación de Padres y Familias para trabajar con los padres para el éxito de los estudiantes de acuerdo con lo siguiente:
  - ❖ El distrito revisa la Política de Participación de Padres y Familias con el Equipo de Liderazgo del Distrito (los miembros del Comité Sitio Base de Toma de Decisiones del Distrito).
  - ❖ Las personas en el Comité Sitio Base de Toma de Decisiones del Distrito brindan valiosos aportes y comentarios sobre el desarrollo de estrategias para trabajar con los padres.

5. Brady ISD coordinará e integrará las estrategias de participación de padres y familias bajo el Título 1, Parte A, en la medida de lo posible y apropiado, con otras leyes y programas Federales, Estatales y locales relevantes, incluyendo los programas preescolares públicos, y realizará otras actividades, como los centros de recursos para padres, que alientan y apoyan a los padres, para que participen más plenamente en la educación de sus hijos.

- Las Estrategias de Participación de Padres y Familias de Brady ISD se coordinan e integran de las siguientes maneras;
  - ❖ Se ofrece un número flexible de reuniones para maximizer las oportunidades para que los padres y los miembros de la familia participen en actividades relacionadas con la escuela.
  - ❖ Las reuniones se coordinan para evitar que los padres tengan que asistir a varias reuniones diferentes para diferentes áreas (Título I, Migrante, EL, Sped, Personas sin hogar, etc.), incluyendo la participación de los padres y la familia
  - ❖ Hay traductores disponibles
  - ❖ Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela.

6. Brady ISD llevará a cabo, con la participación significativa de los padres y miembros de la familia, una evaluación anual del contenido y la efectividad de la política de participación de los padres y familias en mejorar la calidad académica de todas las escuelas atendidas en esta parte, incluyendo la identificación de:

- Obstáculos para una mayor participación de los padres en actividades autorizadas por esta sección (con especial atención a los padres que estén en desventaja económica, que están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o son de cualquier origen racial o étnico minoritario);
- Las necesidades de los padres y miembros de la familia para ayudar con el aprendizaje de sus hijos, incluyendo la participación del personal escolar y los maestros; y
- Estrategias para apoyar las interacciones exitosas entre la escuela y la familia;
  - ❖ Durante el semestre de primavera, de Abril a Mayo, se realizará la evaluación anual.

❖ El Equipo de Liderazgo del Distrito (Comité Sitio Base de Toma de Decisiones del Distrito) llevará a cabo la evaluación.
❖ Los resultados se harán públicos en Junio en el sitio web de BISD.
❖ Los padres y miembros de la familia serán participantes, ya que son miembros del Comité Sitio Base de Toma de Decisiones del Distrito.

7. Brady ISD utilizará el hallazgo de dicha evaluación para diseñar estrategias basadas en evidencia para una participación de los padres más efectiva y para revisar, si es necesario, las políticas de participación de los padres y la familia.

- El papel de los padres y los miembros de la familia en el diseño e implementación de estrategias basadas en evidencia
  ❖ Brady ISD ofrecerá recursos e ideas a los padres y miembros de la familia sobre estrategias basadas en evidencia que se encuentran efectivas para aumentar la participación de los padres.
  ❖ Los padres y los miembros de la familia proporcionarán ideas que creen que aumentarán la participación de los padres en Brady ISD.
  ❖ Brady ISD utilizará recursos de los Centros de Servicios Educativos.

8. Brady ISD involucrará a los padres en las actividades de las escuelas atendidas en esta parte, lo que puede incluir el establecimiento de una junta asesora de padres compuesta por un número suficiente y un grupo representativo de padres o miembros de la familia atendidos por la agencia educativa local para representar adecuadamente las necesidades de la población con el propósito de desarrollar, modificar y revisar la política de participación de los padres y la familia y proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres en esta sección según lo soliciten los padres.

- Los grupos de padres y clubes de refuerzo reciben información del Título 1, Parte A de las siguientes maneras;
  ❖ Los padres y los miembros de la familia que forman parte de grupos de padres o clubes de refuerzo reciben su reunión informativa del Título 1, Parte A de la reunión anual del Título 1 del campus.
  ❖ Los grupos de padres consisten en PTO de Brady Elementary, Brady Elementary Watchdogs, y Brady Middle School PATS Organization.
  ❖ Los clubes de refuerzo consisten en, Ol' Hound Dogs y la Famosa Brady Bulldog Band (FBBB, por sus siglas en inglés).

9. Para garantizar la participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el logro académico de los estudiantes, Brady ISD deberá:

(i) brindar asistencia a los padres de niños atendidos por la agencia educativa local, según corresponda, en comprender temas tales como los desafiantes estándares académicos Estatales, las evaluaciones académicas Estatales y locales, los requisitos del programa de participación de padres y familias, y cómo monitorear el progreso de un niño y trabajar con educadores para mejorar el logro de sus hijos.

- Los recursos y acciones para ayudar a los padres son;
  ❖ Enlace de Padres de Brady ISD: presenta informes de visitas domiciliarias a familias basadas en una solicitud de la escuela. Coordina y conduce sesiones de entrenamiento para padres/estudiantes. Se pone en contacto y motiva a los padres a asistir a las

actividades escolares. Construye y mantiene relaciones positivas con los padres. Se puede contactar al Enlace de Padres de BISD en la oficina de Administración de BISD.

- ❖ Conferencias de padres/maestros
- ❖ Portal de Padres de txConnect para Texas Gradebook (supervisar las calificaciones de los niños
- ❖ Reuniones del campus sobre estándares académicos estatales
- ❖ Invitación a la escuela/conocer al maestro/entrega de tarjeta de calificaciones/Reunión STAAR
- ❖ *STAAR Prepárese para el Éxito Una Guía para Padres sobre la Iniciativa para el Éxito del Estudiante en los Grados 5 y 8,* folleto de TEA

(ii) proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el logro de sus hijos, como la capacitación en alfabetización y el uso de tecnología (incluyendo la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomenter la participación de los padres;

- • Brady ISD proporciona los siguientes recursos y acciones para ayudar a los padres;
  - ❖ Enlace de Padres de Brady ISD, Habilidades de Alfabetización en inglés
  - ❖ Acceso a programas educativos en línea tales como Study Island, Learning.com, Imagine Learning, Discovery Education y TexQuest.
  - ❖ Capacitación para el Comité de Evaluación en Dominio del Idioma (LPAC, por sus siglas en inglés) para padres de niños en el programa ESL
  - ❖ Los consejeros escolares brindan a los padres y miembros de la familia recursos para ayudar a un niño a tener éxito en la escuela, incluyendo recursos de becas y unversidades.
  - ❖ Algunos maestros proporcionan materiales para que los estudiantes practiquen en casa para reforzar el aprendizaje en el aula.
  - ❖ Las escuelas proporcionan boletines informativos sobre la información que los padres deben saber para las próximas actividades.
  - ❖ El boletín mensual *Padres Hacen la Diferencia* publicó el sitio web de Brady ISD bajo el enlace para padres y estudiantes en ingles y español.
  - ❖ El boletín mensual *Conexión de Participación de Padres y Familias* publicado cuatro veces al año está disponible en inglés, español, vietnamita, alemán y coreano y se puede acceder desde el sitio web de Brady ISD bajo el enlace para padres y estudiantes.

(iii) educar a los maestros, al personal de apoyo educativo especializado, a los directores y otros líderes escolares y otro personal, con la ayuda de los padres, en el valor e unidad de las contribuciones de los padres, y de qué manera contactar, comunicar y trabajar con los padres como socios iguales, en implementar y coordinar programas para padres y en crear lazos entre los padres y la escuela;

- • Brady ISD ha determinado que es más eficaz el que individualmente cada campus y departamento educará a su personal sobre la importancia de las contribuciones de los padres, de qué manera contactar a los padres, cómo comunicarse con los padres y cómo trabajar con los padres como socios iguales. Cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela.
- • Brady ISD apoyará y ayudará individualmente a cada campus y departamento con esta iniciativa según sea necesario.
- • El personal de Brady ISD será educado de las siguientes maneras;
  - ❖ Recapacitación del profesorado/personal

❖ Reuniones de facultad/departamento
❖ Se le anima al personal hacer un contacto positive con los padres con respecto a algo específico que su niño ha hecho o logrado.

(iv) asegurar que la información relacionada con los programas escolares y de padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender.

- Brady ISD traduce lo siguiente;
  ❖ Política de Participación de Padres y Familias del Distrito en inglés y español en el sitio web del distrito.
  ❖ El Plan de Mejoramiento del Distrito está disponible en inglés y español.
  ❖ El sitio web del distrito se puede traducir a varios idiomas (español, cantonés, francés, itialiano, tagalo, vietnamita, coreano, ruso e hindi) seleccionando el botón de alternar idioma en la barra negra en la parte superior del sitio web de Brady ISD.
  ❖ Los padres/tutores pueden cambiar el idioma en la página de Facebook del distrito desplazándose hacia abajo y buscando un enlace para traducir a otro idioma.
  ❖ Los mensajes de School Messenger se traducen automáticamente al idioma del hogar.
  ❖ Un Enlace de Padres de Brady ISD está disponible para el distrito para ayudar a traducir la información de los padres y tutores al español.

Staff Development

Educator

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.

Principal

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]

Education Code 21.451(a), (a-1)

Training Specifics— Educators

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

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]

Staff development may include:

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;

3. Digital learning; and

4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

The digital learning training must discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Education Code 21.451(b)–(d), (d-3), (g)

Students with Disabilities

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.

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 re-

ceiving instruction from the educator. A district may determine the time and place at which the training is delivered.

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.

Education Code 21.451(d)(2), (e)–(f)

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 Support Programs

The Texas Department of State Health Services (DSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior

Brady ISD
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PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

high, middle, and high schools within the general education setting. Each school district may select from the list a program or programs appropriate for implementation in the district:

1. Early mental health intervention;

2. Mental health promotion;

3. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;

4. Substance abuse prevention and intervention;

5. Suicide prevention;

6. Grief-informed and trauma-informed practices;

7. Positive behavior interventions and supports and positive youth development; and

8. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;

2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

Required Training

A district shall provide training described in components 1–3, above for teachers, counselors, principals, and all other appropri-

ate personnel. The district may use a program from the DSHS list above to satisfy the training requirements. [See Mental Health Support Programs, above]

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

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 spon-

sor, physical education instructor, marching band director, cheer-leading 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;

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 Licensing and Regulation (TDLR) or a course approved for 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, TDLR, 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(b)*

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

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.083, .0831* [See BQ]

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. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 C.F.R. 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

Definition of Sexual Harassment

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

Employee-Student Sexual Harassment

A district official who has authority to address alleged harassment by employees on the district's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista Indep. Sch. Dist., 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

Student-Student Sexual Harassment

A district must reasonably respond to known student-on-student harassment where the harasser is under the district's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*