

# Agenda of Regular Meeting

## The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held June 13, 2022, beginning at 6:00 PM Westwood Administration Office.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to COVID-19 coronavirus, the meeting will be conducted by video-conference. At least a quorum of the Board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.123 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

An electronic copy of the agenda packet is attached to the online notice [www.westwoodisd.net](http://www.westwoodisd.net). Members of the public who desire to address the Board regarding an item on this agenda must comply with the following registration procedures: send a request through Zoom Chat from 6:15 pm – 6:30 pm the day of the meeting. Including name and topic.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**  
**Presenter:** Dr. Carolyn Booker
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **OPEN FORUM /AUDIENCE PARTICIPATION --Policy BED (Local)**
6. **ACTION ITEMS**
  - 6.A. Brenda Bing to swear in District 4 Representative to the Board
  - 6.B. Board to consider approval of the agenda  
**Presenter:** Wade Stanford
  - 6.C. Elect Board Officers for the 2022-2023 school year
7. **INFORMATION ITEMS**
  - 7.A. **ESTEEM Update**  
**Presenter:** Tonya Waite

# Westwood ISD Agenda Item Information

**Meeting Date: June 13, 2022**

**Subject: ESTEEM Update**

**Administrator Responsible: Tiffany Carwell**

**Summary: Tonya Waite will share information about the ESTEEM program and the changes brought about by House Bill 1525.**

**Administration's Recommendation: No recommendations. Information item only.**

**Attachments:**

[ESTEEM Overview](#)

[Ten Steps to Implementation-HB1525](#)

**Board Approval Required**

**YES**

**NO x**



## 10 Steps for Successful School Implementation

(According to TX education code 28.004 amended with H.B. No. 1525)

1. Present to superintendent, curriculum director, lead counselor, and/or lead nurse.
2. Board resolution
3. Present to School Health Advisory Council/SHAC.
4. Meet with Campus Principals. (optional)
5. Hold two public meetings so parents/guardians and others can review the ESTEEM materials. *(Program staff can be there in person or virtually)*
6. School Board adoption of the program. *(Staff can be there in person or virtually)*
7. Administrator signs MOU/agreement to present ESTEEM with fidelity and each student will receive their own workbook, no copies allowed.
8. Provide ESTEEM Certification Training. (1-day)
9. School sends out parent/guardian permission form with an invitation to a Parent Preview Night. Host a Parent Preview Night with FREE resources and student books to review. *(Optional - Build an ESTEEM Parent Tab on school website with resources and parent/family worksheets to download)*
10. Facilitators/Teachers deliver 10 lessons *(recommended within a 3-mo. period).*



**ESTEEM**

Dear Educator,

The Esteem curriculum will take your students on an illuminating journey to help them develop the life skills needed to become successful, healthy adults. This valuable program is evidence-based, medically accurate, proven effective, and adheres to the Texas Health TEKS.



**5th** Ages 10-11

**6th** Ages 11-12

**7th** Ages 12-13

**8th** Ages 13-14

**9th +** 14 and up

## THE ESTEEM JOURNEY

- Is a Facilitator Friendly Curriculum
- Promotes Risky Behavior Avoidance
- Develops Healthy Relationships
- Offers Education Components for Parent Involvement
- Contains Up to Date Family and Criminal Law Lessons
- Focuses on Academic and Career Goal Setting
- Uses Interactive Scenarios and Games

## DESIGNED FOR

- Public Schools
- Community Organizations
- Church Youth Groups
- Non-Profits and Social Services for High-Risk Youth
- Pregnancy Resource Centers



## Why choose the ESTEEM Curriculum?

Esteem has been developed with over 18 years of research and has proven effective in encouraging students to think about the impact of their choices. Through character development, adolescent safety, and sexual risk avoidance lessons, it also helps to improve student awareness of the importance of making healthy decisions. The more teens are aware of the dangers and consequences of risky behaviors, the more prepared they will be to avoid such situations.

## Topics include:

**Lesson 1:** Goal setting for improved academic outcomes / Career planning

**Lesson 2:** How to navigate positive and negative media influences

**Lesson 3:** Puberty and human development / True cost of teen pregnancy / Understanding Fatherhood

**Lesson 4:** Explanation of the major STD's / Benefits of waiting / Character counts

**Lesson 5:** Legal consequences of cyberbullying, sexting, human trafficking / Child support / Family & criminal laws

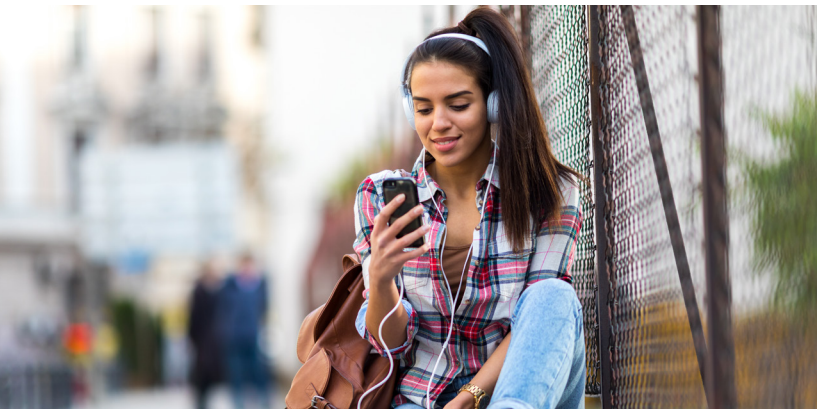
**Lesson 6:** Dangers of drug, alcohol, and tobacco use / Brain development

**Lesson 7:** Peer pressure and refusal skills / Bullying / Depression, suicide, and self-harm

**Lesson 8:** Communication skills / Problem solving steps / Increasing emotional intelligence / Time-out steps

**Lesson 9:** Real friendships / Gangs and cliques / Dating standards / Renewed abstinence / Abusive relationships

**Lesson 10:** Reviewing goals / Self-discipline / Having a growth mindset / True love, commitment, and healthy marriage



ESTEEM consists of optimal health messages created by a coalition of dedicated people, including science teachers, coaches, counselors, nurses, doctors, SHAC members, topic experts, parents and even students. Health is not just the absence of disease, it is complete physical, mental and social wellbeing in order for students to focus on their academic and personal goals.

**The ESTEEM curriculum may be particularly useful for schools in Texas serving students from diverse backgrounds. Positive changes were most noticeable for the African American and Hispanic students using ESTEEM.**

*Creative Education, 2011. Vol.2, No.3, 193-198, Copyright © 2011 SciRes. DOI:10.4236/ce.2011.23027,*

*ESTEEM and FACTS: Creative Ways to Teach Healthy Lifestyles to Youth from Diverse Backgrounds*

*Tary J. Tobin - College of Education, University of Oregon Eugene, Eugene, USA. Email: ttobin@uoregon.edu, Received June 8th, 2011; revised June 27th, 2011; accepted July 7th, 2011.*

**Success Sequence: If youth adopt these behaviors, in sequence, they risk only a 3% chance of living in poverty as adults:**

**1) Graduate, 2) Work full-time, and 3) Marry before having children.**

*"Only 9% of young men and women from lower-income families who follow the sequence are poor in their late twenties and early thirties compared to 31% who do not follow this sequence." - Murray, C. (1984). Losing Ground: American Social Policy, 1950-1980. NY: Basic Books; Wang, W., Wilcox, B., (2017). The Millennial Success Sequence. Washington, DC: American Enterprise Institute; Wang, W., Wilcox, B., (2017). Marriage Matters. Washington, DC: American Enterprise Institute.*

**Teachers who are certified to deliver the ESTEEM program help youth make important decisions in relationships and life by encouraging well-being through primary prevention strategies.** In addition, areas in the program related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Through the training process we equip the teacher to recognize signs of discomfort with instruction in these areas, students will be referred to the appropriate resource, identified ahead of the implementation, for additional help and support.

**7.B. SHAC Update**  
**Presenter:** Tiffany Carwell

## Westwood ISD Agenda Item Information

**Meeting Date: June 13, 2022**

**Subject: Annual School Health Advisory Council Report**

**Administrator Responsible: Tiffany Carwell**

**Summary: Information will be shared about the 2021-2022 activities of the WISD School Health Advisory Council.**

**Administration's Recommendation: No recommendations. Information item only.**

**Attachments: [2021-22 WISD School Health Advisory Council Report to the School Board](#)**

**Board Approval Required**

**YES**

**NO x**



## Westwood ISD School Health Advisory Council

### Annual Report 2021 - 2022

**Authority:** Each school district in Texas is required in Chapter 28.004 of the Texas Education Code to establish and maintain a district-level School Health Advisory Council. The School Health Advisory Council of the Westwood Independent School District is specifically authorized by the Board of Trustees in District policies BDF (legal), EHAA (legal).

**Purpose:** The SHAC is an advisory body, and shall serve to review, provide guidance, and make recommendations regarding health and safety issues within the District to the Board of Trustees. The SHAC is to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending: 1. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes; through a coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco. 2. Strategies for integrating the curriculum components specified above, with the following elements in a coordinated school health program: school health services, counseling and guidance services, a safe and healthy school environment, and school employee wellness.

**Responsibility:** Policy BDF {legal} requires that the board approve the membership of the SHAC. A majority of the members must be parents of students enrolled in the district who are not employed by the district. The SHAC shall meet at least four times each year.

**Meetings held:** September 13, 2021 - October 18, 2021 - Decembers 13, 2021 - February 14, 2022 - April 18, 2022

**Members:** Parent Members- David Malone (chair), Tonya Randolph-Lewis (vice chair) Westwood ISD Members- Kim Gilbreath, Sonya Brown, Charlotte May, Shinnitta Foreman, Scott Nettles, Kyle Johnson, Wade Stanford, Tiffany Carwell (school liaison)

#### **Activities of the 2021-2022 SHAC:**

- ESTEEM Parent Night
- Human sexuality instruction reviewed
- Head Nurse shared COVID updates and monitoring
  - Vaccine clinics provided in-district
- Lori Richard of the Crisis Center of Anderson and Cherokee Counties shared local resources and information with the council
- Ongoing review of vaping sensors
- Review of Gaggle student supports
- Return to In-Person Instruction and Continuity of Services Plan review

# **School Health Advisory Council Update 2021-2022**



# SHAC Roles and Responsibilities

## SHAC: A Guide for Texas School Districts

### *Healthier Students are Better Learners*

#### Six types of health risk behavior

1. Tobacco use
2. Unhealthy eating
3. Inadequate physical activity
4. Alcohol and other drug use
5. Sexual behaviors that may result in HIV infection, other STDs and unintended pregnancy
6. Violence

CDC, 2011

#### SHAC Bylaws

- Meeting requirements
- Council members
- Ensure local community values are reflected in health education curriculum
- Annual written report to the board

#### Coordinated School Health



# SHAC Annual Overview

## Meetings

- Mondays before School Board Meeting
  - Sept-April
- We were able to hold five meetings with an option to join via Zoom
- [WISD SHAC webpage](#)
- [SHAC SMORE](#)

## Topics Addressed

- ESTEEM
  - Parent Night
  - Implementation struggles
- Health Services
  - RIPICS Plan
  - COVID Updates
- Food Services
  - Healthful foods and snacks
  - Student sampling
- Vaping
- Crisis Center Resources
- School Health Survey Review
- Gaggle Student Support

## Ongoing Needs / Future Topics

- Mental Health and Social Emotional needs of students and staff
- Coordination with parents/family members<sup>14</sup>, community members, and local organizations
- Review Local Wellness Policy
- Implementation Guide
- Explore *Catch My Breath Vaping Prevention Program*



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**7.C. Notice of Intent to Apply for Federal Funds**  
**Presenter:** Tiffany Carwell



Public Notice of Intent to Apply for Federal Grant Funds

Westwood ISD will apply for ESSA Federal Grants for the August 2022-September 2023 grant year. Westwood ISD plans to use these funds to support the intent and purpose of said grant.

**To provide stakeholder input on these grants and possible use of funds, please complete the form at the following link after reviewing the information in this document:**

<https://westwood.schoolobjects.com/forms/public/welcome.aspx?fid=c7391fe9-c33b-4e3d-b0d8-31e1ecff6ced&orgid=66dbf2c8-35e4-4adb-9bbf-53d709c569d3>

ESSA Consolidated Grant:

Title Program	Intent and Purpose	Expected Entitlement	Summary of planned expenditures
Title I, Part A	The purpose of Title I A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$508,358	Salaries for instructional coaches, specialists, and paraprofessionals  Professional development for teachers and staff  Programs and supplies that supplement the basic program
Title II, Part A	The purpose of Title II is to increase student achievement consistent with the challenging state academic standards, improve quality and effectiveness of teachers, principals, and other school leaders.	\$79,119	Stipends for teachers who serve as mentors to new-to-profession teachers  Professional development for teachers, principals, and leadership teams
Title III, ELA	The purpose of Title III is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement and assist teachers, administrators, and other school leaders in developing and enhancing their capacity to provide	\$9,132	The district will apply as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training to staff to support them in meeting the needs of students served in our English as a

	effective instructional programs.		Second Language program.
Title IV	The purpose of Title IV is to improve the academic achievement of all students by providing a well-rounded education, improving school conditions for student learning, and improving technology to enhance academic and digital literacy.	\$24,596	Supplemental resources to support academic achievement and student health and safety

Aviso público de intención de solicitar fondos de subvención federal

Westwood ISD solicitará subvenciones federales ESSA para el año de subvención de agosto de 2022 a septiembre de 2023. Westwood ISD planea usar estos fondos para apoyar la intención y el propósito de dicha subvención.

**Para proporcionar comentarios de las partes interesadas sobre estas subvenciones y el posible uso de los fondos, complete el formulario en el siguiente enlace:**

<https://westwood.schoolobjects.com//forms/public/welcome.aspx?fid=c7391fe9-c33b-4e3d-b0d8-31e1ecff6ced&orgid=66dbf2c8-35e4-4adb-9bbf-53d709c569d3>

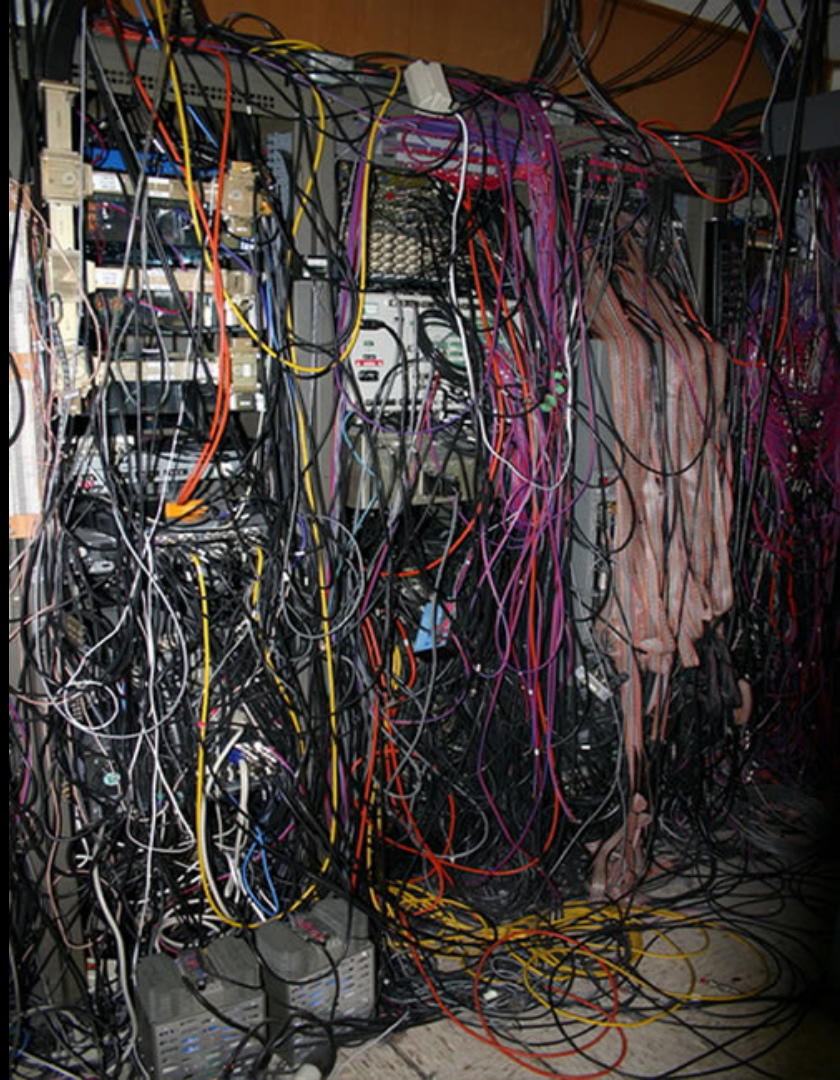
**ESSA Subvención consolidada:**

Título	Intención y propósito	Derecho esperado	Resumen de gastos planificados
Título I, Parte A	El propósito del Título IA es brindar a todos los niños una oportunidad significativa de recibir una educación justa, educación equitativa y de calidad, y cerrar las brechas de rendimiento educativo.	\$508,358	Salarios para entrenadores de instrucción, especialistas y paraprofesionales  Desarrollo profesional para maestros y personal  Programas y suministros que complementan el programa básico
Título II, Parte A	El propósito del Título II es aumentar el rendimiento estudiantil de acuerdo con los desafiantes estándares académicos estatales, mejorar la calidad y eficacia de los maestros, directores y otros líderes escolares.	\$79,119	Estipendios para maestros que sirven como mentores de maestros nuevos en la profesión  Desarrollo profesional para maestros, directores y equipos de liderazgo
Título III, ELA	El propósito del Título III es ayudar a garantizar que los estudiantes de inglés, incluidos los niños y jóvenes inmigrantes, logren aprender inglés competencia y desarrollar altos niveles de rendimiento académico y ayudar a los maestros,	\$9,132	El distrito solicitará como parte de un Acuerdo de servicio firmado con la Región 7 que brindará servicios al distrito, incluido el desarrollo profesional y la capacitación del personal para ayudarlos a

	administradores y otros líderes escolares a desarrollar y mejorar su capacidad para proporcionar programas de instrucción efectivos.		satisfacer las necesidades de los estudiantes atendidos en nuestro programa de inglés como segundo idioma.
Título IV	El propósito del Título IV es mejorar el rendimiento académico de todos los estudiantes proporcionando una educación integral, mejorando las condiciones escolares para el aprendizaje de los estudiantes y mejorando la tecnología para mejorar la alfabetización académica y digital.	\$24,596	Recursos complementarios para apoyar el logro académico y la salud y seguridad de los estudiantes

**7.D. Technology Department Update**  
**Presenter:** Brendan May





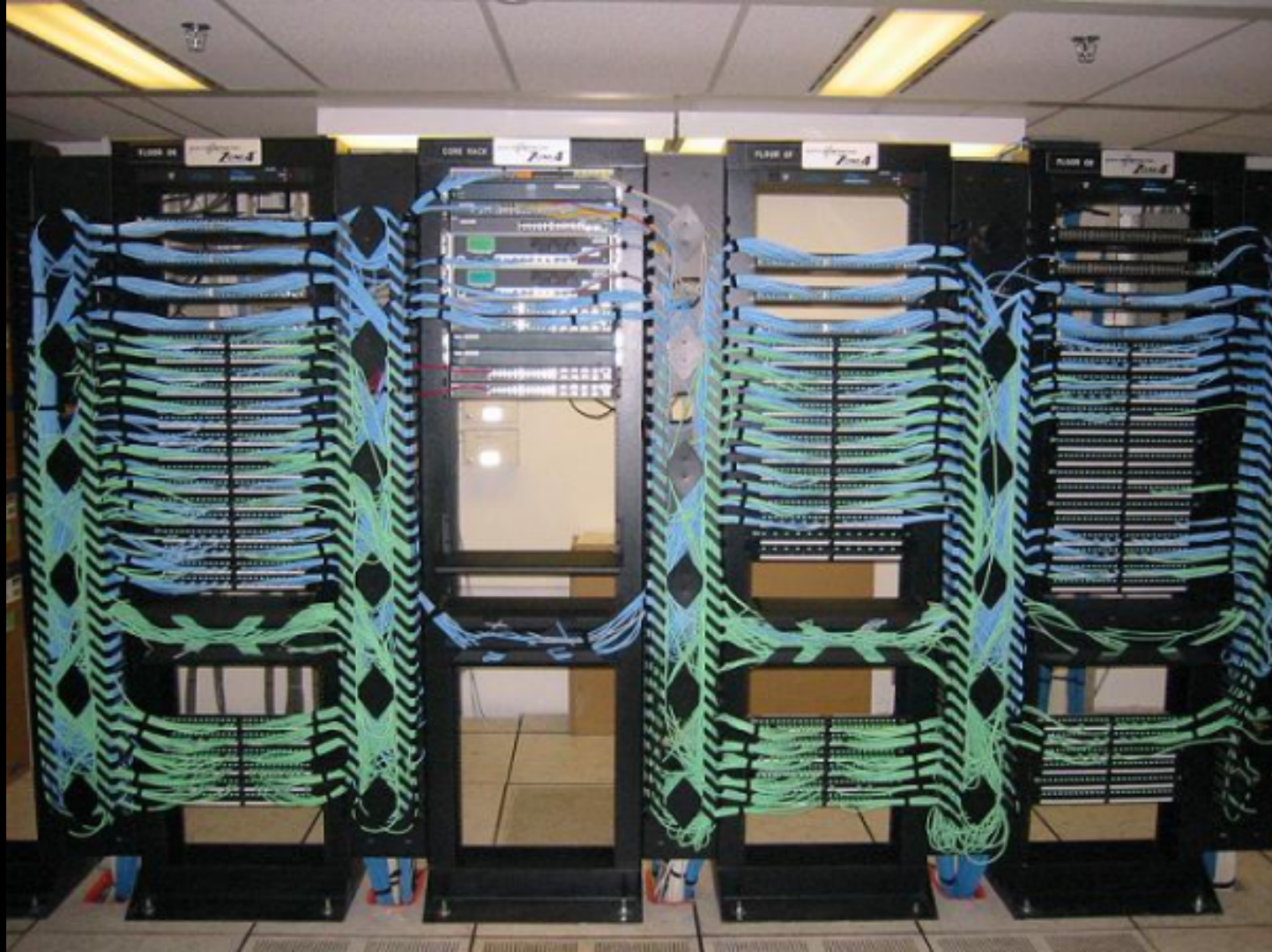
## Our Goals/culture

We do everything with excellence

We work hard

Customer service is number one

We are a family



Update Infrastructure  
Summer Maintenance  
Summer Interns  
Grant  
Improve Instruction  
Continued Support



# Update Infrastructure

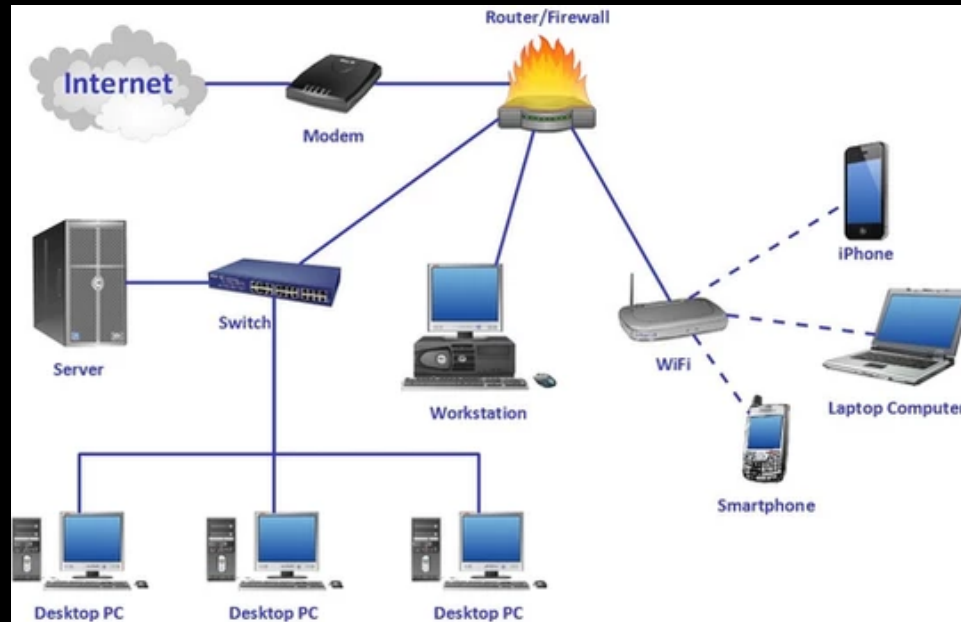
Phones

Switches

Camera Server

Servers

Firewall



## Summer Maintenance & Summer Interns

Clean and inventory all classroom technology

Projectors, computers, speakers, microphones etc.

Reformat teacher computers

2 High School Students - working hard and learning



## Grant Application

SHI suggested grant

Federal Grant to cover all safety and security technology and hardware

Grant will pay 75%

JH, safety and security of other campuses and bring all campuses under one safety and security software umbrella

# Improve Instruction

Ongoing work with Dr. Atkins

Sample technology (touchscreens and laptops)

Teacher training





**7.E. PEIMS Finance Overview**  
**Presenter:** Mindy Place

# Westwood ISD

## School Board PEIMS-Finance Overview

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# What is PEIMS?

- It is a set of data collected by the TEA over the course of several scheduled submissions per school year.

Submitted PEIMS data includes just about everything that can be labeled on a student or staff member.

32

The biggest factors in district funding determinations are student enrollment & student attendance.



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# What is ADA?

## Sum of Attendance Counts

(each student counted present on each day)

33

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## Total # Days of Instruction



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# PEIMS Coding

**Since the district's funding is driven by our submitted data, we verify coding for accuracy all year long.**

Some student programs drive more funding per student (when they are present):

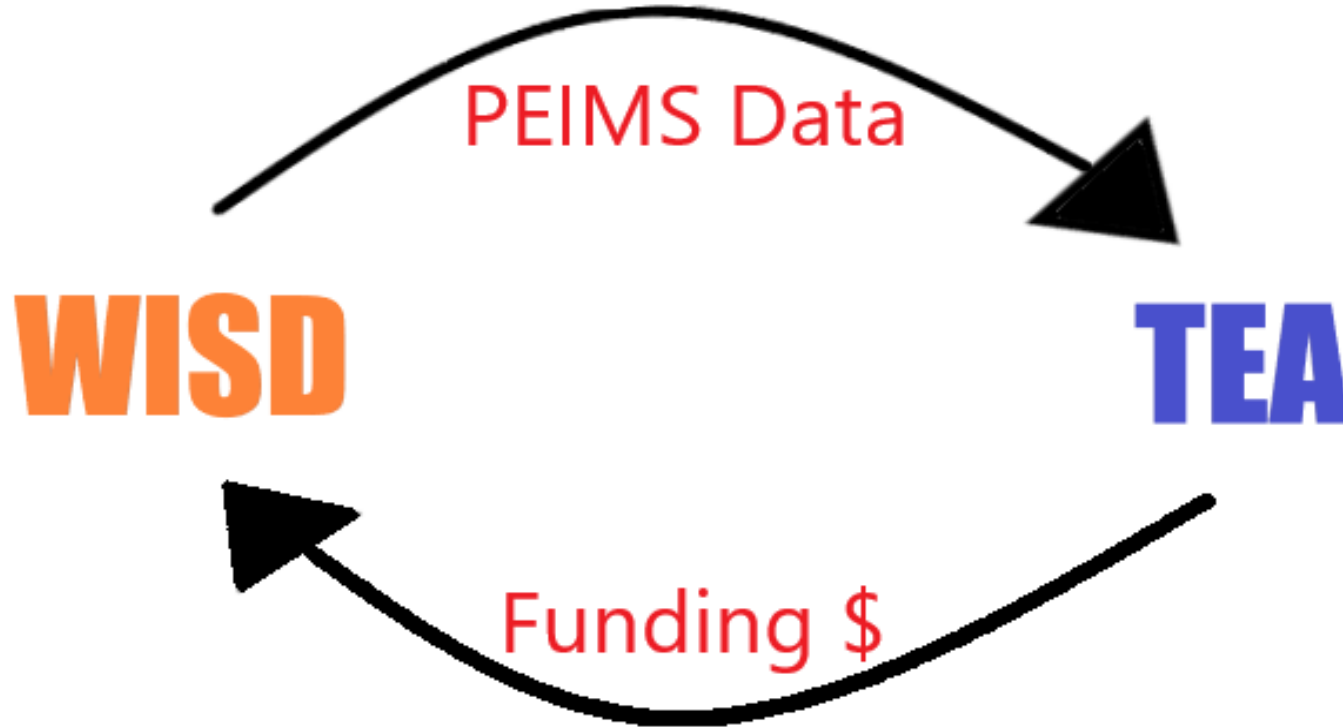
- Special Education
- Dyslexia
- Section 504
- Pregnant & Parenting
- Gifted & Talented
- Career and Technology course participation

34



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# The Data-Funding Cycle



35



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**7.F. Finance Update**

**Presenter:** Kyle Johnson

# Westwood ISD Agenda Item Information Agenda Item Information

**Meeting Date:** June 13, 2022

**Subject:** Finance Update

**Administrator Responsible:** Mr. Johnson

**Summary:** Finance Update on expenditures by Function by percentage compared to previous 2 years as of May 31, 2022. First Read of Compensation Plan Raise Scenarios.

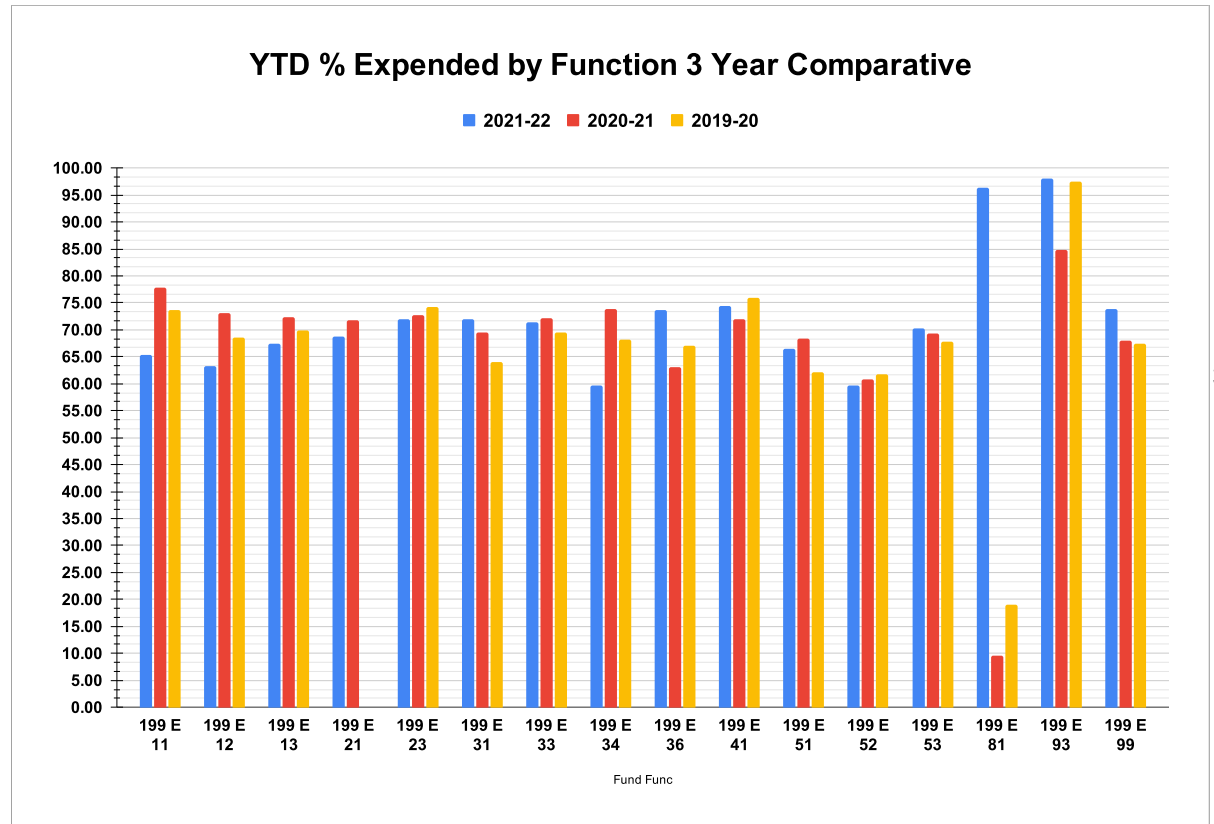
**Administration's Recommendation:** This is for information purposes only.

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

Financial Update % Expended Compared to Previous 2 Years - through May 31, 2022

Fund Func	2021-22	2020-21	2019-20
199 E 11	65.31	77.82	73.63
199 E 12	63.25	73.17	68.56
199 E 13	67.49	72.34	69.95
199 E 21	68.82	71.72	0
199 E 23	71.94	72.73	74.31
199 E 31	72.03	69.46	63.97
199 E 33	71.48	72.19	69.46
199 E 34	59.61	73.77	68.24
199 E 36	73.73	63.08	67.11
199 E 41	74.37	72.05	75.98
199 E 51	66.40	68.33	62.18
199 E 52	59.71	60.85	61.79
199 E 53	70.19	69.26	67.72
199 E 81	96.27	9.64	19.00
199 E 93	98.10	84.72	97.52
199 E 99	73.79	68.08	67.48

9/12 = 75%



# Finance Update

## 2022-2023 Compensation Plan

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Kyle Johnson

Assistant Superintendent of Finance and Operations

June 13, 2022



# Proposed Scale Move

- 1.5% scale move to avoid compression and to keep up with cost of living
- This scale move is applied to each min, mid, max in each compensation plan category
- Moves starting teacher pay from \$37,230 to \$37,788
- Moves midpoint teacher pay from \$46,889 to \$47,592
- Percent raises based on new midpoints for each compensation plan category

40



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# 1% Raise Scenario on Midpoints

1. Teacher =  $\$47,592 * 1\% = \$475/\text{annually per teacher}$
2. Avg Paraprofessional (based on new midpoint) =  $\$13.14/\text{hr} * 1\% = \$.13/\text{hr}$ 
  - a. Paraprofessionals work 1,380 hours a year
  - b. Para Example =  $\$17,870$  ( $\$12.95/\text{hr}$ ) last year will make  $\$18,050$  ( $\$13.08/\text{hr}$ ) in 22-23
  - c.  **$\$180$  raise on average**
3. Avg Custodian (based on new midpoint) =  $\$12.69/\text{hr} * 1\% = \$.13/\text{hr}$ 
  - a. Custodians work 2,080 hours a year
  - b. Custodian Example =  $\$27,580$  ( $\$13.26/\text{hr}$ ) last year will make  $\$27,850$  ( $\$13.39/\text{hr}$ ) in 22-23
  - c.  **$\$270$  raise on average**

41

**\*\*Total added to budget at 1% raise =  $\$90,625$**



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# 2% Raise Scenario on Midpoints

1. Teacher =  $\$47,592 * 2\% = \$950/\text{annually per teacher}$
2. Avg Paraprofessional (based on new midpoint) =  $\$13.14/\text{hr} * 2\% = \$.26/\text{hr}$ 
  - a. Paraprofessionals work 1,380 hours a year
  - b. Para Example =  $\$17,870$  ( $\$12.95/\text{hr}$ ) last year will make  $\$18,230$  ( $\$13.21/\text{hr}$ ) in 22-23
  - c.  **$\$360$  raise on average**
3. Avg Custodian (based on new midpoint) =  $\$12.69/\text{hr} * 2\% = \$.26/\text{hr}$ 
  - a. Custodians work 2,080 hours a year
  - b. Custodian Example =  $\$27,580$  ( $\$13.26/\text{hr}$ ) last year will make  $\$28,120$  ( $\$13.52/\text{hr}$ ) in 22-23
  - c.  **$\$810$  raise on average**

42

**\*\*Total added to budget at 2% raise =  $\$181,250$**



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# 3% Raise Scenario on Midpoints

1. Teacher =  $\$47,592 * 3\% = \$1,425/\text{annually per teacher}$
2. Avg Paraprofessional (based on new midpoint) =  $\$13.14/\text{hr} * 3\% = \$.39/\text{hr}$ 
  - a. Paraprofessionals work 1,380 hours a year
  - b. Para Example =  $\$17,870$  ( $\$12.95/\text{hr}$ ) last year will make  $\$18,409$  ( $\$13.34/\text{hr}$ ) in 22-23
  - c.  **$\$540$  raise on average**
3. Avg Custodian (based on new midpoint) =  $\$12.69/\text{hr} * 3\% = \$.39/\text{hr}$ 
  - a. Custodians work 2,080 hours a year
  - b. Custodian Example =  $\$27,580$  ( $\$13.26/\text{hr}$ ) last year will make  $\$28,392$  ( $\$13.65/\text{hr}$ ) in 22-23
  - c.  **$\$540$  raise on average**

43

**\*\*Total added to budget at 3% raise =  $\$271,875$**



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**7.G. Service Center Contracts - Region 7 and 10**  
**Presenter: Kyle Johnson**

# Westwood ISD Out of Region

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

Education Service Center, Region 10: eContract System



### Description



## Additional Skyward Student Support Services

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

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

### Skyward Software Only Support Packages

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

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

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

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

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

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

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

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

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

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

## ESC Contact(s)

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

## Fees

Base Fee: \$0.00

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

Options & base total: \$3,775.00

Note: Some contracts do not have a base total

## PO Number

## Service Duration

9/1/2022 - 8/31/2023

### Additional Information

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

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

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

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

### District Contact (for this program only)

Contact Name: Mindy Place

Contact Phone: 903-723-9333

Contact Email: maplace@westwoodisd.net

### Approval Information

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

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



## Service Agreements for Contract Year 2022/2023

As of Wednesday, June 1, 2022, WESTWOOD ISD has proposed the selection of the following services:

<b>Academic Content Cooperative</b>	
Academic Content Cooperative	\$15650.00
<b>Administrative Leadership Cooperative</b>	
Administrative Leadership Cooperative	\$1700.00
<b>Career and Technical Education Contracted Services</b>	
CTE - Contracted Service	\$4442.00
<b>Digital Learning</b>	
Digital Learning Basic Membership Fee	\$3000.00
Discovery Education Experience	\$3312.00
BrainPOP	\$4935.00
BrainPOP ELL	\$92.50
Individual ZOOM Accounts	\$25.00
<b>ESSA Contracted</b>	
Title I, Part A Complete Services Package	\$8621.53
<b>Funding &amp; Accountability and OnDataSuite</b>	
Funding & Accountability	\$2614.00
OnDataSuite with Training	\$7337.00
PEIMS Academy	\$1500.00
<b>Fine Arts Cooperative</b>	
Fine Arts	\$500.00
<b>Gifted and Talented</b>	
G/T	\$11516.00
<b>Health, Nurses, and PE Cooperative</b>	
Nurses, Health, and PE	\$1238.00
<b>Personnel Services Cooperative</b>	
Personnel Cooperative	\$2275.00
Online Application Consortium	\$2258.00
<b>Purchasing Cooperative</b>	

Purchasing Cooperative	\$1076.00
<b>Professional School Counselor</b>	
Professional School Counselor	\$1576.00
<b>School Safety and Security Cooperative</b>	
School Safety Cooperative	\$6276.00
<b>Superintendent Support Services</b>	
Superintendent Support Services	\$2500.00
<b>TEKS Resource System</b>	
TEKS Resource System	Call For Pricing*
TEGUIDE	Call For Pricing*
<b>Bilingual/ESL Title III SSA</b>	
Title III Bilingual/ESL - SSA	Call For Pricing*
<b>TEHCY Homeless - Shared Service</b>	
TEHCY Homeless - SSA	Call For Pricing*
<b>Title I, Part C Migrant Education SSA</b>	
Title I, Part C - Migrant Education Program SSA	Call For Pricing*
<b>Region 7 ESC Head Start / ISD Cooperative Agreement</b>	
Head Start	\$0.00
<b>Total of proposed selections</b>	<b>\$82,444.03</b>

**7.H. Curriculum Moment**  
**Presenter: Katie Atkins**

# Westwood ISD Agenda Item Information

**Meeting Date:** June 13, 2022

**Subject:** June 2022 Curriculum Moment

**Administrator Responsible:** Katie Atkins

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

**Administration's Recommendation:** n/a

**Possible Motion:** n/a

**Attachments:** June 2022 Curriculum Moment (ppt)

**Board Approval Required**

YES

NO

# June 2022 Curriculum Moment

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Dr. Katie Atkins

Assistant Superintendent of Curriculum, Instruction, and Leadership

June 13, 2022



# Professional Learning–Summer 2022

- Westwood University has served as professional learning platform for Westwood ISD staff
- Sessions occurred May 23-25, 2022 per staff feedback
- 28 sessions offered
- 88 participants attended
- Participants selected courses most relevant to their professional learning needs

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@WESTWOODISD  
#WWWay  
#WWEnergyBus

# Based upon staff feedback, sessions addressed:

- Building relationships, classroom management, and differentiation
- Use of instructional strategies and resources
- Technology integration

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Both Westwood ISD staff and out-of-district presenters delivered professional learning sessions.



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#WWWay  
#WWEnergyBus

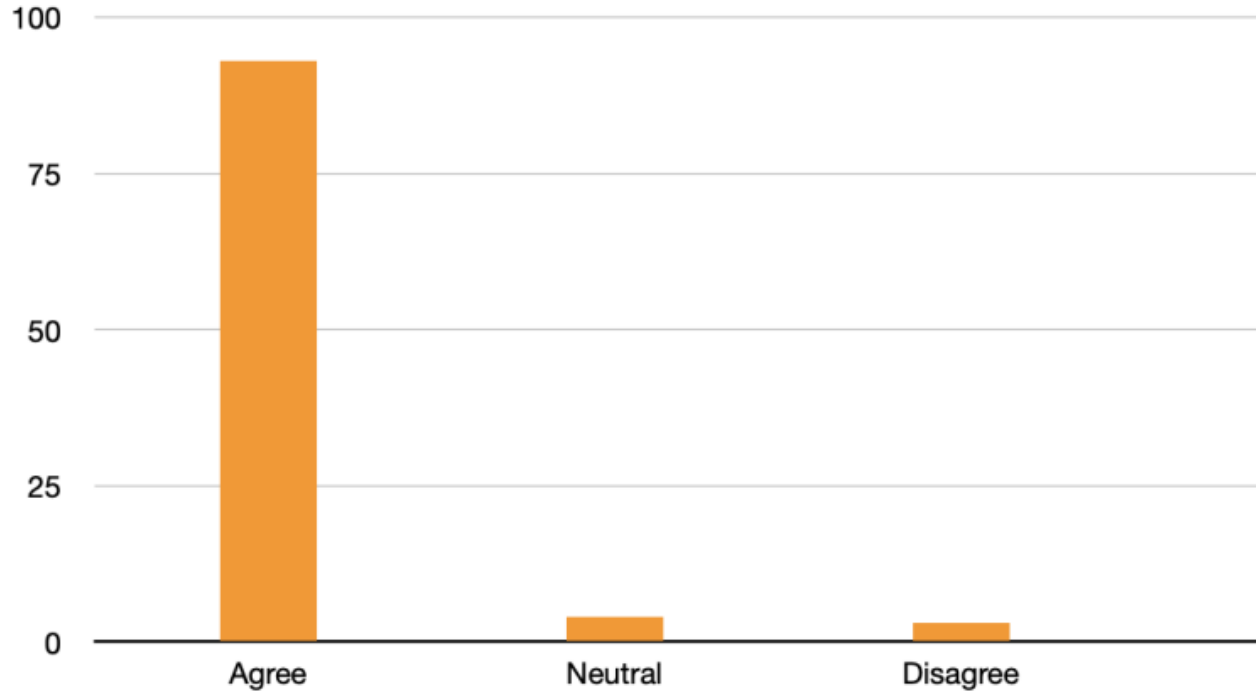
# How did the professional learning opportunities address the needs of our staff?

- Staff completed feedback surveys for each session they attended
- Both quantitative and written feedback was collected to obtain optimal insight into feedback offered
- Feedback was reviewed to inform further professional learning opportunities for staff throughout the upcoming year



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#WWWay  
#WWEnergyBus

# 1. The content was relevant to me professionally.

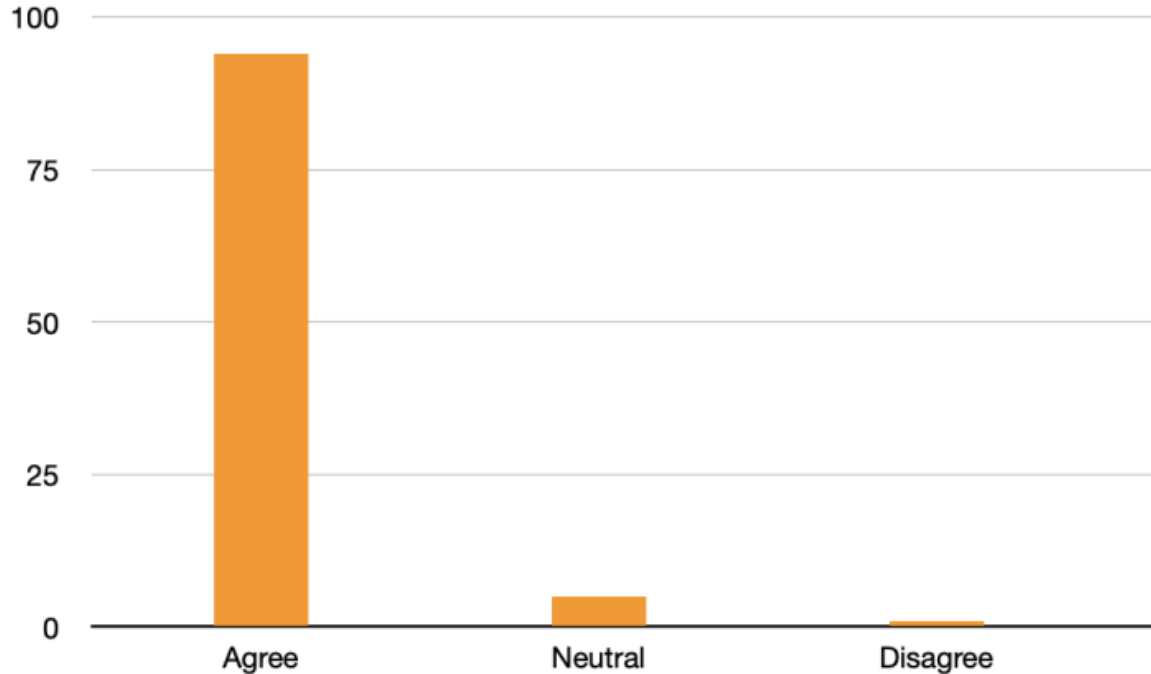


57



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#WWEnergyBus

## 2. The content was structured in a way that made sense and was easy to follow.

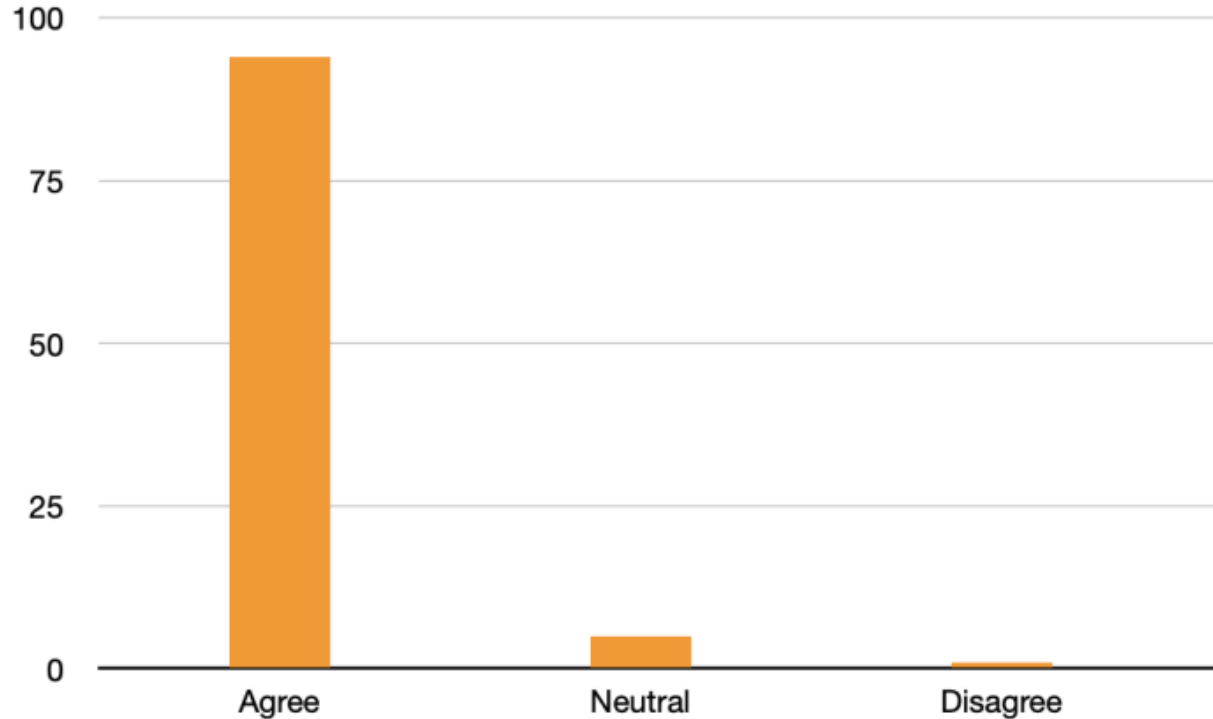


58



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#WWWay  
#WWEnergyBus

### 3. The materials used during the session were helpful to me.

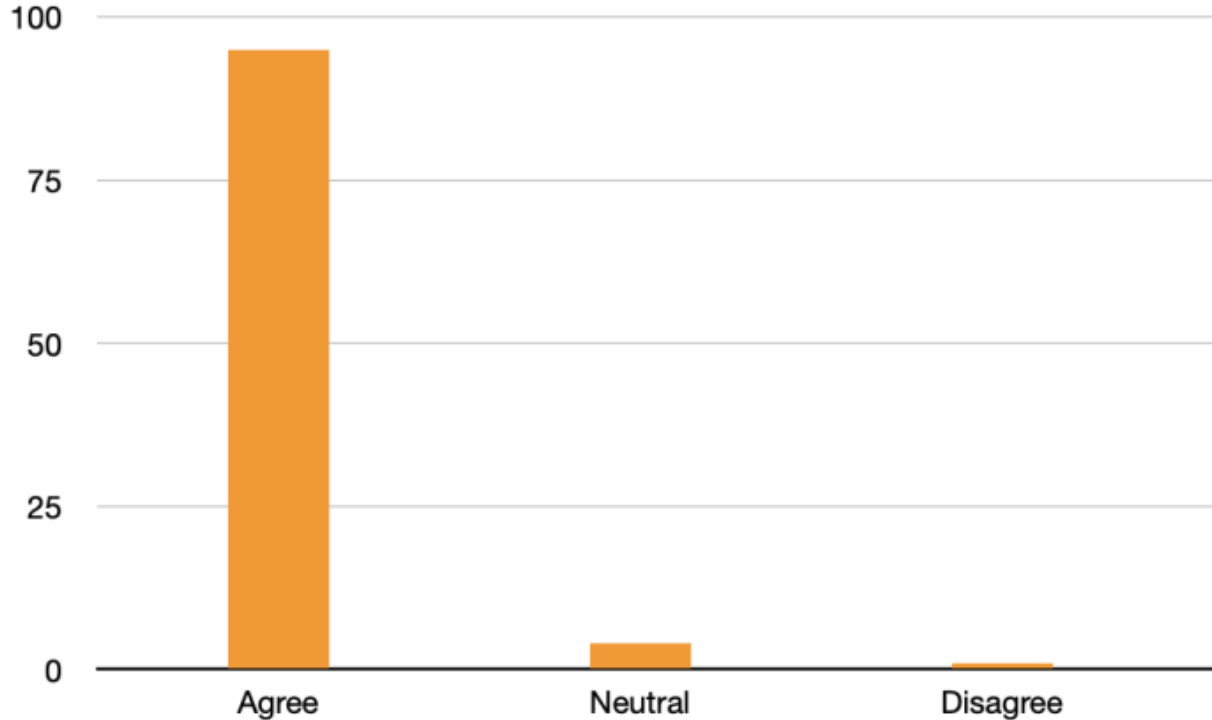


59



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#WWWay  
#WWEnergyBus

# 4. The presenter explained content in a way that was relatable.

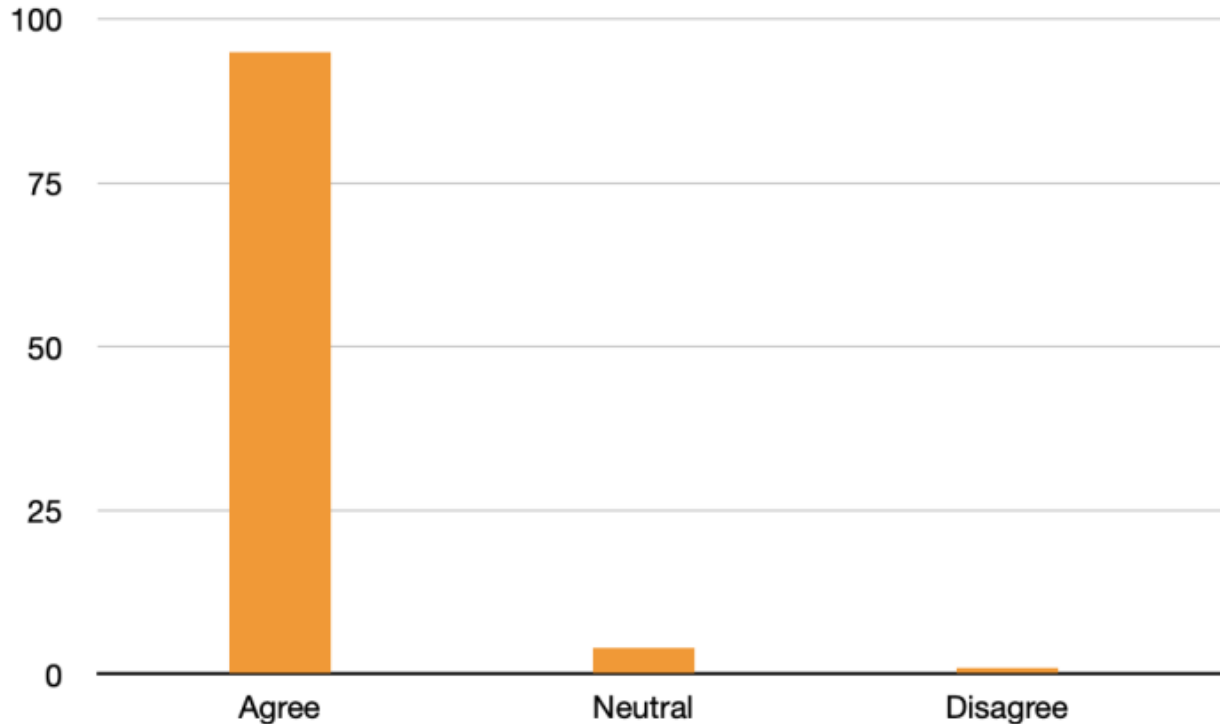


60



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# 5. The presenter provided opportunities and activities to interact with colleagues.



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# Questions

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**7.I. First Read: Campus Improvement Plans**  
**Presenter: Katie Atkins**

## Westwood ISD Agenda Item Information

**Meeting Date:** June 13, 2022

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

**Administrator Responsible:** Katie Atkins

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

**Administration's Recommendation:** This is a first-read only and no action is requested at this time. The campus improvement plans for Westwood Primary, Westwood Elementary, Westwood Junior High, and Westwood High School will be presented in July 2022 for Board approval. Please contact Katie Atkins in the meantime with any questions regarding the campus improvement plans.

**Possible Motion:** n/a

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

**Board Approval Required**

YES

NO

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

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# Mission Statement

Westwood Primary teachers and staff will work in collaboration with parents and community members to provide rigorous learning opportunities, support, resources, and guidance for all students. It is our mission to ready all students to become productive community members who will give back to the community and the next generation.

## Vision

Westwood Primary will strive to provide a safe, child-centered learning environment created in partnership with our families, the school, and the community to enable our students to become lifelong learners.

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Goal 1: By May 2023, 80% of all students and each student group, including Special Education students tested, will meet established standards on the Texas Essential Knowledge Skills (Per Grade Level)(Readiness Standards and Grade Level Competencies), and meet ARD expectations.	68 18
Goal 2: At Westwood Primary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.	19
Goal 3: Campus Environment All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.	20
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

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

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

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

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

### Demographics Strengths

Westwood Primary is comprised of a diverse student body. We are continuing to build a culture of transparency, collaboration and progress monitoring to ensure continuous improvement. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teacher the whole child. We strive to nurture students' academic growth and support their social emotional health. We encourage goal setting for all our students and celebrate progress along the way throughout each child's educational journey.

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

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

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

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# Student Learning

## Student Learning Summary

### STAR Reading Data

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

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### Star Early Lit Data

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

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

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

### STAR Math Data

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

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

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

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

Does Not Meet

50%

71%

65%

50%

### Comparing Measures: DIBELS 8th Edition

#### View

Segment Results by: School  
Grade Divider: On

#### Population

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

#### Time

School Year: 2021-2022  
Period: 2 Periods

#### Measure

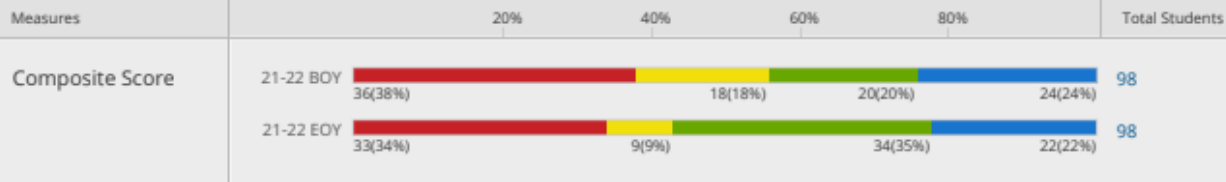
Measure: Composite Score  
Level Filter: All Levels

Westwood Ind School District

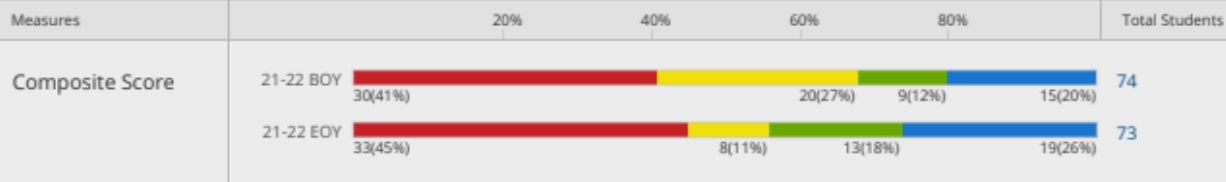
Current as of 05/26/2022

#### Westwood Primary

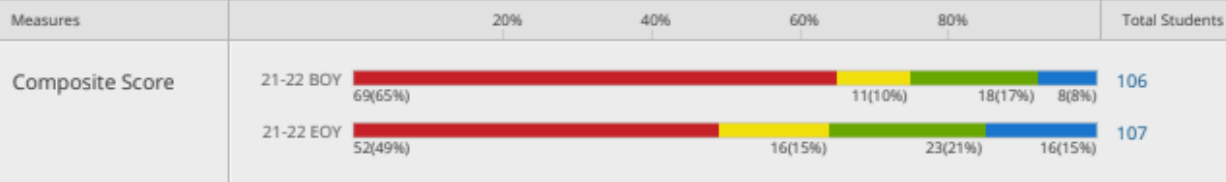
#### Grade K



#### Grade 1



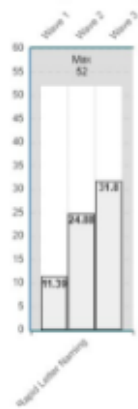
#### Grade 2



73

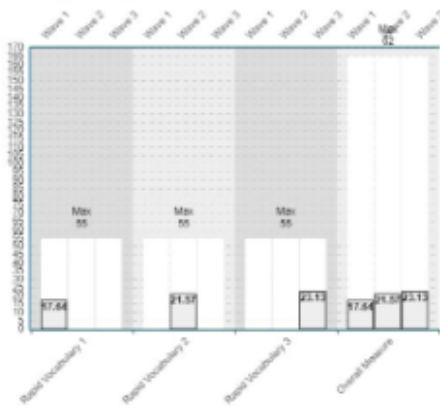
**School Average Growth Report**

WESTWOOD PRI: Rapid Letter Naming



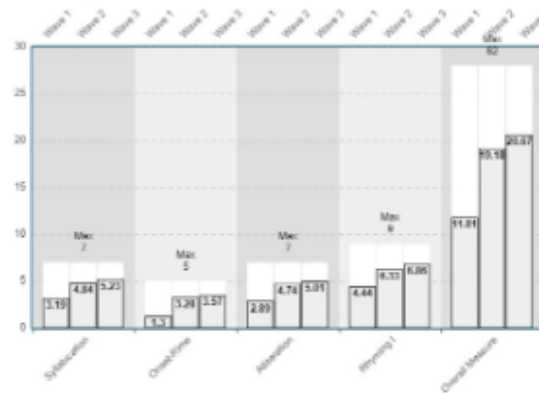
**School Average Growth Report**

WESTWOOD PRI: Rapid Vocabulary



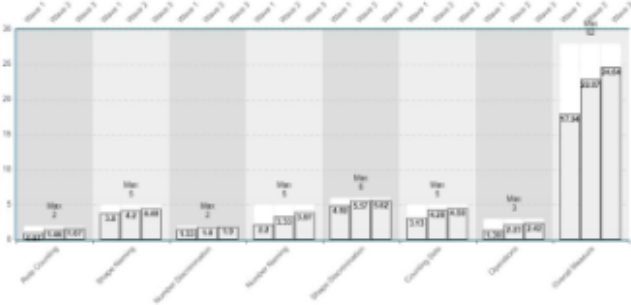
**School Average Growth Report**

WESTWOOD PRI: Phonological Awareness



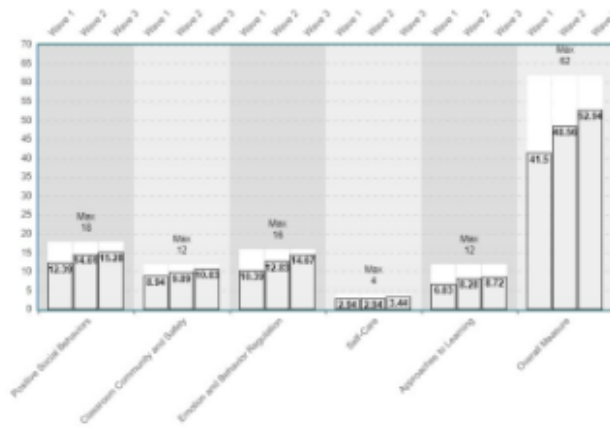
**School Average Growth Report**

WESTWOOD PRI: Math



**School Average Growth Report**

WESTWOOD PRI: Social Emotional Behaviors



**Student Learning Strengths**

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

District Vertical Planning Days scheduled in the calendar

Common ELAR curriculum support resources in K-2

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

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

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

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

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

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

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

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

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

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

Other areas of strength

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

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

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

We implemented PLCs every Wednesday with fidelity in 2021-2022. The campus Effective Schools Framework Focus Area #3, Data-driven instruction, was a priority. Data-driven instruction was evidenced by teachers able to disaggregate data and apply it to lessons through differentiation, small group, and lesson adjustments. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

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

We include teacher teams and appropriate district supervisors in our hiring process in order to recruit highly qualified staff. Our Superintendent meets with each recommended teacher candidate for hiring approval. We strive to hire highly qualified teachers who put students first and adhere to TEKS and research best practices. New Teachers attend Westwood ISD's New Teacher Academy and a mentor is assigned to ensure success in the classroom. Teachers who are new to the profession attend monthly support meetings with district directors over curriculum and instruction.

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

## School Processes & Programs Strengths

We conduct our RTI meetings collaboratively. We include Admin and Teachers in order to ensure that individual student needs are met and learners are set up for success. During the 2020-2021 school year, a district RTI coordinator was assigned to support Response to Intervention data meetings. Our campus RTI teacher and teacher assistant continue to work with identified Tier 3 students in a small group setting.

This is the second year the Master schedule was designed to include an Intervention block. This reduced our student-to-teacher ratio for small group instruction and enabled our staff to meet the needs of individual students.

Our campus Effective School Framework Focus Area #2, Objective-driven daily lesson plans with formative assessments, was a priority for the 2020-2021 school year. Teachers created objective-driven daily plans with formative assessments aligned to state standards. All teachers created and submitted lesson plans that included clear objectives, opening activities, differentiated paths of instruction to a clearly defined goal, paths that meet specific needs of students with disabilities and English learners, and daily formative assessments. Campus leaders reviewed lesson plans frequently for alignment to standards, the scope and sequence, and the expected level of rigor, and provided teachers with feedback and lesson planning support.

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

Other strengths identified by CNA Committee:

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

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

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

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

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

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

# Perceptions

## Perceptions Summary

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

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

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

We host Meet the Teacher Night before school begins for the year. We offer a variety of activities and programs to involve parents and the community throughout the school year. Invitations to Parent/ Principa Power Hour, Head Start Meetings and other committee invitations are offered to parents during the school year where parents can voice ideas and concerns.

A parent survey was conducted in the Spring (2022) via Parent Square in which Thirty parents participated.

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

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

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

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

## Perceptions Strengths

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

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

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

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

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

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

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

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

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

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# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

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## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

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

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

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

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

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



# Goals

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

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

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





Strategy 1 Details	Reviews			83
<p><b>Strategy 1:</b> Teachers will use data-driven instruction and planning using TEKS resource in order to ensure standards are being met with the rigor and complexity required to meet the needs of all students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During collaborative planning teachers will break down TEKS for the upcoming six weeks to ensure instruction and assessment are addressing the standard in-depth.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To help build our foundation in reading, we will implement a researched-based supplemental phonics curriculum for K-2nd Grade for Tier 2 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a stronger foundation to build on and therefore show growth in all areas of literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Paras, Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	✗	✗	✗	

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

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will promote and support paraprofessionals in their pursuit to obtain teaching certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students at Westwood Primary will receive quality education from teachers who know them and care about them.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				85
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3: Campus Environment**

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will be well trained in behavior management strategies, expectations, and consequences at the beginning of the year, as well as follow-up training throughout the year. Targeted support will be given when necessary.  <b>Strategy's Expected Result/Impact:</b> 20% less office referrals will occur.  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				86
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Guidelines are clear on what is an office referral and what is handled in the classroom.  <b>Strategy's Expected Result/Impact:</b> Teachers will have high-quality classroom management.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Behavior plans will be written and implemented as needed to address students who show need for more support.  <b>Strategy's Expected Result/Impact:</b> Students will be more supported and fewer office referrals will be written.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will address students' social/emotional learning through a character based program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to identify and manage their own emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Positive behavior will be encouraged through Pawsitive Behavior Store, incentives such as pie in the face, guest readers, positive office referrals, lunch with admin, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> More positive behavior and fewer office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Paras, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				87
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: Campus Environment**

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All drills will be scheduled at the start of the school year.  <b>Strategy's Expected Result/Impact:</b> All required drills will be completed in a timely manner and all people will be safe.  <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				88
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will be trained in expectation for real life emergency situation and will practice through drills.  <b>Strategy's Expected Result/Impact:</b> All students and staff will remain safe throughout the school year.  <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westwood Primary school will provide several different opportunities for parents to participate with their children in academic activities. (Family nights, art show, meet the teacher)</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel welcome and needed as an important part of their child's educational team. This will result in more academic support by parents for their child and promote a strong school/home relationship.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				89
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Two mandatory parent-teacher conferences will be held every year, one in the fall and one in the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and the school will be partners in the responsibility of educating each child. Parents will be well-informed of their child's progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teir 1 instruction will be given with fidelity and attention given to the TEKS being covered.  <b>Strategy's Expected Result/Impact:</b> Students will master grade level TEKS.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				90
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Small group targeted instruction will be a focus in every classroom.  <b>Strategy's Expected Result/Impact:</b> Gaps will be closed in struggling students, and on/or above grade level students will continue to excel.  <b>Staff Responsible for Monitoring:</b> Teachers, Paraprofessionals, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Panther time will be utilized at K-2nd grade level to target any gaps.  <b>Strategy's Expected Result/Impact:</b> Gaps will be closed and student learning will be accelerated.  <b>Staff Responsible for Monitoring:</b> Teachers, Paras, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent information at Open House through multiple means such as flyer, PPT, district website, other social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				92
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide student and family incentives such as family movie nights, student parties, 6 weeks, semester, and end of year rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher attendance rates throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, PEIMS, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Contact parents according to the district attendance policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed of attendance expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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# Mission Statement

**Westwood Elementary Panthers will receive a quality, competitive, innovative education that promotes well-rounded, career-oriented lifelong learners who are intrinsically motivated!**

## Vision

**We build high expectations that are academically and socially driven through positive relationships that share a common goal.**

## Value Statement

**We value parents as children's first and best teachers. We value those who teach, lead, serve, and learn by example. We value empowering students to exceed expectations in an engaging, inspiring, and challenging learning environment. We value building relationships with all stakeholders. We value self-discipline and reflection. We value open and honest communication delivered with kindness and compassion.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

### Overall Population Counts:

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

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### Race and Ethnicity Rate:

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

### Sub-Populations:

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

### Demographics Strengths

Staffing allocations are carefully arranged to foster high achievement for students. A top priority is to create class sizes that are at an achievable capacity. All staff members participate in quality professional training to ensure the implementation of instructional programs.

It is noted that the retention rate decreases once students have made the transition from the primary campus after a successful third grade year. Learning gaps show closure rates once students make that transitional year.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments. **Root Cause:** Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

# Student Learning

## Student Learning Summary

### Westwood Elementary Spring 2021 STAAR Performance Data

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

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

During the 2021-2022 school year RTI systems were implemented along with a personalized instruction hour each day. STAR Math and Reading Screeners were measured in BOY, MOY, and EOY intervals to track student progress. Based on this measurement tool significant growth was recorded throughout the campus; many students showing 2-3 years growth in performance.

## Student Learning Strengths

With the implementation of Panther Academy (personalized instruction) students were able to be grouped with students that are identified needing the same on-level instruction. These groups are designed with a small group teaching model to provide quality support to meet the needs of students.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content. **Root Cause:** Students lack foundational skills needed to master grade level concepts.

# School Processes & Programs

## School Processes & Programs Summary

Westwood Elementary partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

### Instructional

- TEKS Resource System
- Renaissance Learning
- Istation / TPRI
- Imagine Learning (ESL)

- K12 Summit (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Study Island, Plato, ESL Reading Smart, Reading Mate)
- Flocabulary
- HARCOURT

-PEARSON

-Fountais and Pinnell

- Lucy Calkins
- Moving with Math
- LLI

-Project Wisdom

-Mentoring Minds Motivation Series (Think UP/IReady)

-Stemscopedia Science

-Mathscopes

### Personnel (recruit/support/retain)

- New Teacher Academy (3 days) for all new staff to the district
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district level coaching and support to complete certifications, requirements, and help in the classroom.
- Eduhero online professional learning (district-wide)

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### Administrative

- New Leaders
- New Principals Academy
- Administrative Organizations / Conferences for professional development (TEPSA, TASSP, TASA, TCWSE)

#### District Processes & Programs Strengths

- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.

### **School Processes & Programs Strengths**

Westwood Elementary has implemented TEKS Resource System as a set curriculum. Utilizing the Scope and Sequence with fidelity ensures that all content is taught and scaffolded in a method that increases student performance. The school counselor provides "Words of Wisdom" each morning to students as a method of character development. A personalized instruction hour that provides intervention and extension opportunities is built into the instructional schedule with the intent of providing targeted instructional growth points for all students.

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

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

# Perceptions

## Perceptions Summary

The staff of Westwood Elementary believe that effective partnerships with all stakeholders is essential to student success. It is imperative to build positive relationships with all. Home visits were implemented during the 2021-2022 school year. The following communication platforms are used:

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

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## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Demographics

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

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

**Problem Statement 2 Areas:** Student Learning

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**Problem Statement 3:** Campus STAAR Score results were 52% at Approaches Grade Level or Above.

**Root Cause 3:** Lack of intervention systems to support learners in closing achievement gaps.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students lack internal motivation and have become use to the feeling of not being successful.

**Root Cause 4:** Staff lack in understanding circumstances of students from low economic backgrounds.

**Problem Statement 4 Areas:** Perceptions




# Goals

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

**Performance Objective 1:** By May 2022, given character education directly correlated to TEC 29.906, a decrease of 10% in discipline referrals will be documented.

**Evaluation Data Sources:** Discipline Referral Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement character education programs for K-12 such as ESTEEM, DARE, Project Wisdom, etc. to emphasize and promote positive citizenship traits.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor</p>	<b>Formative</b>			<b>Summative</b> <sup>103</sup>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselor Campus Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





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

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

**Performance Objective 1:** By May 2022, academic standards will result in a 10% increase in the area of masters grade level on the Texas state assessment.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Restructure the instructional schedule to increase student learning time. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				105
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize a personalized instruction hour, Panther Academy, to provide both intervention and extension opportunities to learners that support their individual learning level. <b>Strategy's Expected Result/Impact:</b> Improved performance by students on assessments data. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach RTI Coordinator SPED Staff Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff RTI Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff Campus Leadership Team Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a system of monitoring lesson plans for correct alignment and high levels of rigor that provides quality feedback to maximize student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				106
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will attend training to learn various methods of how to informally and formally assess their students in order to guide, monitor, and adjust instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				107
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Westwood Elementary recruits a highly effective teaching staff with the idea of achieving a staff reflective of the Westwood ISD student body and that serve as role models both inside and outside the classroom.

**Performance Objective 1:** Westwood Elementary will provide a professional and positive learning environment by recruiting, employing, retaining, supporting, and commending excellent staff.





**Evaluation Data Sources:** Feedback surveys (new teacher academy, mentor program, and new to profession meeting attendance), certification monitoring, job fair attendance/recruitment data, job advertisement data through specific websites.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Instructional Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June<sup>108</sup></b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide orientation and mentoring services for teachers recently hired by the district.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Mentor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize staff members who exemplify a positive role model through attendance, appearance, and professional &amp; interpersonal communication</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Mentor Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Develop a school environment that is safe, orderly, and positive for all that focuses on student success.

**Performance Objective 1:** To promote a positive school climate and promote partnerships for students, staff, and community members.

**Evaluation Data Sources:** Safety Audit  
 Discipline Records  
 Lesson Plans  
 Safety Drill Logs





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Development of EOP and Reunification Plans <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly safety drills that simulate a variety of possible situations <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Staff District Safety Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continuation of "Project Wisdom" Year Two implementation to promote character development. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide team bonding opportunities for faculty and staff that encourage out of school activities amongst one another. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Campus Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** By the end of the 2021-2022 school year, 50% of the special education population will show growth of at least one year in mathematics and reading.

**Performance Objective 1:** Develop and implement personalized instructional plans.

**Evaluation Data Sources:** LLI Progress Monitoring  
 Moving With Math Progress Monitoring  
 Diagnostic and Screening Data Platforms  
 RTI Monitoring





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

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use of a variety of data sets to monitor student goals from IEPs, TEK Mastery, etc. <b>Staff Responsible for Monitoring:</b> District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will have additional time to work on Imagine Learning and K-1 Summit during their PAATH and Computer classes. There will also be a bilingual paraprofessional to work with them in small groups throughout the week.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student TELPAS scores overall.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Leadership Team Instructional Staff Instructional Coach Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				112
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

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

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

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# Mission Statement

The staff of Westwood Junior High will work in partnership with families and community members to provide academically and socially enriched opportunities, support, and guidance for all students. It is our continued mission to ready our students to become civically responsible members of the community in the future.

## Vision

Westwood Junior High will promote a secure, learner focused environment that works collaboratively with parents, community members and staff in order to prepare future ready students in a positive and engaging educational manner.

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



# Goals

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

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

**Evaluation Data Sources:** STAAR Results





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

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on analyzing and focusing on TEKS and implement strategies to address each TEK as intended planning for student expectations to be achieved at mastery level.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment data indicates students achieving mastery level on TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				118
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training within each department on identifying indicators/qualifiers for each Tier level and conduct BOY, MOY &amp; EOY progress monitoring sessions for teachers to analyze data to classify students for focused intervention groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student progress on benchmarks, STAAR scores and ALPs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Accelerated Learning Plans with students designated needing additional instructional support through HB4545, monitoring each 6 week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading and math as prescribed by individual goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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





**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
				119
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Training provided for teachers focusing on using data to meet individual strengths and weaknesses of students. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices that impact student academic improvement. <b>Staff Responsible for Monitoring:</b> Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** STAAR Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrichment provided to broad range of students based on data and performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	June
				120
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide new staff members with a mentor to assist in all areas their first year in the district or on the junior high campus as applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Support and retain staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Asst. Superintendent of Leadership and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				121
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for staff to attend virtual and face-to-face training throughout the year, including teacher led training on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effectiveness of staff in the classroom and in leadership roles. Build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Asst. Superintendent of Leadership and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the distribution of bi-annual retention incentives to staff members that are given in December and June.</p> <p><b>Strategy's Expected Result/Impact:</b> Retaining staff members across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Assistant Superintendent of Finance</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

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

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide formal and informal opportunities for all instructional staff to engage in leadership practices. <b>Strategy's Expected Result/Impact:</b> Develop leadership capacity and promote content & instructional effectiveness across campus. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				123
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide collaboratives weekly, with specific objectives for each 6 week period. <b>Strategy's Expected Result/Impact:</b> Improved instructional practices and staff gaining expertise in their areas. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all staff members professional development opportunities through Region 7, ACSEC, Westwood University and other avenues as applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity and effectiveness of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Assistant Superintendent of Leadership and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				124
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff members will participate in ongoing leadership collaboratives that will involve podcasts or book study and discussions on a regularly scheduled timeframe.</p> <p><b>Strategy's Expected Result/Impact:</b> Build communication among staff and increase awareness of inequality across campus. Develop plan for improved expectations for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Materials inventory kept up-to-date <b>Strategy's Expected Result/Impact:</b> Instructional needs readily available for teaching staff. <b>Staff Responsible for Monitoring:</b> Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
				125
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Annual review of renewals and expenditures to ensure utilization and relevance to campus goals. <b>Strategy's Expected Result/Impact:</b> Efficiency in expenditures. <b>Staff Responsible for Monitoring:</b> Administration, Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create schedule prior to the first of the 2022-2023 school year to be shared that includes events for the year and the purpose of each event.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased events for the campus and community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				126
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training for parents in the area of social emotional learning, including cyber bullying, sexting, self-harming, vaping.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote the development of students who display strong character and ethical decision making skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, District Nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for all staff members at the start of the school year with drill procedures and assigning roles to administrative teams. <b>Strategy's Expected Result/Impact:</b> All staff prepared for drills <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				127
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule all drills prior to the school year and share with Safety Team in Google Calendar <b>Strategy's Expected Result/Impact:</b> Ensuring that all required drills are preplanned to be completed in alignment with semesters. <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





**Evaluation Data Sources:** RAPTOR reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide RAPTOR training in the back to school training in August 2022, with practice drills conducted before the first day of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledgeable and trained staff in the use of RAPTOR and who to contact should the system not work.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				128
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet with Safety Team prior to the start of 2022-2023 school year and establish duties for each.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive Safety Team that are prepared to deal with issues or drills that may arise.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Eduhero courses completed by staff. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of policies and procedures. <b>Staff Responsible for Monitoring:</b> Administration , Nurse, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				129
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule parent training related to bullying including cyberbullying and sexting. <b>Strategy's Expected Result/Impact:</b> Promote the development of students who display strong character and ethical decision making skills. <b>Staff Responsible for Monitoring:</b> Administration, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

# State Compensatory

## Budget for Westwood Junior High

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

**Total FTEs Funded by SCE:** 0

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

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

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

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# Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

At WISD, we believe:

1. In academic excellence for all students
2. In developing leaders at all levels
3. Every person is a leader--they lead from where they are
4. Our students want to excel and have pride in accomplishments
5. Pride and tradition are foundational to our success
6. Students have a place to belong
7. Parental involvement is welcome and parents are encouraged to have a voice
8. Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
9. In being the best
10. We are all part of the Panther Family

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## Vision

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

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Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models. 7

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

Goal 4: Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations. 13

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students. 14

# Priority Problem Statements

**Problem Statement 1:** LEP and Spec Ed populations continue to score at or below state average on STAAR

**Root Cause 1:** Early implementation of inclusion model and very few teachers with ESL experience or certification

**Problem Statement 1 Areas:** Student Achievement

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

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

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

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**Problem Statement 4:** Difficulties in staff recruitment remain an issue at the High School campus.

**Root Cause 4:** A lack of quality applicants to draw from in certain areas and an inability of new staff/coaches to commit long term to a district or continue to commute.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Inconsistent implementation of district wide instructional practices involving TEKS Resource, Eduphoria, data collection, and appropriate instructional rigor.

**Root Cause 5:** Need for continuing professional development and accountability.

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

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

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

**Problem Statement 2 Areas:** Student Achievement

# Goals

**Goal 1:** Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

**Performance Objective 1:** By May 2023 85% of students taking the English II STAAR test will show growth from the previous English I STAAR results.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews 136			
<b>Strategy 1:</b> Adhere to TEKS Resource System and implement effective aligned instruction in the classroom <b>Strategy's Expected Result/Impact:</b> Create assessments and instruction aligned to appropriate State Standards in ELA <b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor <b>Strategy's Expected Result/Impact:</b> Steady growth in formal unit assessments <b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 3) Identify appropriate groupings of students to receive targeted instruction during 3rd Period <b>Strategy's Expected Result/Impact:</b> Measured growth of all groups on Benchmarks and Formal Assessments <b>Staff Responsible for Monitoring:</b> Campus Admin and Classroom Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement researched based instructional strategies through new PD opportunities geared toward English STAAR success <b>Strategy's Expected Result/Impact:</b> Students use new strategies focused on reading and writing skills.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

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



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PEIMS monitoring to identify students with attendance issues. <b>Strategy's Expected Result/Impact:</b> Prevent students from losing credit and/or Truancy issues/charges <b>Staff Responsible for Monitoring:</b> PEIMS director, Campus Admin, and campus PEIMS director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				138
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Student incentives and awards each six weeks <b>Strategy's Expected Result/Impact:</b> Increase in attendance <b>Staff Responsible for Monitoring:</b> PEIMS and Admin	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Targeted efforts to support student involvement in groups and activities <b>Strategy's Expected Result/Impact:</b> Increased involvement typically means increased attendance <b>Staff Responsible for Monitoring:</b> Campus/District Admin and PIEMS	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

**Performance Objective 1:** Maintain low teacher/staff turnover (20% or below) after a high of over 60% turnover in 2018.





**Evaluation Data Sources:** Signed Contracts 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit quality educators at local, state, and national online and on-site job fairs.</p> <p><b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				139
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide mentor opportunities to train new and/or struggling teachers and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Qualified and effective administrators are hired and retained at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue as a district to be competitive in compensation schedule with local districts.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce turnover due to compensation only</p> <p><b>Staff Responsible for Monitoring:</b> District Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

**Performance Objective 2:** Build staff instructional capacity through continued implementation and supervision of district instructional practices that build a teacher support system from admin and peers.





**Evaluation Data Sources:** T-TESS reports, Get Better Faster model, and staff mentoring programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of the Observation Feedback model by Instructional coach and administrators.  <b>Strategy's Expected Result/Impact:</b> Provide staff the opportunity to share effective instructional strategies among their peers.  <b>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				140
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and provide a structured PLC model that provides guidance for all departments' planning days.  <b>Strategy's Expected Result/Impact:</b> Campus departments provide support of new and veterans teachers.  <b>Staff Responsible for Monitoring:</b> Campus and district teachers and administrators.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program.  <b>Strategy's Expected Result/Impact:</b> New teachers will provide quality education to their students.  <b>Staff Responsible for Monitoring:</b> Campus and district teachers, administrators, and mentors.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Effectively implement the SLO process district wide and at all subjects.  <b>Strategy's Expected Result/Impact:</b> Targeted growth and growth measures  <b>Staff Responsible for Monitoring:</b> All admin and instructional staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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





**Evaluation Data Sources:** TSI scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to grow course offerings through the Dual Credit Partnership with TVCC and increase 10th grade dual credit enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit and 6 hour requirement</p> <p><b>Staff Responsible for Monitoring:</b> Dist/Campus Admin and HS Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				141
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center</p> <p><b>Strategy's Expected Result/Impact:</b> Increase total number of students reaching TSI passing standards.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, campus admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities. <b>Strategy's Expected Result/Impact:</b> Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding <b>Staff Responsible for Monitoring:</b> Campus admin, special programs coordinator, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
				142
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Pre AP/AP courses and teachers will align PD and curriculum to better prepare students for the rigor of Dual Credit and AP exams.





**Evaluation Data Sources:** Dual Credit passing rates as well as AP pass rates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre AP/AP teachers will attend new College Board training to receive curriculum and instructional strategies to better prepare and align to AP tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Raised rigor and passing numbers in AP tests such as World History, Biology, and Calculus</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Dist Admin, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				143
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** By May 2022 the Inclusion Model will continue to progress to help increase Special Ed STAAR scores by 10% in all areas towards the Approaches designation.

**Evaluation Data Sources:** RTI data, Weekly meetings with Inclusion updates, local assessment scores, STAAR scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to utilize the COOP and Region 7 for inclusion support for teachers in Math and English <b>Strategy's Expected Result/Impact:</b> Create a team teaching model that integrates supports for students in need while maintaining an appropriate level of rigor <b>Staff Responsible for Monitoring:</b> Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				144
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Math and English Inclusion teachers will be involved in weekly department meetings and planning days. <b>Strategy's Expected Result/Impact:</b> Incremental increases in formal assessments and benchmarks as well as RTI data <b>Staff Responsible for Monitoring:</b> Campus/ Dist Admin, inclusion and classroom teachers in math and English	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.





**Performance Objective 1:** Periodic reviews of grant money and overall expenditures to ensure that funds are being properly utilized in appropriate areas.

**Evaluation Data Sources:** Monthly budget reports.

**Goal 4:** Westwood High School follows district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.

**Performance Objective 2:** Staff will receive ongoing training in timely and effective ways to request and obtain funds.





**Evaluation Data Sources:** Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel</p> <p><b>Strategy's Expected Result/Impact:</b> Timely requests for funds and travel by all staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin Assistant, campus princ, dist financial advisor, dist C&amp;I</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				146
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** By May 2023 100% of all district and state safety drills will have been completed and documented.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students <b>Strategy's Expected Result/Impact:</b> Create awareness and proficiency in execution of drills <b>Staff Responsible for Monitoring:</b> Asst Principal, Princ, Maintenance Director	Formative			Summative
	Nov	Jan	Mar	June
				147
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** By May 2023 there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

**Evaluation Data Sources:** Skyward entries and PIEMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers <b>Strategy's Expected Result/Impact:</b> Decrease classroom referrals <b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
				148
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**7.J. Student Handbooks**  
**Presenter:** Katie Atkins

# Westwood ISD Agenda Item Information

**Meeting Date:** June 13, 2022

**Subject:** 2022-2023 Westwood ISD Student Handbook

**Administrator Responsible:** Katie Atkins

**Summary:**

The Student Handbook provides students and parents with a general reference guide that is divided into two sections:

**Section One: Parental Rights** describes certain parental rights as specified in state or federal law.

**Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year.

The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

**Attachments:**

2022-2023 Westwood ISD Student Handbook (pdf)

**Board Approval Required**      YES     NO

# Westwood ISD



## Student Handbook 2022-2023 School Year

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

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## **Westwood ISD School Board Members**

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Dr. Katie Atkins, Assistant Superintendent of Curriculum/Instruction and Leadership, [katkins@westwoodisd.net](mailto:katkins@westwoodisd.net)

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## **Campus Principals**

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Westwood High School:

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## **Nurses**

Kim Gilbreath, District Nurse, WJH, (903) 723-0423, [kpgilbreath@westwoodisd.net](mailto:kpgilbreath@westwoodisd.net)

Tiffany Roberson, Westwood Primary, (903) 723-9369, [tjroberson@westwoodisd.net](mailto:tjroberson@westwoodisd.net)

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## **Preface Parents and Students:**

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Westwood ISD Student Handbook is a general reference guide that is divided into two sections:

**Section One: Parental Rights** describes certain parental rights as specified in state or federal law.

**Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

**Note:** Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Westwood ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.westwoodisd.net](http://www.westwoodisd.net). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any campus and the administration office.

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the Westwood ISD Administration Office.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Brenda Bing

4524 W. Oak, Palestine, TX 75803

[bbing@westwoodisd.net](mailto:bbing@westwoodisd.net)

(903) 729-1776

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey**]

## **Accessibility**

If you have difficulty accessing this handbook because of a disability, please contact the central office at (903) 729-1776 or email [klatkins@westwoodisd.net](mailto:klatkins@westwoodisd.net)

## **Section One: Parental Rights**

This section describes certain parental rights as specified in state or federal law.

### **Consent, Opt-Out, and Refusal Rights**

#### **Consent to Conduct a Psychological Evaluation**

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

**Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

#### **Consent to Provide a Mental-Health Care Service**

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

*Tiffany Carwell*

*Director of Federal and Special Programs*

*4524 W. Oak, Palestine, TX 75803*

*tncarwell@westwoodisd.net*

*903-729-1776*

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** .

## **Consent to Display a Student's Original Works and Personal Information**

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

## **Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14**

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

## **Consent to Video or Audio Record a Student when Not Already Permitted by Law**

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

## **Prohibiting the Use of Corporal Punishment**

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO (LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student’s parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the registration packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

### **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student’s caregiver or caseworker has not submitted a signed statement prohibiting its use.

## **Limiting Electronic Communications between Students and District Employees**

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

## **Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, address, telephone listing, electronic mail, address, photograph, grade level, enrollment status, honors and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, telephone listing, photograph, grade level, honors and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

**Note:** Review **Authorized Inspection and Use of Student Records**.

## **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and

- Telephone listing.

[See **Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

## **Participation in Third-Party Surveys**

### ***Consent Required Before Student Participation in a Federally Funded Survey***

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

### ***“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

## **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

### **Human Sexuality Instruction**

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Westwood ISD requires Health, of all students at the 8<sup>th</sup> grade level, for high school credit.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

## **Reciting a Portion of the Declaration of Independence in Grades 3–12**

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

## **Reciting the Pledges to the U.S. and Texas Flags**

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL) for more information.]

## **Religious or Moral Beliefs**

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

## **Tutoring or Test Preparation**

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or

- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

## **Right of Access to Student Records, Curriculum Materials, and District Records/Policies**

### **Instructional Materials**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

### **Notices of Certain Student Misconduct to Noncustodial Parent**

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

### **Participation in Federally Required, State-Mandated, and District Assessments**

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

## **Student Records**

### ***Accessing Student Records***

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

### ***Authorized Inspection and Use of Student Records***

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and

- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

- Legitimate educational interest may include:
  - Working with the student;
  - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
  - Compiling statistical data;
  - Reviewing an educational record to fulfill the official's professional responsibility; or
  - Investigating or evaluating programs.
- School officials may include:
  - Board members and employees, such as the superintendent, administrators, and principals;
  - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information**]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal or assigned designee is custodian of all records for currently enrolled students at the assigned school. The principal or assigned designee is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of

the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

**Westwood Primary, 1701 W. Point Tap Rd, Palestine, TX 75803 (903) 729-1774**

**Westwood Elementary, 2305 Salt Works Rd, Palestine, TX 75803 (903) 729-1771**

**Westwood Junior High, 1801 Panther Blvd, Palestine, TX 75803 (903) 723-0423**

**Westwood High School, 1820 Panther Blvd, Palestine, TX 75803 (903) 729-1773**

You may contact the custodian of records for students who have withdrawn or graduated at:

**Westwood Primary, 1701 W. Point Tap Rd, Palestine, TX 75803 (903) 729-1774**

**Westwood Elementary, 2305 Salt Works Rd, Palestine, TX 75803 (903) 729-1771**

**Westwood Junior High, 1801 Panther Blvd, Palestine, TX 75803 (903) 723-0423**

**Westwood High School, 1820 Panther Blvd, Palestine, TX 75803 (903) 729-1773**

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns** and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office on the district's website at [www.westwoodisd.net](http://www.westwoodisd.net).

**Note:** The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

## Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

## A Student with Exceptionalities or Special Circumstances

### Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

## **Parental Role in Certain Classroom and School Assignments**

### ***Multiple-Birth Siblings***

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

### ***Safety Transfers/Assignments***

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

### ***Student Use of a Service/Assistance Animal***

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

## **A Student in the Conservatorship of the State (Foster Care)**

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care**]

## **A Student Who Is Homeless**

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless**]

## **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

## ***Special Education Referrals***

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

## ***Contact Person for Special Education Referrals***

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Anderson County Special Education Co-op (903) 876-3685.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: Anderson County Special Education Co-op (903) 876-3685.

## ***Section 504 Referrals***

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

## ***Contact Person for Section 504 Referrals***

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Westwood Primary School: Counselor – Kendra Aristide at (903)729-1774

Westwood Elementary School: Counselor – Amber Linam at (903)729-1771

Westwood Junior High: Counselor – Debbie Coates at (903)723-0423

Westwood High School: Counselor – Jeffery Tauber at (903)729-1773

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

## ***Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education***

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

## **A Student Who Receives Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

## **A Student Who Speaks a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** and **Special Programs**]

## **A Student with Physical or Mental Impairments Protected under Section 504**

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

## **Section Two: Other Important Information for Parents and Students**

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

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It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

### **Absences/Attendance**

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

### **Compulsory Attendance**

#### ***Prekindergarten and Kindergarten***

Students enrolled in kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

#### ***Ages 6–18***

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

## ***Age 19 and Older***

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

## **Compulsory Attendance—Exemptions**

### ***All Grade Levels***

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state;
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** for more information.]

### ***Secondary Grade Levels***

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this:

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

## **Compulsory Attendance—Failure to Comply**

### ***All Grade Levels***

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### ***Students with Disabilities***

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

### ***Ages 6–18***

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

**Westwood Primary School: Ashlee Richardson (903) 729-1774**

**Westwood Elementary School: Amanda Kizer (903) 729-1771**

**Westwood Junior High: Kay Drees (903) 723-0423**

**Westwood High School: Edna Stanhope (903) 729-1773**

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

### ***Age 19 and Older***

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

### **Attendance for Credit or Final Grade (All Grade Levels)**

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences

- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

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

The district will take official attendance every day at 9:30 A.M.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

### **Documentation after an Absence (All Grade Levels)**

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

**Note:** The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

### **Doctor's Note after an Absence for Illness (All Grade Levels)**

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

## **Driver License Attendance Verification (Secondary Grade Levels Only)**

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

## **Accountability under State and Federal Law (All Grade Levels)**

Westwood ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at [www.westwoodisd.net](http://www.westwoodisd.net). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

## **Armed Services Vocational Aptitude Battery Test (Grades 10–12)**

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

## **Awards and Honors (All Grade Levels)**

Westwood High School publishes three documents each year that are given to each student. The Student Handbook and the Student Code of Conduct are published prior to the start of school. The Course Selection Guide will be published during the spring semester, which contains the bulk of information regarding academics for high school students. The following topics may be found in the Westwood High School Course Selection Guide.

1. Advanced Courses

2. Special Programs
3. Academic Awards
4. Career and Technology Education
5. Credit by Exam
6. Grade Point Equivalency Scale
7. Grading System
8. Grade Classification
9. Grade Point Averages
10. Transfer Grades
11. Grade points for Modified Classes
12. Eighth Grade Courses for High School Credit
13. Dual Credit Enrollment
14. Concurrent Enrollment
15. Correspondence Courses
16. Graduation
17. Top Ten Requirements
18. Valedictorian and Salutatorian
19. Honor Graduates
20. Class Ranking

## **Academic Programs**

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** and policy EIF.]

## **National Honor Society/National Junior Honor Society/Elementary**

Membership is open to any student in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade enrolled in a school with a National Honor Society Chapter. Students in the 8<sup>th</sup> grade may also be eligible for the National Junior Honor Society. Students must be enrolled in the school for a period equivalent to one semester prior to being inducted into the society, and must meet the scholarship requirement. The minimum grade point average of 85 is required for membership. The grade point average used to determine eligibility usually includes the cumulative total of those, which count toward graduation from High School. A faculty council elects members to the National Honor Society/Junior Honor Society, which consist of five faculty members appointed by the campus principal. The NHS/NJHS faculty council may remove students who do not fulfill the duties of

the National Honor Society or the Junior Honor Society. A criterion for membership is based on scholarship, service, leadership, and character.

At Westwood Elementary, the following is required:

- A student enrolled in grade 4, 5 or 6 for a minimum of one semester (fall)
- A minimum or higher score on all previous STAAR tests
- A grade of 90% or higher in all subject areas during each grading period for the previous semester
- A satisfactory or better conduct grade in all classes
- A completed essay which addresses the prompt, "My Future as a Leader"
- A teacher recommendation
- A completed parent permission form

The NEHS faculty council may remove students who do not fulfill the duties of the National Elementary Honor Society. A criterion for membership is based on scholarship, service, leadership, and character.

## **Bullying (All Grade Levels)**

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by submitting a message on the district tip line on the [www.westwoodisd.net](http://www.westwoodisd.net) website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

## **Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)**

The district offers career and technical education programs in the following areas:

- Agriculture
- Food & Natural Resources
- Arts
- Audio Video Technology and Communication
- Business Management, Administration, and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services

WISD provides opportunities for all students to develop and demonstrate the knowledge and skills necessary to read, write, compute, solve problems, think critically, apply technology, and communicate across all subject areas, through a rigorous Career and Technology Education (CTE) program. Through a selected career pathway students will have the opportunity to take courses to earn college credit while preparing them for chosen careers. Students are encouraged to follow a coherent sequence of courses for a specific career pathway beginning in the 8th grade and continuing through the 12th grade to a two or four-year college. WHS offers several career clusters and programs of study in each of the career clusters that students can choose from to prepare for high skill, high demand, and high wage jobs beyond high school. A career cluster is a grouping of occupations based on commonalities, helps students choose courses that can prepare them for careers in the future. A program of study is a recommended sequence of coursework based on a student's interest or career goal.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

## **Celebrations (All Grade Levels)**

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies**]

## **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at [www.westwoodisd.net](http://www.westwoodisd.net). Trafficking includes both sex and labor trafficking.

## **Warning Signs of Sexual Abuse**

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;

- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

## **Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children**

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

## **Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children**

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

## **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)**

Information regarding class rank/highest ranking student may be found in the WISD Course Description Guide which is located online at [www.westwoodisd.net](http://www.westwoodisd.net). [For further information, see policy EIC.]

## **Class Schedules (Secondary Grade Levels Only)**

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

## **College and University Admissions and Financial Aid (All Grade Levels)**

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

## **College Credit Courses (Secondary Grade Levels Only)**

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Trinity Valley Community College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

## **Communications—Automated (All Grade Levels)**

### **Emergency**

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** for information regarding contact with parents during an emergency situation.]

### **Non Emergency**

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone

number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

## **Complaints and Concerns (All Grade Levels)**

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [www.westwoodisd.net](http://www.westwoodisd.net). The complaint forms can be accessed [www.westwoodisd.net](http://www.westwoodisd.net), campus principal's office, or the superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## **Conduct (All Grade Levels)**

### **Applicability of School Rules**

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

## **Campus Behavior Coordinator**

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at [www.westwoodisd.net](http://www.westwoodisd.net) and the coordinator for this campus is listed below:

Assistant Principal, Westwood Primary School, (903) 729-1774

Assistant Principal, Westwood Elementary, (903) 729-1771

Assistant Principal, Westwood Junior High, (903) 723-0423

Assistant Principal, Westwood High School, (903) 729-1773

## **Deliveries**

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

## **Disruption of School Operations**

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

## **Social Events**

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

## **Counseling**

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

## **Academic Counseling**

### ***Elementary and Junior High School Grade Levels***

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

## ***High School Grade Levels***

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

## **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should stop by the campus counselor's office to request an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

**[See Mental Health Support and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence]**

## **Course Credit (Secondary Grade Levels Only)**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

## **Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)**

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

## **Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject**

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

## **Acceleration**

### **Students in Grades 1–5**

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

### **Students in Grades 6–12**

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

## **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office [www.westwoodisd.net](http://www.westwoodisd.net) [See policy FFH for more information.]

## **Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is

considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

## **Discrimination**

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

## **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or

- Other kinds of aggressive conduct such as theft or damage to property.

## **Sexual Harassment and Gender-Based Harassment**

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

## Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

## Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

## Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **Distance Learning (All Grade Levels)**

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television. The distance learning opportunities that the district makes available to district students are varied by campus so please contact each campus office for specific details per grade level.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

## **Texas Virtual School Network (TXVSN) (Secondary Grade Levels)**

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

## **Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

## **Non School Materials**

### ***From Students***

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal will designate the location for approved non school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

### ***From Others***

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.] The campus principal will designate a location for approved non school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non curriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

## **Dress and Grooming (All Grade Levels)**

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

### Shirts and Blouses:

1. Shirts should be appropriately sized.
2. No crop tops, halter-tops or blouses that reveal skin at the midriff or cleavage, or "see through"/"see in" clothing
3. No clothing items with pictures, emblems, and/or writings that are lewd, offensive, vulgar, obscene, or racial in origin or clothing that exhibits connotations that allude to the aforementioned.
4. No clothing items that advertise or depict tobacco products, alcoholic beverages, drugs, or any substance prohibited by policy.
5. No clothing item or style that may be construed as gang related
6. No muscle shirts or tank tops.

### Sweatshirts, Vests, Sweaters, Hoodies and Outerwear

1. Must be appropriately sized, and jackets/coats should not be excessively long.
2. No wearing of caps, hats, bandannas, curlers, sweatbands, hoods, picks, combs, or other head ornaments inside the building. These items can be confiscated and/or discipline applied.

### Pants, Shorts, and Capris,

1. Should be denim or khaki type fabric
2. Should be worn at waistline
3. No wind shorts, spandex, tights, yoga pants, leggings, pajama pants, sweat pants, or athletic shorts
4. Should fit appropriately and not be too long in length to cover shoes.
5. Holes on jeans/pants/shorts above an area a dollar bill width (not length) from the knee must be covered so skin is not visible.

### Skorts, Skirts, Jumpers, and Polo Dresses

1. Must fall no shorter than a dollar bill width (not length) from the knee when standing or walking in both the front and the back.
2. Should not fit excessively tight

### Footwear

1. Tennis shoes, western boots, loafers, sandals (with a back), and flats (with a back) are permitted.
2. Shoes should be worn appropriately
3. No combat boots, shoes with wheels, flip flops, slides, jandals, cleats, house shoes, moccasins, steel toed boots, or slippers.

#### Belts

1. Belts are appropriate in any style or color
2. Should be worn appropriately, not unbuckled, and not excessive in length
3. Belts or other material will be required if pants or shorts fall below the natural waistline.

#### Facial Coverings, Mask, and/or Gators

1. Shall only cover the nose and mouth. Must not cover the forehead or eyes
2. No style shall have items with pictures, emblems, and/or writings that are lewd, offensive, vulgar, obscene, or racial in origin or clothing that exhibits connotations that allude to the aforementioned.
3. No style should advertise or depict tobacco products, alcoholic beverages, drugs, or any substance prohibited by policy.
4. No style should be construed as gang related
5. Logos are restricted to manufacturer's professional embroidered logos or WISD spirit emblem (see campus principal for additional guidance)
6. The facial covering and/or masks must not be made of sheer material

#### **District Prohibits:**

1. Any clothing associated with sleepwear, including house shoes, pillows, and pajamas
2. Earrings that are distracting or disruptive to the educational setting worn by male or female students
3. Offensive or exaggerated tattoos must be covered
4. Accessories that may be worn which are disruptive, draws inordinate attention to the individual student, or which presents a health or safety hazard to the student or others, including spike jewelry or chains
5. For students the only piercings allowed are those in the ear and nose pins/studs.
6. Facial hair (mustaches, beards, goatees, etc.) will be allowed as long as it is kept neatly trimmed – sideburns must not exceed the bottom of the earlobe
7. A student's hair must be neat and clean, while not distracting or interfering with the learning environment. Styles such as Mohawks, faux hawks, and designs/patterns cut into the hair will be considered distracting or disruptive. Only natural hair colors are allowed, including hair extensions.
8. Dark glasses inside the building, with the exception of prescription glasses
9. Pacifiers of any type

## **Electronic Devices and Technology Resources (All Grade Levels)**

### **Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices**

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials**]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The first offense, the student may pick up the confiscated telecommunications device from the principal's office at the end of the school day with a warning and the parent contacted. The second offense, the student may pick up the confiscated telecommunications device from the principal's office at the end of the school day for a fee of \$15 and the parent contacted. The third offense and thereafter, the parent/guardian or family member on the emergency contact list must pick up the confiscated telecommunications device from the principal's office at the end of the school day for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

## **Acceptable Use of District Technology Resources**

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

## **Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

## **End-of-Course (EOC) Assessments**

[See **Graduation** and **Standardized Testing**]

## **English Learners (All Grade Levels)**

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending

the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

## **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation**]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

## **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

## **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers.

## **Fees (All Grade Levels)**

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.

- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the assistant superintendent of curriculum and instruction. [See policy FP for more information.]

## **Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

## **Gang-Free Zones (All Grade Levels)**

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## **Gender-Based Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

## Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

## Grading- Honor Roll

**All A Honor Roll:** To be eligible for this distinction on a six weeks basis:

The student must receive A’s in all core content area courses (Language Arts, Math, Reading, Science and Social Studies). In grades 7-12 a student must maintain an A average in all classes.

The student must have an “S” in the following areas: Art, Music, Physical Education, Technology Applications and Conduct.

To be eligible for the end of the year award, a student must have all A’s and S’s every six weeks. In grades 7-12 a student must maintain an A average in all classes every six weeks.

**A & B Honor Roll:** To be eligible for this distinction on a six weeks basis:

The student must receive A’s and B’s in all core content area courses (Language Arts, Math, Reading, Science and Social Studies). In grades 7-12 a student must receive all A’s and B’s in all classes.

The student must have an “S” in the following areas: Art, Music, Physical Education, Technology Applications and Conduct.

To be eligible for the end of the year award, a student must have made the A/B Honor Roll and received S’s in all other areas each six weeks. In grades 7-12 a student must maintain an A or B average in all classes every six weeks.

## **Graduation (Secondary Grade Levels Only)**

### **Requirements for a Diploma**

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

### **Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing**]

## ***Foundation Graduation Program***

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public

universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

## ***Credits Required***

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech or other proficiency	0.5	0.5
Electives	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
  - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### ***Available Endorsements***

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue. Available Endorsements are:

- Science
- Technology
- Engineering
- Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

### ***FAFSA or TASFA***

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). The high school counselor is available to assist students in completing the application.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

### ***Personal Graduation Plans***

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

## **Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

## **Certificates of Coursework Completion**

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

## **Students with Disabilities**

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

## **Graduation Activities**

Graduation activities will include:

- the Graduation ceremony
- the Graduation practice
- the Graduation breakfast
- any other district-sponsored events for Graduating seniors

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Top 10
- National Honor Society

## **Graduation Speakers**

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers**]

## **Graduation Expenses**

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior

picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees**]

## **Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

## **Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **Hazing (All Grade Levels)**

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** and policies FFI and FNCC for more information.]

## **Health—Physical and Mental**

### **Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

### **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B

- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

## Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

## Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

## Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies**.

## **Steroids (All Grade Levels)**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

## **Mental Health Support (All Grade Levels)**

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

*All district campuses use Energy Bus, Character Strong, Red Ribbon Week Activities, and College Week Activities to address the above areas. Westwood Junior High additionally does Back to School Transition Camps for incoming 7th graders. Westwood Elementary also does Kindness Week and Hello Week. The Esteem program is used by Westwood Elementary, Westwood Junior High, and Westwood High school. Small group and individual counseling sessions are also available through campus counselors.*

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

## **Physical Activity Requirements**

### ***Primary and Elementary Schools***

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

### ***Junior High***

The district will ensure that students in junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

### ***Temporary Restriction from Participation in Physical Education***

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

## **Physical Fitness Assessment (Grades 3–12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the athletic director to obtain the results of his or her child's physical fitness assessment conducted during the school year.

## **Physical Health Screenings/Examinations**

### ***Athletics Participation (Secondary Grade Levels Only)***

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

The district follows the UIL guidelines for physicals. This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

### ***Spinal Screening Program***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent, or see policy FFAA(LEGAL).

## **Special Health Concerns (All Grade Levels)**

### ***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [www.westwoodisd.net](http://www.westwoodisd.net) for information regarding meningitis.

**Note:** Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization**]

## ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

## ***Food Allergies (All Grade Levels)***

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.westwoodisd.net](http://www.westwoodisd.net)

[See **Celebrations** and policy FFAF for more information.]

## ***Seizures (All Grade Levels)***

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

## ***Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)***

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school

property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

## **Health-Related Resources, Policies, and Procedures**

### **Physical and Mental Health Resources (All Grade Levels)**

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full-time nurse, Kim Gilbreath, at Westwood Junior High (903)723-0423. Westwood High School Nurse- Stevie Fields (903)729-1773. Elementary School Nurse -Ginger Morris (903)729-1771, Primary School Nurse- Tiffany Roberson (903)729-1774.
- Counselors: Primary School-Kendra Aristide at (903) 729-1774; Elementary School- Amber Linam at (903)729-1771; Westwood Junior High- Counselor – Debbie Coates at (903) 723-0423; Westwood High School- Jeffrey Tauber at (903) 729-1773
- The local public health authority, City of Palestine Health Department, which may be contacted at (903) 731-8533.
- The local mental health authority, ACCESS, which may be contacted at (903) 723-6136.

### **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)**

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/122>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF

- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

- Ensure each campus has a trained Crisis Prevention Intervention core team.
- The School Health Advisory Council (SHAC) will continue to meet regularly to address district-wide health and safety concerns and report to the school board annually.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Please contact Tiffany Carwell at (903) 729-1776 for further information regarding these procedures and access to the District Improvement Plan.

### **School Health Advisory Council (SHAC) (All Grade Levels)**

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from Tiffany Carwell at (903) 729-1776.

[See **Human Sexuality Instruction** and policies BDF and EHAA. for more information.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact Tiffany Carwell at (903) 729-1776 with questions about the content or implementation of the district's wellness policy and plan.

### **Homework (All Grade Levels)**

Homework deserves special attention to ensure its value in the learning process and to avoid frustrating the student, teacher, or parent. The assignment should serve as reinforcement of learning at the level of independent practice. The review of grading of the work should provide immediate feedback to the student and inform the teacher of student progress toward mastery. Failure to complete an assignment in a class will result in the student having one additional day to complete the assignment with a maximum grade of a 70. It is the responsibility of all students involved in extracurricular activities, to make arrangements in advance with the teacher for any

work/tests he/she will miss during a school sponsored activity. The purpose of the homework/assignment policy is to encourage students to become responsible for their work ethic in preparation for college and the workforce after graduation.

### **Reasons for Homework:**

1. To expand, reinforce or enrich regular class work
2. To build interests in reading and learning
3. To hold students accountable for work missed due to absence
4. To encourage parent-awareness of student learning
5. To provide an opportunity to pursue special interest or ability areas
6. To increase learning time
7. To establish independent study skills
8. To complete work started in class

### **Procedures to Request Assignments**

When a student is absent from school for more than three (3) days a parent may request assignments from each teacher. This should be done through the office and the parent will be given time to pick up assignments. Assignments need not be requested unless the student will miss at least 3 days of school. Requests for assignments should be made before 9:00 a.m.

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

#### **Students Taken into Custody**

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

## **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

## **Leaving Campus (All Grade Levels)**

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day. For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

## **During Lunch**

All Westwood ISD campuses are closed. Students are not permitted to leave campus during lunch. Family visitors (immediate family) are permitted to eat lunch with their children.

## **At Any Other Time during the School Day**

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

## **Lost and Found (All Grade Levels)**

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## **Makeup Work**

### **Makeup Work Because of Absence (All Grade Levels)**

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements. The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

### **DAEP Makeup Work (Grades 7–12)**

If a junior high or high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LLEGAL) for more information.]

## **In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)**

### ***Alternative Means to Receive Coursework***

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

### ***Opportunity to Complete Courses***

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

## **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Katie Atkins, Assistant Superintendent of Curriculum and Instruction, 4524 W Oak, Palestine, TX, 75803, (903) 729-1776.
- ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Tiffany Carwell, Special Programs Coordinator, 4524 W Oak, Palestine, TX, 75803, (903) 729-1776.

- All other concerns regarding discrimination: See the superintendent, Wade Stanford, (903) 729-1776.

[See policies FB, FFH, and GKD for more information.]

## **Parent and Family Engagement (All Grade Levels)**

### **Working Together**

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the Primary School office at (903)729-1774 or Elementary School office at (903)729-1771 or Junior High office at (903) 723-0423 or High School office at (903) 729-1773 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Athletic Booster Club, FFA Booster Club, Band Booster Club, and Junior High Parent Support Group.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact campus principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.

- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 2<sup>nd</sup> Monday of each month at 6:30 p. m. at Westwood High School. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the administration office and campuses and online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001715> [See policies BE and BED for more information.]

## **Parking and Parking Permits (Secondary Grade Levels Only)**

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$5 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

## **Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

## **Prayer (All Grade Levels)**

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

## **Promotion and Retention**

*Due to updates stemming from House Bill 4545 and further guidance from the Texas Education Agency (TEA), updates will be made at a later date pertaining to promotion and retention as it relates to performance on standardized testing. In the meantime, the following practices will remain in place as it relates to promotion and retention:*

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation
- Grades
- Any other necessary academic information as determined by the district

## **Primary, Elementary and Junior High Grade Levels**

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

If a student in grade 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing**]

## **High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing**]

## **Release of Students from School**

[See **Leaving Campus**]

## **Remote Instruction**

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

## **Report Cards/Progress Reports and Conferences (All Grade Levels)**

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report of their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 10 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

## **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **Safety (All Grade Levels)**

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by forms outside the counselor's office or using the district tip line on the [www.westwoodisd.net](http://www.westwoodisd.net) website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

## **Accident Insurance**

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

## **Insurance for Career and Technical Education (CTE) Programs**

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

## **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

## **Preparedness Training: CPR and Stop the Bleed**

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

## **Emergency Medical Treatment and Information**

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

## **Emergency School Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Parent Square, social media, district website, and local radio station.

[See **Communications-Automated, Emergency**]

## **SAT, ACT, and Other Standardized Tests**

[See **Standardized Testing**]

## **Schedule Changes (Junior High and High School Grade Levels)**

Schedule changes are handled in accordance with administrative policy listed in the Course Description Guide.

### **School Facilities**

#### **Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

*Josh Shultz, Director of Maintenance, (903) 723-9386*

#### **Food and Nutrition Services (All Grade Levels)**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

*Juan Torres, Director of Food Services, (903) 723-9379*

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

## **Vending Machines (All Grade Levels)**

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the *director of food services*. [See policy FFA for more information.]

## **Pest Management Plan (All Grade Levels)**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

*Josh Shultz, Director of Maintenance, (903) 729-9386.*

## **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

## **Library (All Grade Levels)**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the teacher's class assigned times with teacher permit.

## **Use of Hallways during Class Time (All Grade Levels)**

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

## **Use by Students Before and After School (All Grade Levels)**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- *Office*
- *Gym*
- *Cafeteria*

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

## **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

## **School-Sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

## **Searches**

### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### **District Property (All Grade Levels)**

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

### **Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

### **Telecommunications and Other Electronic Devices (All Grade Levels)**

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

### **Trained Dogs (All Grade Levels)**

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area

that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

## **Drug Testing (Secondary Grade Levels Only)**

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program are addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids**]

## **Vehicles on Campus (Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

## **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

## **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

*Anderson County Co-op (903) 876-3685*

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

## **Standardized Testing**

### ***SAT/ACT (Scholastic Aptitude Test and American College Test)***

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary

SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

### ***TSI (Texas Success Initiative) Assessment***

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### ***Grades 3–8***

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

#### ***High School Courses End-of-Course (EOC) Assessments***

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation**]

## **Students in Foster Care (All Grade Levels)**

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Tiffany Carwell, Special Programs Coordinator, (903) 729-1776.

[See **A Student in the Conservatorship of the State (Foster Care)**]

## **Students Who are Homeless (All Grade Levels)**

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison: Tiffany Carwell, at (903) 729-1776.

[See **A Student Who is Homeless**]

## **Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce the following school events:

- Football games
- Opening announcements and greetings for the school day
- National Honor Society Induction Ceremonies
- Prom

- Student organizational banquets and other ceremonious events.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

## **Summer School (All Grade Levels)**

Summer school and other credit recovery (or credit acceleration opportunities upon approval by campus principal) will be offered to WISD students. Students in grades 7-12 that do not pass core classes (English, Math, Science, and History) for the year will be required to attend summer school to obtain credit for the class they did not pass.

## **Tardies (All Grade Levels)**

A student who is more than 4 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

## **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## **Transfers (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

## **Transportation (All Grade Levels)**

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips**]

### **Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact transportation at (903) 723-0425.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.

- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

## **Vandalism (All Grade Levels)**

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## **Video Cameras (All Grade Levels)**

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal. [See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

## **Visitors to the School (All Grade Levels)**

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

## **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

## **Visitors Participating in Special Programs for Students**

### ***Business, Civic, and Youth Groups***

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

### ***Career Day***

On Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact campus offices for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

## **Voter Registration (Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

## **Withdrawing from School (All Grade Levels)**

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

## Glossary

**Accelerated instruction** is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**ARD** stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

**FERPA** refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TEC** stands for the Texas Education Code.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TXVSN** stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

## Freedom from Bullying Policy

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/122?filter=FFI> Below is the text of Westwood ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

### Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/30/2017

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

#### Bullying Prohibited

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

##### Examples

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

#### Retaliation

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

##### Examples

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

#### False Claim

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

## **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.

**7.K. Staff Handbook**  
**Presenter:** Katie Atkins

# Westwood ISD

## 2022-2023 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email [hlcastaneda@westwoodisd.net](mailto:hlcastaneda@westwoodisd.net)



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# Employee Handbook Receipt

Name \_\_\_\_\_

Campus/Department \_\_\_\_\_

I hereby acknowledge receipt of a copy of the Westwood ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

***Electronic format may be accessed on the district website under the “For Employees” tab, and then clicking on the “Employee Handbook”***

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
  
- I choose to receive a hard copy of the employee handbook and understand I am required to contact \_\_\_\_\_ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Westwood ISD Administration Office if I have questions or concerns or need further explanation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please sign and date this receipt and forward it to [hlcastaneda@westwoodisd.net](mailto:hlcastaneda@westwoodisd.net)

## **Introduction**

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to [hlcastaneda@westwoodisd.net](mailto:hlcastaneda@westwoodisd.net).

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at [\*\*\*https://pol.tasb.org/Home/Index/122\*\*\*](https://pol.tasb.org/Home/Index/122)

# District Information

## Mission Statement, Goals, and Objectives

*Policy AE*

### Vision

**Westwood ISD...**

**Where Panthers excel today and lead tomorrow**

### Mission

**Westwood ISD**

**We prepare future ready students in a positive and engaging educational environment.**

### Beliefs

**We believe:**

- **In academic excellence for all students**
- **In developing leaders at all levels**
- **Every person is a leader - they lead where they are**
- **Our students want to excel and have pride in accomplishments**
- **Pride and tradition are foundational to our success**
- **Students have a place to belong**
- **Parental involvement is welcome and parents are encouraged to have a voice**
- **Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis**
- **In being the best**
- **We are all a part of the Panther family**

## Board of Trustees

*Policies BA, BB series, BD series, and BE series*

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by single-member district and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Jess Hudleston
- Jeff Cooper
- Dr. Carolyn Booker
- Samantha Estes
- Bryan Jones
- Angela Choate
- Ronnie Stanhope

The board usually meets the second Monday of each month at the High School Drama Lab/Fine Arts/Science room. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and Westwood ISD Administration Office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

## Board Meeting Schedule

Monday	9/12/22
Monday	10/10/22
Monday	11/14/22
Monday	12/12/22
Monday	1/9/23
Monday	2/13/23
Monday	3/13/23
Monday	4/10/23
Monday	5/8/23
Monday	6/12/23
Monday	7/10/23
Monday	8/14/23

# **Administration**

**Westwood ISD Administration Office  
4524 W. Oak  
Palestine, Texas 75801  
903-729-1776**

**Superintendent  
Wade Stanford**

**Assistant Superintendent of Curriculum & Instruction  
Katie Atkins**

**Assistant Superintendent of Finance & Operations  
Kyle Johnson**

**Director of Federal & Special Programs  
Tiffany Carwell**

**PEIMS Director  
Mindy Place**

**Director of Transportation  
Philip Nedbalek**

**Director of Maintenance  
Joshua Shultz**

**Director of Technology  
Brendan May**

**Director of Athletics  
Richard Bishop**

**CTE & Testing Coordinator  
Kelly Green**

## **School Calendar**

### **[WISD ACADEMIC CALENDAR 2022-23](#)**

## **Helpful Contacts**

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

## **School Directory**

**Westwood High School  
1820 Panther Blvd.  
903-729-1773**

**Principal  
Scott Nettles**

**Assistant Principal  
Jennifer Thomason**

**Counselor  
Jeffery Tauber**

**Westwood Junior High  
1801 Panther Blvd.  
903-723-0423**

**Principal  
Sonya Brown**

**Counselor  
Debbie Coates**

**Westwood Elementary  
2305 Salt Works Rd.  
903-729-1771**

**Principal  
Shinnitta Foreman**

**Assistant Principal  
Kayla Warren**

**Counselor  
Amber Linam**

**Westwood Primary  
1701 W. Point Tap  
903-729-1774**

**Principal  
Charlotte May**

**Assistant Principal  
Nola Beard**

**Counselor  
Kendra Aristide**

# Employment

## Equal Employment Opportunity

*Policies DAA, DIA*

In its efforts to promote nondiscrimination and as required by law, Westwood ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Wade Stanford, Superintendent, 4524 W. Oak St. Palestine, TX 75801, wstanford@westwoodisd.net, and 903-729-1776*. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *Katie Atkins, Assistant Superintendent of Curriculum & Instruction, 4524 W. Oak St. Palestine, TX 75801, chbedre@westwoodisd.net, and 903-729-1776*.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

## Job Vacancy Announcements

*Policy DC*

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

## **Employment after Retirement**

### *Policy DC*

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website ([www.trs.texas.gov](http://www.trs.texas.gov)).

## **Contract and Noncontract Employment**

### *Policy DC series*

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

**Probationary Contracts.** Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

**Term Contracts.** Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

**Noncertified Professional and Administrative Employees.** Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

**Paraprofessional and Auxiliary Employees.** All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

## **Certification and Licenses**

*Policies DBA, DF*

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Westwood ISD Administration Office in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Wade Stanford when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact human resources if you have any questions regarding certification or licensure requirements.

## **Recertification of Employment Authorization**

*Policy DC*

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact human resources if you have any questions regarding reverification of employment authorization.

## **Searches and Alcohol and Drug Testing**

*Policy CQ, DHE*

Non-investigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

**Employees Required to Have a Commercial Driver's License.** Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Director of Transportation.

## **Health Safety Training**

### *Policies DBA, DMA*

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to the curriculum department by appropriate.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

## **Reassignments and Transfers**

### *Policy DK*

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 1st. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

## **Workload and Work Schedules**

### *Policies DEAB, DK, DL*

**Professional Employees.** Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

**Paraprofessional and Auxiliary Employees.** Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 22 for additional information.

## **Breaks for Expression of Breast Milk**

*Policies DEAB, DG*

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

## **Notification to Parents Regarding Qualifications**

*Policies DK, DBA*

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call human resources.

## **Outside Employment and Tutoring**

*Policy DBD*

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment

on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

## **Performance Evaluation**

### *Policy DN series*

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

## **Employee Involvement**

### *Policies BQA, BQB*

At both the campus and district levels, Westwood ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from curriculum department.

## **Staff Development**

### *Policy DMA*

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

# Compensation and Benefits

## Salaries, Wages, and Stipends

*Policies DEA, DEAA, DEAB*

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 22.)

All employees will receive written notice of their pay and work schedules before the first pay date of the school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact human resources for more information about the district's pay schedules or their own pay.

## Paychecks

All professional and salaried and hourly employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization.

The schedule of pay dates for the 2021-2022 school year follows:

<b>Pay Period</b>	<b>Due Date</b>	<b>Pay Date</b>	<b>Pay Day</b>
<b>8/7/22-9/3/22 (4 wks)</b>	<b>9/6/22</b>	<b>9/23/22</b>	<b>Friday</b>
<b>9/4/22-10/1/22 (4wks)</b>	<b>10/3/22</b>	<b>10/25/22</b>	<b>Tuesday</b>
<b>10/2/22-11/5/22 (5wks)</b>	<b>11/7/22</b>	<b>11/18/22</b>	<b>Friday</b>
<b>11/6/22-12/3/22 (4wks)</b>	<b>12/5/22</b>	<b>12/16/22</b>	<b>Friday</b>

12/4/22-12/31/22 (4wks)	1/2/23	1/20/23	Friday
1/1/23-2/4/23 (5wks)	2/6/23	2/24/23	Friday
2/5/23-3/4/23 (4wks)	3/6/23	3/24/23	Friday
3/5/23-4/1/23 (4wks)	4/3/23	4/25/23	Tuesday
4/2/23-5/6/23 (5wks)	5/8/23	5/25/23	Thursday
5/7/23-6/3/23 (4wks)	6/5/23	6/23/23	Friday
6/4/23-7/1/23 (4wks)	7/3/23	7/25/23	Tuesday
7/2/23-8/5/23 (5wks)	8/7/23	8/25/23	Friday

**ALL TIME CARDS, PAID-OUTS AND BANKING CHANGES ARE DUE ON PAYROLL DUE DATES.**

## **Automatic Payroll Deposit**

Employees must have their paychecks electronically deposited into a designated account. A notification period of two weeks is necessary to activate this service. Contact the payroll department for more information about the automatic payroll deposit service.

## **Payroll Deductions**

*Policy CFEA*

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings

plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

## **Overtime Compensation**

*Policies DEAB, DEC*

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01am Sunday and ends at midnight Saturday.

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 30 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

## **Travel Expense Reimbursement**

*Policy DEE*

Before any travel expenses are incurred by an employee, the employee’s supervisor and Assistant Superintendent of Finance and Operations must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district, per the state comptroller’s office. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

- Hourly employees must submit time off under “school business”, which covers scheduled work hours and driving time.

#### One Day Travel

- All Time spent traveling as part of a one-day work assignment or training in another location is compensable even if this time occurs outside the normal work schedule. However, time spent traveling from home to the local airport, bus depot, mass transit center, or other point of departure is not compensable. Meal time or travel time to and from lunch during the one-day assignment or training is not compensable if no work is performed. (29 C.F.R. Section 785.38)

#### Overnight Travel

- For overnight trips, compensable time depends on the nature of the travel and the time it occurs. If the traveling occurs during normal working hours, the time is compensable, even if it occurs during nonworking days (Saturday, Sunday, or holidays). Traveling as a passenger on an airplane, train, bus, or in an automobile is not compensable time if it occurs outside of normal working hours, unless the employee is required to perform work while traveling. (29 C.F.R. Section 785.39)

- If an employee is driving a vehicle, the time is compensable regardless of when the travel occurs. Meal periods or periods when the employee is sleeping are not compensable. (29 C.F.R. Section 785.41)

- Whether an employee must be compensated for time spent on-call or waiting to work depends on the degree of freedom given to the employee. (29 C.F.R. Section 785.17) For example, if a bus driver arrives at the stadium and is told to remain with the bus during the activity to safeguard district and student properties, the employee will be considered working. On the other hand, if the bus driver is told upon arrival to return in five hours and is free to use those hours at his or her discretion, the time will not be considered work time.

## **Health, Dental, and Life Insurance**

### *Policy CRD*

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact human resources for more information.

## **Supplemental Insurance Benefits**

### *Policy CRD*

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs can be paid by payroll deduction. Employees should contact human resources for more information.

## **Cafeteria Plan Benefits (Section 125)**

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

## **Workers' Compensation Insurance**

### *Policy CRE*

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your supervisor, and then to human resources. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 22 for information on use of paid leave for such absences.

## **Unemployment Compensation Insurance**

### *Policy CRF*

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact human resources.

## **Teacher Retirement**

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify human resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web ([www.trs.texas.gov](http://www.trs.texas.gov)).

## Leaves and Absences

### *Policies DEC, DECA, DECB*

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call human resources for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in whole and ½ day increments. Earned comp time must be used before any available paid state and local leave. Paid state and local leave will be used in the following order:

- Local leave
- State sick leave accumulated prior to the 1995-1996 school year
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

- Exhausting leave and going into “dock” status is a violation of leave policy and may result in disciplinary action, including termination or nonrenewal, if not on district approved leave.

**Immediate Family.** For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee’s household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

**Medical Certification.** Any employee, who is absent more than three days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

**Continuation of Health Insurance.** Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee’s unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

## Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee’s usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

**Nondiscretionary.** Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

**Discretionary.** Leave taken at an employee’s discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three days in advance of the anticipated absence. The effect of the employee’s absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Discretionary use of leave shall not be allowed on the day before a school holiday, the day after a school holiday, days scheduled for end-of semester or end-of-year exams, days scheduled for state-mandated assessments, or professional or staff development days.

Any employee, who is absent the day before or after a holiday, because of a personal or family illness, must submit a medical certification from a qualified healthcare provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee’s fitness to return to work.

**Leave Proration.** If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee’s final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

## State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in whole or ½ day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers’ compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee’s immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

## Local Leave

In addition to the state minimum personal leave, the District shall provide four (4) additional days per year. This leave is earned at a rate of 1/2 day for every 22.5 days worked. This leave does not accumulate. The Board of Trustees will set a rate of pay for unutilized local leaves during the annual budget development process.

## Sick Leave Pool

The district has adopted a policy for the establishment of a sick leave pool in order to assist employees who are suffering from personal catastrophic illness or injury, or illness or injury in the immediate family. Pooling may be requested when leave exhausts state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool. Requests for a sick leave pool recommendation must be made by employee's immediate supervisor, in writing to the superintendent for approval. For more information on the specific details of this policy, please refer to DEC Local, which is located in the district policy manual in the Westwood ISD Administration office.

POLICY DEC  
(LOCAL)

**SICK LEAVE POOL** The District sick leave pool shall be established from voluntary donations by the District staff to assist a fellow employee suffering from personal catastrophic illness or injury or illness or injury in the immediate family. Pooling may be requested when an employee has exhausted his or her state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool.

**ESTABLISHMENT** A request for the establishment of a sick leave pool shall be made in writing to the Superintendent. The Superintendent shall then initiate the sick leave pool for the employee and notify District staff.

**CONTRIBUTIONS** The sick leave pool shall be composed of voluntary contributions by District staff for a specific individual and donated days shall be designated to a specific pool. No staff member shall be allowed

to contribute more than three of his or her local leave days per school year. A maximum of 30 days may be contributed to an individual sick leave pool.

**CESSATION OF SICK LEAVE POOL** The sick leave pool shall cease to exist when the employee returns to work, or when each voluntary donation reaches the three-day maximum and the pool is exhausted. Unused sick leave pool days shall revert to the donor and shall be divided in increments of no less than one-half days. No general pool shall remain in existence.

## **Family and Medical Leave Act (FMLA)—General Provisions**

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

### **Leave Entitlements**

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

### **Benefits and Protections**

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

### **Eligibility Requirements**

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;\* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

\*Special hours of service eligibility requirements apply to airline flight crew employees.

### **Requesting Leave**

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

### **Employer Responsibilities**

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

### **Enforcement**

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627  
[www.wagehour.dol.gov](http://www.wagehour.dol.gov)

## **Local Family and Medical Leave Provisions**

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period

- A rolling 12-month period measured backward from the date an employee uses any FMLA leave.

**Use of Paid Leave.** FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or

injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

**Combined Leave for Spouses.** Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

**Intermittent Leave.** When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

**Fitness for Duty.** An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

**Reinstatement.** An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA (LEGAL)).

**Failure to Return.** If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

**District Contact.** Employees that require FML or have questions should contact human resources for details on eligibility, requirements, and limitations.

## Temporary Disability Leave

**Certified Employees.** Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the campus principal or immediate supervisor and the superintendent or the superintendent's designee should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

## **Workers' Compensation Benefits**

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

## **Assault Leave**

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to immediate supervisor, and human resources.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

## **Bereavement Leave**

Approved leave for death in the immediate family shall be for no more than five workdays for each occurrence, subject to the approval of the District. Employee must use allotted state or local days.

## **Jury Duty**

*Policies DEC, DG*

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's

position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

## **Compliance with a Subpoena**

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

## **Truancy Court Appearances**

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

## **Religious Observance**

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

## **Military Leave**

**Paid Leave for Military Service.** Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in authorized training or duty orders by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

**Reemployment after Military Leave.** Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably

discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact human resources. In most cases, the length of federal military service cannot exceed five years.

**Continuation of Health Insurance.** Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact human resources for details on eligibility, requirements, and limitations.

# Employee Relations and Communications

## Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

## District Communications

Throughout the school year, the Westwood ISD Administration office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

***<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>***

# Complaints and Grievances

## *Policy DGBA*

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

***<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>***

# Employee Conduct and Welfare

## Standards of Conduct

### *Policy DH*

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 60 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

## *Texas Educators' Code of Ethics*

### **Purpose and Scope**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

### **Enforceable Standards**

#### **1. Professional Ethical Conduct, Practices, and Performance**

**Standard 1.1** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

**Standard 1.2** The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

**Standard 1.3** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

**Standard 1.4** The educator shall not use institutional or professional privileges for personal or partisan advantage.

**Standard 1.5** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

**Standard 1.6** The educator shall not falsify records, or direct or coerce others to do so.

**Standard 1.7** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

**Standard 1.8** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

**Standard 1.9** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

**Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

**Standard 1.11** The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

**Standard 1.12** The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

**Standard 1.13** The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

## **2. Ethical Conduct toward Professional Colleagues**

**Standard 2.1** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

**Standard 2.2** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

**Standard 2.3** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**Standard 2.4** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

**Standard 2.5** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

**Standard 2.6** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

**Standard 2.7** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**Standard 2.8** The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### **3. Ethical Conduct toward Students**

**Standard 3.1** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

**Standard 3.2** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

**Standard 3.3** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

**Standard 3.4** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

**Standard 3.5** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

**Standard 3.6** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

**Standard 3.7** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

**Standard 3.8** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

**Standard 3.9** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;

- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

## **Discrimination, Harassment, and Retaliation**

### *Policies DH, DIA*

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

***<https://pol.tasb.org/Policy/Code/122?filter=DIA&filter=DIA>***

## **Harassment of Students**

### *Policies DH, DHB, FFG, FFH, FFI*

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 45 and *Bullying*, page 67 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

***<https://pol.tasb.org/Policy/Code/122?filter=DHB&filter=DHB>***

***<https://pol.tasb.org/Policy/Code/122?filter=FFH&filter=FFH>***

## **Reporting Suspected Child Abuse**

*Policies DG, GRA*

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the

information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

## **Sexual Abuse and Maltreatment of Children**

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <https://www.westwoodisd.net/>. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

## **Reporting Crime**

### *Policy DG*

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

## **Scope and Sequence**

### *Policy DG*

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

## **Technology Resources**

### *Policy CQ*

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the Director of Technology.

## **Personal Use of Electronic Communications**

### *Policy CQ, DH*

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when

communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:

- Confidentiality of student records. [See Policy FL]
- Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH (EXHIBIT)]
- Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

## **Electronic Communications between Employees, Students, and Parents**

### *Policy DH*

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;

- The parent understands that the employee’s communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
  - The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;

- The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
- For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district email address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:30 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
  - Copyright law [Policy CY]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.

- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

## **Public Information on Private Devices**

### *Policy DH*

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

## **Criminal History Background Checks**

### *Policy DBAA*

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

## **Employee Arrests and Convictions**

### *Policy DH*

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds

- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

## **Alcohol and Drug-Abuse Prevention**

### *Policy DH*

Westwood ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

<https://pol.tasb.org/Policy/Code/122?filter=DH&filter=DH>

<https://pol.tasb.org/Policy/Code/122?filter=DI&filter=DI>

## **Tobacco Products and E-Cigarette Use**

*Policies DH, FNCD, GKA*

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

## **Fraud and Financial Impropriety**

*Policy CAA*

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy

- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

## **Conflict of Interest**

### *Policy CB, DBD*

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

## **Gifts and Favors**

### *Policy DBD*

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

## **Copyrighted Materials**

### *Policy CY*

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

## **Associations and Political Activities**

### *Policy DGA*

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

## **Charitable Contributions**

### *Policy DG*

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

## **Safety**

### *Policy CK series*

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 60 for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Director of Facilities.

## **Possession of Firearms and Weapons**

*Policies DH, FNCG, GKA*

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Westwood ISD Administration Office immediately.

## **Visitors in the Workplace**

*Policy GKC*

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

## **Asbestos Management Plan**

*Policy CKA*

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the maintenance office and is available for inspection during normal business hours.

## **Pest Control Treatment**

*Policies CLB, DI*

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at each campus. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

## **Other Topics**

# General Procedures

## Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, social media accounts and notify the following radio and television stations:

**KBHT – 93.5 KOYA – 96. 7 KWRW – 97.7 KYYK – 98.3 KNET – 1450 KLTV – Ch. 7  
KETK – Ch. 5**

## Emergencies

*Policies CKC, CKD*

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

## Purchasing Procedures

*Policy CH*

All requests for purchases must be submitted to the campus/department secretary on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact accounts payable for additional information on purchasing procedures.

## Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the human resource office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Westwood ISD Administration Office.

## **Personnel Records**

*Policy DBA, GBA*

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to human resources. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

## **Facility Use**

*Policies DGA, GKD*

Employees who wish to use district facilities after school hours must follow established procedures. Each campus is responsible for scheduling the use of facilities after school hours. Contact campus principal to request to use school facilities and to obtain information on the fees charged.

# Termination of Employment

## Resignations

### *Policy DFE*

**Contract Employees.** Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the campus principal, or immediate supervisor. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 63. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in of the same act.

**Noncontract Employees.** Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to campus principal, or immediate supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

## Dismissal or Nonrenewal of Contract Employees

### *Policies DF Series*

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's

certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

## **Dismissal of Noncontract Employees**

*Policies DCD, DP*

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 39.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

## **Discharge of Convicted Employees**

*Policy DF*

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

## **Exit Interviews and Procedures**

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

## Reports to Texas Education Agency

*Policies DF, DHB, DHC*

**Certified Employees.** The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

**Noncertified Employees.** The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

## Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

# Student Issues

## Equal Educational Opportunities

*Policies FB, FFH*

In an effort to promote nondiscrimination and as required by law, Westwood ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Wade Stanford, Superintendent, 4525 W. Oak St. Palestine, TX 75801, [wstanford@westwoodisd.net](mailto:wstanford@westwoodisd.net) and 903-729-1776, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to *Christine Bedre, Assistant Superintendent of Curriculum & Instruction, 4524 W. Oak St. Palestine, TX 75801, [chbedre@westwoodisd.net](mailto:chbedre@westwoodisd.net), and 903-729-1776*. the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

## Student Records

*Policy FL*

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

## **Parent and Student Complaints**

### *Policy FNG*

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

## **Administering Medication to Students**

### *Policy FFAC*

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

## **Dietary Supplements**

### *Policies DH, FFAC*

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

## **Psychotropic Drugs**

### *Policy FFAC*

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

## **Student Conduct and Discipline**

*Policies in the FN series and FO series*

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

## **Student Attendance**

*Policy FEB*

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

## **Bullying**

*Policy FFI*

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=FFI&filter=FFI>

## **Hazing**

### *Policy FNCC*

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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## Westwood ISD Agenda Item Information

**Meeting Date:** June 13, 2022

**Subject:** 2022-2023 Westwood ISD Employee Handbook

**Administrator Responsible:** Katie Atkins

**Summary:**

The Westwood ISD Employee Handbook provides staff with current operating procedures within Westwood ISD.

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

**Attachments:**

2022-2023 Westwood ISD Employee Handbook (pdf)

**Board Approval Required**      YES     NO

8. **ACTION ITEMS**

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

**Presenter:** Wade Stanford

## Westwood ISD Agenda Item Information Agenda Item Information

**Meeting Date: June 13, 2022**

**Subject: Consider Paying Staff for Unused Local Days in 21-22**

**Administrator Responsible: Wade Stanford**

**Summary: The district has paid staff members \$50 per day for unused local days for approximately 12 years. The maximum potential cost of this payment for the 2021-2022 school year is \$11,152.**

**Administration's Recommendation: The district recommends paying staff \$50 per day for unused local leave days in the 2021-2022 school year at an estimated cost of \$11,152.**

**Possible Motion: I move that Westwood ISD pay staff \$50 per day for unused local leave days in the 2021-2022 school year at an estimated cost of \$11,152.**

**Board Approval Required**

**YES**       **NO**

8.B. 2022-2023 Compensation Plan Effective Date  
**Presenter:** Kyle Johnson

## **Westwood ISD Agenda Item Information Agenda Item Information**

**Meeting Date: June 13, 2022**

**Subject: 2022-23 Compensation Plan Effective Date**

**Administrator Responsible: Mr. Johnson**

**Summary: Consider and Authorize All 2022-23 Contracts or Work Schedules Beginning on or After July 1, 2022 Be Paid the Salary as Established in the 2022-23 Compensation Plan to be Adopted at a Later Date**

**Administration’s Recommendation: The district would recommend a motion to “Authorize All 2022-23 Contracts or Work Schedules Beginning on or After July 1, 2022 Be Paid the Salary as Established in the 2022-23 Compensation Plan to be Adopted at a Later Date.”**

**Board Approval Required     YES    NO**

8.C. Board to approve District Improvement Plan  
**Presenter:** Katie Atkins

## Westwood ISD Agenda Item Information

**Meeting Date:** June 13, 2022

**Subject:** 2022-2023 Westwood ISD District Improvement Plan

**Administrator Responsible:** Katie Atkins

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

**Administration's Recommendation:** The administration recommends that the Board approve the Westwood ISD 2022-2023 District Improvement Plan

**Possible Motion:** I move that the Board approve the Westwood ISD 2022-2023 District Improvement Plan.

**Attachments:** 2022-2023 Westwood ISD District Improvement Plan (pdf)

**Board Approval Required**

**YES**

**NO**

# Westwood Independent School District

## District Improvement Plan

2022-2023

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# Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

## Vision

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

## Core Beliefs

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### At WISD, we believe:

In academic excellence for all students  
In developing leaders at all levels  
Every person is a leader - they lead from where they are  
Our students want to excel and have pride in accomplishments  
Pride and tradition are foundational to our success  
Students have a place to belong  
Parental involvement is welcome and parents are encouraged to have a voice  
Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis  
In being the best  
We are all a part of the Panther family

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Westwood Independent School District students are described in the attached 2020-2021 TAPR report on pages 23-25. The report displays both the State of Texas and Westwood Independent School District. It is important to note that during this time, school districts across the State of Texas experienced inconsistencies in attendance among students and staff due to the COVID-19 pandemic.

The number of students in the District according to the 2020-2021 TAPR was 1,352. The ethnic distribution of students includes the following: 19.8% African American (268 students), 24.6% Hispanic (333 students), 49.9% White (675 students), 0.7% American Indian (10 students), 0.4% Asian (6 students), and 4.4% as two or more races (60 students). Of the students enrolled, 48.4% (654 students) are female and 51.6% (698 students) are male.

Based upon the 2020-2021 TAPR, no students identified as “homeless” were enrolled in the District. 0.4% of students (5) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 53.2% of students (719) qualified for Title I, 0.1% of students (1) was identified as “military connected,” and 55.3% (748) were identified as “at risk.” 68.6% of students (928) were identified as “economically disadvantaged,” 31.4% of students (424) were “non-educationally disadvantaged,” 6.4% of students (86) were served under Section 504, 6.7% of students (90) were identified as Emerging Bilingual/English Learners, 0.5% of students (8) received disciplinary placements, 4.4% of students (59) were identified as students with dyslexia, and 1.4% of students (19) were in foster care.

Based upon the 2020-2021 TAPR, 6.1% (82 students) received Bilingual/ESL services, 2.9% (39 students) received Gifted and Talented services, and 14.3% (193 students) received Special Education services.

Student mobility reported in the 2020-2021 TAPR reflects numbers reported during the 2019-2020 school year. During that time 13.4% (192 students) in the District were mobile. This is a similar percentage to the State percentage (13.8%) during that time. As well, student attrition reported in the 2020-2021 TAPR reflects numbers reported during the 2019-2020 school year. During that time, the attrition rate was 19.7% (214 students) in the District. This is slightly higher than the State average of 16.6%.

### Demographics Strengths

Several comprehensive strengths were identified in regards to demographics:

- Low drop out rate
- High percentage of graduates
- Implementation of a district wide truancy prevention program
- Through the enrollment procedure, we identify subgroups to make staff aware of student needs
- District has begun a teacher retention process including salary increases and retention bonuses

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

**Problem Statement 1 (Prioritized):** Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students. **Root Cause:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

**Problem Statement 2 (Prioritized):** Gifted and Talented program is inconsistently implemented across the district. **Root Cause:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

# Student Learning

## Student Learning Summary

Due to the cancellation of spring 2020 STAAR due to the COVID-19 pandemic, students in 2021 were last assessed in spring 2019. During that time, various instructional modalities were implemented across the state, which disrupted the functionality of educational systems across the country due to COVID-19. The following data has been collected from the 2020-2021 TAPR Report pages 3-16.

- In 2019, all grades/ all subjects were at 67% at “approaches or above” in Westwood ISD. In 2021, all grade/ all subjects were at 60% at “approaches or above” in Westwood ISD.
- In 2019, all grades/ all subjects were at 36% at “meets grade level or above” in Westwood ISD. In 2021, all grade levels/ all subjects were at 32% at “meets grade level or above” in Westwood ISD.
- In 2019, all grades/ all subjects were at 14% at “masters grade level” in Westwood ISD. In 2021, all grade levels/ all subjects were at 11% at “masters grade level” in Westwood ISD.

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## Student Learning Strengths

Several comprehensive strengths were identified in regards to student learning:

- Despite academic challenges experienced due to the COVID-19 pandemic’s impact upon learning, 8th grade math experienced gains compared to 2019:
  - In 2019, 47% of students scored “meets grade level.” In 2021, 54% of students scored “meets grade level.”
  - In 2019, 8% of students scored “masters grade level.” In 2021, 16% of students scored “masters grade level.”
- Students in Special Education experienced increases in all grade levels/ all subjects:
  - In 2019, 30% of Special Education students scored “approaches grade level or above.” In 2021, 34% of Special Education students scored “approaches grade level or above.”
  - In 2019, 14% of Special Education students scored “meets grade level or above.” In 2021, 16% of Special Education students scored “meets grade level or above.”
  - In both 2019 and 2021, 5% of Special Education students scored “masters grade level.”
- The graduation rate for the Class of 2020 was 97%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student performance in reading from third grade to high school decreased from 2019 (62%) to 2021 (56%) and is below the Region 7 average (71%) and state averages (68%) in 2021. **Root Cause:** Inconsistency of literacy curriculum and Tier 1 instruction across grade levels and campuses.

**Problem Statement 2 (Prioritized):** Student performance from third-grade to seventh-grade scores are lower than 8th grade reading scores and English I and II EOCs in 2021. **Root Cause:** Inconsistency in evidence-based instructional practices implemented across younger grade levels.

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# District Processes & Programs

## District Processes & Programs Summary

Westwood ISD partners with a variety of companies and programs to support optimal student outcomes. The District also partners with Anderson County Special Education Co-Op to support our Special Education student population. Campus counseling services and related assistance is available, along with Pregnancy-Related Services (PRS) for Westwood ISD students. The increase of industry-based certification offerings continues at the high school level. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

## District Processes & Programs Strengths

Several comprehensive strengths were identified in regards to instructional programs and processes:

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- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, and serves as the curricula across the District. Resources adopted by the District are intended as instructional materials to support the teaching of the TEKS and ELPS.
- Campuses implement time periods daily intended for student intervention and/or enrichment.
- All campuses and departments have begun or are in the process of refining team/department meetings to collaboratives.
- Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices.
- All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District.
- Resources no longer in use or overlap with another initial instructional resource will be discontinued in order to streamline materials with a coherent instructional program.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally. **Root Cause:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

**Problem Statement 2 (Prioritized):** While the District Adoption Committee adopted instructional materials for English Language Arts and Reading under Proclamation 2019, further implementation of high quality phonics instruction is needed in order to address gaps. **Root Cause:** While best practices in phonics instruction is embedded within the current ELAR adoption, many students are in need of systemic, cumulative phonics instruction.

**Problem Statement 3 (Prioritized):** Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth. **Root Cause:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

# Perceptions

## Perceptions Summary

To obtain current perceptions impacting student success across the District, a variety of methods have been used, including Thought Exchange, surveys, and qualitative anecdotal feedback. Through the District Site-Based Committee, members have also shared feedback informing perceptions that currently exist across the District among staff, parents, and students.

## Perceptions Strengths

Several comprehensive strengths were identified in regards to perceptions:

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- Data obtained throughout the year through surveys and Thought Exchange indicate that students report feeling safe and cared for at school.
- Discipline data, including DAEP placements, have indicated a decreasing trend in negative student behaviors.
- Students are becoming increasingly workforce ready as indicated in CTE numbers.
- Student involvement and voice in District activities and initiatives is increasing as evidenced by the creation of student Marketing and Communication Interns and junior high and high school student involvement in the Superintendent's Panther Council.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The District has seen an increase in the number of reports on bullying. **Root Cause:** The district has not identified a consistent, sustainable method to effectively engage parents as partners in their student's behavior inside and outside of school nor a character education program systemically implemented in schools.

**Problem Statement 2 (Prioritized):** Teachers feel a lack of support regarding student discipline. **Root Cause:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

**Problem Statement 3 (Prioritized):** Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district. **Root Cause:** Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

# Priority Problem Statements

**Problem Statement 1:** Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students.

**Root Cause 1:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Student performance in reading from third grade to high school decreased from 2019 (62%) to 2021 (56%) and is below the Region 7 average (71%) and state averages (68%) in 2021.

**Root Cause 3:** Inconsistency of literacy curriculum and Tier 1 instruction across grade levels and campuses.

**Problem Statement 3 Areas:** Student Learning

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**Problem Statement 5:** While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally.

**Root Cause 5:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 8:** The District has seen an increase in the number of reports on bullying.

**Root Cause 8:** The district has not identified a consistent, sustainable method to effectively engage parents as partners in their student's behavior inside and outside of school nor a character education program systemically implemented in schools.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 2:** Gifted and Talented program is inconsistently implemented across the district.

**Root Cause 2:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Student performance from third-grade to seventh-grade scores are lower than 8th grade reading scores and English I and II EOCs in 2021.

**Root Cause 4:** Inconsistency in evidence-based instructional practices implemented across younger grade levels.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 6:** While the District Adoption Committee adopted instructional materials for English Language Arts and Reading under Proclamation 2019, further implementation of high quality phonics instruction is needed in order to address gaps.

**Root Cause 6:** While best practices in phonics instruction is embedded within the current ELAR adoption, many students are in need of systemic, cumulative phonics instruction.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 9:** Teachers feel a lack of support regarding student discipline.

**Root Cause 9:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 7:** Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth.

**Root Cause 7:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 10:** Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district.

**Root Cause 10:** Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

**Problem Statement 10 Areas:** Perceptions

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# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

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## 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 Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

359

### **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

### **Parent/Community Data**

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

# Goals

Revised/Approved: May 17, 2022





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

**Performance Objective 1:** By May 2023, character education, social-emotional guidance, and discipline referrals will show a decrease of 10% in disciplinary classroom removals.

**Evaluation Data Sources:** Discipline Referral Data (Skyward, TSDS)

360

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a character program for K-12 to emphasize and promote positive character traits.  <b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcement characteristics in students.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Campus counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence.  <b>Strategy's Expected Result/Impact:</b> Students will have a clear understanding of proper social interactions and well being.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Campus Counselors                      Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p><b>Strategy's Expected Result/Impact:</b> District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b> <sup>361</sup>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD.</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators Campus Administrators All campus staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

**Performance Objective 1:** By the end of the 2022-2023 school year, 100% of students in each subgroup will show growth in both the reading and mathematics state assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue a cohesive district assessment calendar for 2022-2023, including CBA (curriculum-based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY, mClass, CLI Engage Circle, and AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> To create consistency and awareness across the district related to local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers Instructional Support Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students served through intervention programs will show growth on both local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Counselors Classroom Teachers Instructional Support Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide continued professional learning, coaching, and modeling of both instructional strategies including blended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student agency, goal setting, and self-monitoring as students take ownership of their own learning and understand how to use technology as a tool of a scholar.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Technology Staff Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure quality instruction as shown on T TESS and data.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for Emergent Bilingual students. (PBMAS)</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				364
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth of students in both reading and mathematics as well as student engagement and learning outcomes as evidenced by formative and summative assessments aligned to TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Student ownership of progress and parent support/engagement</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

**Performance Objective 2:** Westwood ISD will implement measures to increase the number of students that meet college, career, and military readiness standards (CCMR).

**Evaluation Data Sources:** Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR standards will be implemented in daily teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors CTE Coordinator Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				365
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand how to be better prepared for their post-secondary setting.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (ie. College application procedures, FASFA application, scholarship opportunities, available industry based certifications, and military careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will be informed of possible post-secondary opportunities with an increase in participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CTE Coordinator Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Host College Week throughout the district. Encourage all students and employees to wear college colors all week.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a culture of college, career and military awareness and readiness.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared for college and military.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue Dual-Credit partnerships with local colleges/universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate from high school having already completed several college courses.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Increase PAP and AP course offerings for students and training for appropriate staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher pass rate of students on the AP exam.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors Campus Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Create an age-appropriate college and career fair to enhance student connection to real world opportunities in grades K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Deeper exposure to college and career opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

**Performance Objective 1:** 100% of all students will be taught by highly effective and qualified teachers as well as paraprofessionals will be high quality and SBEC certified.

**Evaluation Data Sources:** Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development to all new paraprofessionals to ensure high quality assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be provided with high quality assistance from paraprofessionals.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist Campus Administrators Administrative Assistants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				368
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Westwood ISD will pay above the state-base for certified teachers to attract quality applicants.</p> <p><b>Strategy's Expected Result/Impact:</b> Westwood ISD will attract high quality applications by paying above state-base.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Administration Payroll Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will use local leave days only when necessary resulting in high staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Payroll Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Plan and execute Campus and District employee celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Action Teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				369
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, and maintain active website.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruitment of high quality personnel.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Mentor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide stipends to secondary math, science, and Spanish teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Help recruit high demand teaching areas to fill hard to staff positions.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				370
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure all teaching staff are highly qualified within their teaching field.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist Campus Administration Campus teacher mentors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Recognize staff members who exemplify the Westwood ISD Profile of an Educator.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognition of exemplary staff member to model to others.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Westwood ISD works to improve superintendent-board-faculty-community relationships/partnerships through open communication.

**Performance Objective 1:** Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

**Evaluation Data Sources:** Parental, staff, and community participation through logs, feedback, and surveys.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to expand the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and other up and coming media sources.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparent communication with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Technology Director, Communications Specialist, District Administration Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				371
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Actively encourage parents and community members to participate in school activities by publicizing events and maintaining district/campus activity calendars on the website and on the district's Facebook account.</p> <p><b>Strategy's Expected Result/Impact:</b> Connection of weekly/daily information for parents and students; therefore, increasing parent and community support.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Campus Webmasters</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, Zoom meetings, and Google Hangouts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental engagement.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration Counselors Testing Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent input and engagement in district/campus processes and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				372
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create and implement a volunteer program to execute across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of parent involvement at various campuses.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

**Performance Objective 1:** Westwood ISD will operate in a fiscally sound manner.

**Evaluation Data Sources:** Audits and reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts. <b>Strategy's Expected Result/Impact:</b> Maintain transparent and sound communication. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				373
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

**Performance Objective 1:** Westwood ISD will implement best practices for safe and orderly schools.

**Evaluation Data Sources:** Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage with the board, staff, and community to continually assess next steps for district buildings.  <b>Strategy's Expected Result/Impact:</b> Increase student safety and performance.  <b>Staff Responsible for Monitoring:</b> Superintendent                      District Administration                      Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				374
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.  <b>Strategy's Expected Result/Impact:</b> 100% of required participants will be CPR/First Aid certified.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Athletic Director                      Campus Nurses</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure each campus has a trained Crisis Prevention Intervention core team.  <b>Strategy's Expected Result/Impact:</b> Proactive safety across the district with 100% trained staff teams.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Director of Maintenance                      Campus Nurses</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, DARE, Red Ribbon activities, and Energy Bus character tickets (fuel your ride).</p> <p><b>Strategy's Expected Result/Impact:</b> Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Law Enforcement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue a culture of proactive school health and safety awareness across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director SHAC members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b> <sup>375</sup>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Review campus and district safety plans to include:</p> <ul style="list-style-type: none"> <li>- Table Top Scenario Drills</li> <li>- Required Campus Drills</li> <li>- Emergency Management Drills</li> <li>- Child Abuse Awareness</li> <li>- Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor)</li> <li>- Develop an emergency preparedness plan</li> <li>- Continue and expand the Guardian Program</li> <li>- Add surveillance equipment as needed</li> <li>- Additional outside WiFi access points</li> <li>- AED Defibrillator placement and training</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Preparation in the event of an emergency 100% of staff and students respond appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

**Performance Objective 2:** Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

**Evaluation Data Sources:** Increase technology usage of both devices and instructional programs as evident through classroom observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Execute and maintain a district-wide plan to continuously maintain effective and relevant technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive plan to phase in throughout multiple years, meeting the needs of learners.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Technology District Site Based Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				376
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development plan for both instructional technology and general technology program use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage of technology within daily instruction as observed through walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# District Advisory Committee

Committee Role	Name	Position
Administrator	Wade Stanford	Superintendent
Administrator	Katie Atkins	Assistant Superintendent of Curriculum, Instruction & Leadership
Administrator	Kyle Johnson	Assistant Superintendent of Finance and Operations
Administrator	Tiffany Carwell	Special Programs Coordinator
Administrator	Scott Nettles	High School Principal
Administrator	Sonya Brown	Junior High School Principal
Administrator	Shinnitta Foreman	Elementary Principal
Administrator	Charlotte May	Primary Principal
District-level Professional	Richard Bishop	Athletic Director
District-level Professional	Phil Nedbelick	Transportation Director
District-level Professional	Josh Schultz	Director of Maintenance
Classroom Teacher	Jennifer Wright	Kindergarten Teacher
Classroom Teacher	Megan Bedre	JH English/Dyslexia Teacher
Non-classroom Professional	Marla Stanford	HS Paraprofessional
Classroom Teacher	Anna Ramirez	Classroom Teacher
Paraprofessional	Charlene Myer	Lifeskills Paraprofessional
Paraprofessional	Crystal Feagins	Junior High Instructional Paraprofessional
Classroom Teacher	Delaney Knight	CTE Teacher
Administrator	Joy Dildine	Elementary Assistant Principal Intern
Administrator	Mindy Place	PEIMS Director
Paraprofessional	Kaylie Lunsford	
Classroom Teacher	Miranda Peach	5th Grade RLA Teacher
Administrator	Nola Beard	Primary Assistant Principal
District-level Professional	Brendan May	Director of Technology

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# Addendums

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# **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: WESTWOOD ISD**

**District Number: 001908**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

***2021 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	72%	<b>54%</b>	17%	57%	64%	-	-	-	40%	56%	*	54%	53%	51%	38%
	2019	76%	75%	<b>57%</b>	43%	52%	64%	-	-	-	*	36%	-	64%	30%	53%	55%
At Meets Grade Level or Above	2021	39%	41%	<b>23%</b>	0%	24%	30%	-	-	-	20%	33%	*	24%	20%	19%	381 0%
	2019	45%	42%	<b>31%</b>	21%	16%	42%	-	-	-	*	27%	-	35%	15%	30%	18%
At Masters Grade Level	2021	19%	19%	<b>11%</b>	0%	10%	16%	-	-	-	0%	0%	*	10%	13%	9%	0%
	2019	27%	25%	<b>18%</b>	14%	8%	25%	-	-	-	*	9%	-	21%	5%	17%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	70%	<b>46%</b>	33%	36%	55%	-	-	-	40%	44%	*	45%	50%	41%	25%
	2019	79%	79%	<b>54%</b>	43%	40%	64%	-	-	-	*	27%	-	60%	30%	51%	36%
At Meets Grade Level or Above	2021	31%	35%	<b>14%</b>	0%	14%	18%	-	-	-	20%	22%	*	10%	31%	12%	0%
	2019	49%	47%	<b>24%</b>	14%	8%	36%	-	-	-	*	18%	-	29%	5%	24%	9%
At Masters Grade Level	2021	14%	16%	<b>5%</b>	0%	5%	5%	-	-	-	20%	0%	*	1%	19%	5%	0%
	2019	25%	23%	<b>6%</b>	7%	0%	9%	-	-	-	*	9%	-	7%	5%	8%	0%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	67%	<b>46%</b>	56%	34%	52%	-	-	-	44%	17%	*	48%	39%	39%	0%
	2019	75%	74%	<b>58%</b>	38%	52%	69%	-	-	-	*	35%	*	59%	58%	54%	40%
At Meets Grade Level or Above	2021	36%	39%	<b>22%</b>	38%	7%	33%	-	-	-	0%	11%	*	17%	35%	20%	0%
	2019	44%	43%	<b>31%</b>	19%	26%	36%	-	-	-	*	25%	*	30%	33%	24%	20%
At Masters Grade Level	2021	17%	18%	<b>8%</b>	19%	0%	12%	-	-	-	0%	6%	*	6%	13%	7%	0%
	2019	22%	20%	<b>17%</b>	14%	4%	23%	-	-	-	*	10%	*	18%	15%	8%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	66%	<b>65%</b>	56%	73%	61%	-	-	-	67%	17%	*	65%	65%	61%	60%
	2019	75%	75%	<b>63%</b>	48%	61%	69%	-	-	-	*	40%	*	60%	70%	61%	60%
At Meets Grade Level or Above	2021	36%	40%	<b>36%</b>	38%	37%	39%	-	-	-	22%	11%	*	38%	30%	30%	40%
	2019	48%	46%	<b>43%</b>	38%	36%	48%	-	-	-	*	30%	*	41%	48%	39%	20%
At Masters Grade Level	2021	21%	24%	<b>18%</b>	38%	17%	15%	-	-	-	0%	6%	*	17%	22%	15%	20%
	2019	28%	26%	<b>20%</b>	19%	14%	21%	-	-	-	*	10%	*	20%	21%	15%	0%
<b>Grade 4 Writing</b>																	

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

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	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	57%	<b>45%</b>	41%	40%	52%	-	-	-	44%	28%	*	47%	39%	42%	60%
	2019	67%	64%	<b>57%</b>	57%	43%	62%	-	-	-	*	25%	*	53%	67%	56%	20%
At Meets Grade Level or Above	2021	27%	29%	<b>20%</b>	18%	20%	24%	-	-	-	11%	11%	*	23%	13%	21%	40%
	2019	35%	31%	<b>28%</b>	24%	25%	30%	-	-	-	*	20%	*	31%	21%	23%	10%
At Masters Grade Level	2021	8%	8%	<b>1%</b>	6%	0%	0%	-	-	-	0%	0%	*	2%	0%	1%	382 0%
	2019	11%	8%	<b>9%</b>	0%	4%	13%	-	-	-	*	10%	*	11%	3%	5%	0%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	73%	<b>59%</b>	40%	57%	68%	-	-	-	*	19%	*	63%	48%	57%	64%
	2019	86%	85%	<b>77%</b>	67%	73%	82%	-	*	-	*	33%	*	80%	69%	74%	55%
At Meets Grade Level or Above	2021	46%	45%	<b>29%</b>	20%	9%	45%	-	-	-	*	6%	*	31%	24%	26%	0%
	2019	54%	50%	<b>34%</b>	33%	33%	34%	-	*	-	*	7%	*	35%	33%	28%	9%
At Masters Grade Level	2021	30%	28%	<b>15%</b>	7%	9%	23%	-	-	-	*	0%	*	16%	14%	12%	0%
	2019	29%	26%	<b>16%</b>	11%	18%	15%	-	*	-	*	0%	*	14%	19%	14%	0%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	75%	<b>49%</b>	27%	32%	66%	-	-	-	*	20%	*	50%	45%	44%	30%
	2019	90%	89%	<b>77%</b>	61%	76%	82%	-	*	-	*	33%	*	77%	75%	71%	82%
At Meets Grade Level or Above	2021	44%	49%	<b>20%</b>	7%	9%	32%	-	-	-	*	7%	*	22%	15%	17%	20%
	2019	58%	56%	<b>31%</b>	17%	27%	35%	-	*	-	*	7%	*	31%	31%	25%	18%
At Masters Grade Level	2021	25%	26%	<b>5%</b>	0%	0%	9%	-	-	-	*	0%	*	5%	5%	5%	0%
	2019	36%	34%	<b>17%</b>	11%	18%	17%	-	*	-	*	0%	*	13%	25%	13%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	67%	<b>46%</b>	33%	30%	60%	-	-	-	*	13%	*	51%	33%	43%	18%
	2019	75%	73%	<b>69%</b>	56%	61%	77%	-	*	-	*	27%	*	73%	61%	63%	36%
At Meets Grade Level or Above	2021	31%	34%	<b>15%</b>	7%	4%	26%	-	-	-	*	7%	*	16%	14%	14%	0%
	2019	49%	46%	<b>31%</b>	11%	33%	34%	-	*	-	*	7%	*	32%	28%	28%	9%
At Masters Grade Level	2021	13%	13%	<b>6%</b>	7%	0%	9%	-	-	-	*	0%	*	5%	10%	5%	0%
	2019	24%	21%	<b>11%</b>	0%	18%	11%	-	*	-	*	0%	*	8%	17%	11%	9%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>50%</b>	50%	47%	55%	*	-	-	*	41%	-	51%	44%	46%	14%
	2019	68%	66%	<b>59%</b>	54%	40%	62%	*	-	-	86%	30%	*	65%	40%	50%	14%

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At Meets Grade Level or Above	2021	32%	31%	<b>28%</b>	36%	37%	21%	*	-	-	*	18%	-	28%	31%	27%	0%
	2019	37%	34%	<b>29%</b>	15%	27%	34%	*	-	-	29%	10%	*	30%	25%	18%	0%
At Masters Grade Level	2021	15%	14%	<b>10%</b>	14%	16%	5%	*	-	-	*	0%	-	11%	6%	7%	0%
	2019	18%	15%	<b>12%</b>	15%	13%	10%	*	-	-	14%	0%	*	12%	10%	8%	0%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2021	68%	73%	<b>60%</b>	55%	63%	64%	*	-	-	*	41%	-	60%	63%	58%	383 43%
	2019	81%	80%	<b>70%</b>	38%	60%	78%	*	-	-	86%	30%	*	68%	75%	62%	57%
At Meets Grade Level or Above	2021	36%	40%	<b>25%</b>	18%	26%	29%	*	-	-	*	18%	-	26%	19%	24%	0%
	2019	47%	44%	<b>24%</b>	15%	27%	22%	*	-	-	57%	20%	*	27%	15%	20%	0%
At Masters Grade Level	2021	15%	17%	<b>8%</b>	5%	16%	5%	*	-	-	*	12%	-	8%	6%	6%	0%
	2019	21%	17%	<b>6%</b>	8%	7%	6%	*	-	-	0%	0%	*	6%	5%	2%	0%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2021	69%	72%	<b>59%</b>	42%	67%	64%	-	*	-	*	25%	-	63%	45%	54%	*
	2019	76%	75%	<b>57%</b>	48%	65%	65%	*	-	-	0%	26%	*	60%	48%	47%	18%
At Meets Grade Level or Above	2021	45%	45%	<b>28%</b>	21%	33%	27%	-	*	-	*	6%	-	30%	23%	26%	*
	2019	49%	46%	<b>32%</b>	19%	35%	40%	*	-	-	0%	11%	*	34%	26%	25%	0%
At Masters Grade Level	2021	25%	25%	<b>15%</b>	11%	17%	18%	-	*	-	*	0%	-	15%	14%	10%	*
	2019	29%	27%	<b>17%</b>	5%	15%	27%	*	-	-	0%	5%	*	19%	13%	13%	0%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2021	55%	62%	<b>26%</b>	6%	25%	35%	-	-	-	*	13%	-	27%	22%	24%	*
	2019	75%	74%	<b>57%</b>	38%	62%	70%	*	-	-	29%	33%	*	61%	46%	54%	67%
At Meets Grade Level or Above	2021	27%	32%	<b>7%</b>	0%	5%	13%	-	-	-	*	6%	-	8%	6%	6%	*
	2019	43%	41%	<b>16%</b>	0%	14%	30%	*	-	-	0%	11%	*	18%	13%	11%	11%
At Masters Grade Level	2021	12%	13%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
	2019	17%	16%	<b>3%</b>	0%	0%	9%	*	-	-	0%	6%	*	2%	8%	3%	0%
<b>Grade 7 Writing</b>																	
At Approaches Grade Level or Above	2021	63%	66%	<b>51%</b>	47%	58%	51%	-	*	-	*	13%	-	55%	36%	41%	*
	2019	70%	70%	<b>55%</b>	43%	58%	63%	*	-	-	29%	16%	*	56%	52%	48%	36%
At Meets Grade Level or Above	2021	33%	34%	<b>17%</b>	11%	17%	20%	-	*	-	*	6%	-	17%	18%	16%	*
	2019	42%	39%	<b>29%</b>	19%	25%	42%	*	-	-	0%	11%	*	34%	16%	23%	0%

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**WESTWOOD ISD (001908) - ANDERSON COUNTY**

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At Masters Grade Level	2021	10%	8%	<b>3%</b>	5%	0%	2%	-	*	-	*	0%	-	0%	14%	4%	*
	2019	18%	15%	<b>12%</b>	0%	8%	23%	*	-	-	0%	5%	*	12%	13%	10%	0%
<b>Grade 8 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	77%	<b>76%</b>	69%	63%	80%	*	-	-	89%	50%	*	77%	72%	75%	43%
	2019	86%	84%	<b>76%</b>	83%	74%	72%	-	*	-	80%	33%	*	76%	76%	75%	384 64%
At Meets Grade Level or Above	2021	46%	49%	<b>40%</b>	31%	38%	39%	*	-	-	56%	25%	*	41%	36%	38%	29%
	2019	55%	51%	<b>42%</b>	42%	45%	46%	-	*	-	0%	17%	*	46%	29%	38%	29%
At Masters Grade Level	2021	21%	22%	<b>14%</b>	13%	13%	14%	*	-	-	22%	0%	*	18%	4%	12%	0%
	2019	28%	25%	<b>16%</b>	0%	23%	22%	-	*	-	0%	0%	*	18%	10%	13%	7%
<b>Grade 8 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	62%	73%	<b>82%</b>	64%	81%	87%	-	*	-	83%	75%	*	82%	80%	80%	67%
	2019	88%	86%	<b>83%</b>	84%	80%	83%	-	-	-	100%	46%	*	86%	74%	83%	79%
At Meets Grade Level or Above	2021	36%	48%	<b>54%</b>	29%	56%	59%	-	*	-	67%	25%	*	57%	48%	53%	33%
	2019	57%	54%	<b>47%</b>	32%	47%	58%	-	-	-	20%	23%	*	48%	44%	44%	29%
At Masters Grade Level	2021	11%	14%	<b>16%</b>	21%	13%	18%	-	*	-	0%	8%	*	16%	16%	14%	0%
	2019	17%	15%	<b>8%</b>	0%	13%	10%	-	-	-	0%	0%	*	7%	11%	11%	7%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2021	68%	74%	<b>71%</b>	63%	63%	73%	*	-	-	89%	33%	*	70%	72%	71%	29%
	2019	81%	78%	<b>62%</b>	50%	65%	66%	-	*	-	*	27%	*	61%	67%	60%	57%
At Meets Grade Level or Above	2021	43%	47%	<b>34%</b>	13%	25%	36%	*	-	-	67%	17%	*	33%	36%	35%	14%
	2019	51%	46%	<b>33%</b>	21%	26%	44%	-	*	-	*	9%	*	30%	43%	27%	0%
At Masters Grade Level	2021	24%	25%	<b>10%</b>	6%	13%	9%	*	-	-	11%	8%	*	13%	4%	12%	0%
	2019	25%	21%	<b>11%</b>	13%	3%	16%	-	*	-	*	9%	*	13%	0%	7%	0%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2021	57%	62%	<b>60%</b>	56%	75%	52%	*	-	-	78%	33%	*	66%	48%	56%	57%
	2019	69%	66%	<b>54%</b>	54%	48%	56%	-	*	-	*	27%	*	56%	43%	48%	43%
At Meets Grade Level or Above	2021	28%	30%	<b>23%</b>	25%	6%	27%	*	-	-	33%	17%	*	21%	28%	19%	0%
	2019	37%	33%	<b>19%</b>	17%	16%	24%	-	*	-	*	9%	*	19%	19%	18%	7%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	14%	<b>5%</b>	0%	6%	7%	*	-	-	0%	8%	*	5%	4%	4%	0%
	2019	21%	18%	<b>5%</b>	0%	3%	10%	-	*	-	*	0%	*	4%	10%	6%	0%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>50%</b>	44%	50%	51%	*	-	-	80%	39%	-	52%	43%	45%	10%
	2019	68%	68%	<b>58%</b>	42%	65%	60%	*	*	-	71%	8%	*	61%	49%	55%	385 45%
At Meets Grade Level or Above	2021	50%	50%	<b>35%</b>	32%	36%	36%	*	-	-	40%	28%	-	34%	37%	31%	0%
	2019	50%	48%	<b>40%</b>	19%	49%	45%	*	*	-	43%	4%	*	41%	37%	40%	27%
At Masters Grade Level	2021	12%	10%	<b>7%</b>	4%	5%	11%	*	-	-	0%	17%	-	6%	10%	7%	0%
	2019	11%	10%	<b>4%</b>	0%	3%	6%	*	*	-	0%	0%	*	4%	2%	2%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>59%</b>	48%	58%	65%	-	-	-	71%	23%	-	60%	55%	54%	19%
	2019	68%	68%	<b>58%</b>	48%	63%	63%	-	*	-	*	14%	-	61%	46%	60%	55%
At Meets Grade Level or Above	2021	57%	57%	<b>47%</b>	32%	50%	53%	-	-	-	57%	23%	-	50%	39%	44%	13%
	2019	49%	48%	<b>38%</b>	24%	23%	54%	-	*	-	*	10%	-	39%	36%	38%	9%
At Masters Grade Level	2021	11%	10%	<b>4%</b>	3%	5%	5%	-	-	-	0%	8%	-	6%	0%	3%	0%
	2019	8%	6%	<b>3%</b>	0%	0%	6%	-	*	-	*	10%	-	4%	0%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	78%	<b>81%</b>	82%	79%	82%	*	-	-	88%	80%	-	82%	77%	76%	82%
	2019	85%	82%	<b>83%</b>	50%	97%	86%	*	*	-	*	32%	*	86%	73%	86%	86%
At Meets Grade Level or Above	2021	41%	48%	<b>33%</b>	35%	24%	38%	*	-	-	38%	33%	-	35%	27%	24%	18%
	2019	61%	53%	<b>59%</b>	33%	68%	61%	*	*	-	*	9%	*	63%	43%	55%	57%
At Masters Grade Level	2021	23%	27%	<b>22%</b>	18%	11%	31%	*	-	-	38%	20%	-	22%	23%	19%	9%
	2019	37%	31%	<b>40%</b>	22%	58%	38%	*	*	-	*	9%	*	46%	20%	35%	29%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2021	82%	84%	<b>90%</b>	87%	89%	91%	-	-	-	*	60%	-	92%	83%	86%	73%
	2019	88%	89%	<b>94%</b>	84%	93%	97%	-	*	-	*	70%	-	95%	93%	95%	57%
At Meets Grade Level or Above	2021	55%	55%	<b>69%</b>	57%	69%	77%	-	-	-	*	20%	-	74%	54%	59%	27%
	2019	62%	60%	<b>62%</b>	26%	60%	76%	-	*	-	*	30%	-	64%	57%	61%	29%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	20%	<b>22%</b>	22%	22%	23%	-	-	-	*	10%	-	22%	21%	21%	0%
	2019	25%	21%	<b>25%</b>	0%	17%	37%	-	*	-	*	10%	-	29%	14%	26%	0%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2021	88%	90%	<b>86%</b>	64%	86%	90%	-	-	-	100%	50%	-	89%	75%	81%	*
	2019	93%	92%	<b>89%</b>	82%	85%	92%	*	-	-	100%	42%	*	90%	83%	90%	386 57%
At Meets Grade Level or Above	2021	69%	71%	<b>56%</b>	18%	66%	60%	-	-	-	40%	19%	-	54%	69%	48%	*
	2019	73%	70%	<b>61%</b>	46%	50%	72%	*	-	-	67%	8%	*	60%	63%	60%	43%
At Masters Grade Level	2021	43%	43%	<b>28%</b>	9%	31%	29%	-	-	-	40%	6%	-	29%	25%	26%	*
	2019	45%	38%	<b>27%</b>	14%	30%	32%	*	-	-	17%	0%	*	26%	29%	33%	29%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2021	95%	95%	<b>100%</b>	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2021	69%	62%	<b>62%</b>	*	*	64%	-	-	-	-	-	-	58%	*	*	-
At Masters Grade Level	2021	14%	7%	<b>0%</b>	*	*	0%	-	-	-	-	-	-	0%	*	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	71%	<b>60%</b>	50%	58%	65%	50%	*	-	61%	34%	64%	62%	55%	55%	39%
	2019	78%	77%	<b>67%</b>	56%	65%	72%	40%	100%	-	59%	30%	66%	69%	61%	63%	51%
At Meets Grade Level or Above	2021	41%	44%	<b>32%</b>	24%	30%	36%	38%	*	-	30%	16%	36%	32%	30%	27%	11%
	2019	50%	47%	<b>36%</b>	24%	33%	43%	10%	50%	-	25%	14%	24%	38%	32%	32%	15%
At Masters Grade Level	2021	18%	19%	<b>11%</b>	9%	9%	12%	25%	*	-	9%	5%	4%	11%	11%	9%	1%
	2019	24%	21%	<b>14%</b>	6%	13%	18%	10%	30%	-	7%	5%	15%	14%	12%	12%	3%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	71%	<b>56%</b>	47%	53%	63%	*	*	-	57%	32%	67%	58%	50%	52%	29%
	2019	75%	74%	<b>62%</b>	53%	63%	67%	*	*	-	50%	25%	64%	66%	53%	58%	45%
At Meets Grade Level or Above	2021	45%	45%	<b>32%</b>	28%	31%	36%	*	*	-	30%	18%	44%	33%	32%	29%	6%
	2019	48%	45%	<b>35%</b>	25%	33%	42%	*	*	-	20%	13%	29%	37%	31%	30%	15%
At Masters Grade Level	2021	18%	18%	<b>10%</b>	8%	8%	13%	*	*	-	7%	4%	11%	11%	9%	8%	0%
	2019	21%	18%	<b>12%</b>	6%	11%	16%	*	*	-	5%	5%	21%	13%	9%	10%	1%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	72%	<b>60%</b>	47%	58%	65%	*	*	-	62%	39%	78%	60%	60%	55%	47%
	2019	82%	81%	<b>71%</b>	54%	70%	77%	*	*	-	67%	35%	71%	72%	65%	67%	67%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	42%	<b>28%</b>	18%	24%	33%	*	*	-	28%	17%	33%	28%	27%	23%	16%
	2019	52%	49%	<b>37%</b>	23%	34%	43%	*	*	-	33%	17%	21%	39%	31%	32%	20%
At Masters Grade Level	2021	18%	19%	<b>11%</b>	11%	9%	11%	*	*	-	13%	7%	0%	10%	14%	9%	4%
	2019	26%	24%	<b>16%</b>	10%	17%	18%	*	*	-	9%	6%	7%	16%	15%	13%	4%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	62%	<b>48%</b>	44%	48%	51%	-	*	-	31%	21%	*	51%	38%	42%	387 44%
	2019	68%	67%	<b>56%</b>	50%	51%	62%	*	-	-	45%	21%	*	54%	59%	52%	29%
At Meets Grade Level or Above	2021	30%	31%	<b>19%</b>	14%	19%	22%	-	*	-	8%	9%	*	20%	16%	18%	22%
	2019	38%	35%	<b>29%</b>	21%	25%	35%	*	-	-	18%	15%	*	32%	19%	23%	5%
At Masters Grade Level	2021	9%	8%	<b>2%</b>	6%	0%	1%	-	*	-	0%	0%	*	1%	7%	3%	0%
	2019	14%	12%	<b>10%</b>	0%	6%	17%	*	-	-	9%	8%	*	11%	8%	8%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	76%	<b>70%</b>	65%	65%	74%	*	-	-	79%	32%	*	72%	64%	65%	41%
	2019	81%	80%	<b>75%</b>	62%	72%	81%	-	*	-	67%	39%	60%	76%	73%	71%	50%
At Meets Grade Level or Above	2021	44%	46%	<b>41%</b>	30%	40%	44%	*	-	-	50%	14%	*	42%	36%	35%	14%
	2019	54%	51%	<b>42%</b>	20%	39%	52%	-	*	-	11%	14%	20%	42%	41%	37%	9%
At Masters Grade Level	2021	20%	20%	<b>13%</b>	13%	13%	13%	*	-	-	7%	5%	*	14%	11%	12%	0%
	2019	25%	21%	<b>16%</b>	5%	13%	22%	-	*	-	0%	6%	20%	17%	12%	14%	3%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2021	73%	76%	<b>75%</b>	59%	82%	74%	*	-	-	86%	43%	*	79%	59%	69%	44%
	2019	81%	79%	<b>71%</b>	69%	63%	74%	*	*	-	80%	35%	*	72%	64%	65%	48%
At Meets Grade Level or Above	2021	49%	50%	<b>41%</b>	22%	44%	46%	*	-	-	36%	18%	*	41%	44%	35%	0%
	2019	55%	51%	<b>40%</b>	33%	29%	48%	*	*	-	40%	9%	*	39%	42%	36%	19%
At Masters Grade Level	2021	29%	28%	<b>17%</b>	4%	22%	20%	*	-	-	14%	7%	*	19%	12%	15%	0%
	2019	33%	28%	<b>16%</b>	8%	14%	21%	*	*	-	10%	0%	*	15%	20%	17%	10%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	60	<b>47</b>	30	33	58	-	-	-	*	33	*	49	40	40	33
	2018	63	62	<b>63</b>	78	61	62	*	-	-	*	63	*	64	62	60	36
Grade 4 Mathematics	2019	65	65	<b>75</b>	75	70	78	-	-	-	*	70	*	74	78	72	56
	2018	65	65	<b>66</b>	74	60	69	*	-	-	*	67	*	69	59	66	55
Grade 5 ELA/Reading	2019	81	80	<b>80</b>	91	68	83	-	*	-	*	73	*	83	72	79	65
	2018	80	79	<b>71</b>	81	70	68	*	-	-	78	83	*	69	81	71	86
Grade 5 Mathematics	2019	83	83	<b>78</b>	83	85	75	-	*	-	*	77	*	80	74	77	85
	2018	81	81	<b>79</b>	100	80	76	*	-	-	67	67	*	85	56	78	100
Grade 6 ELA/Reading	2019	42	40	<b>40</b>	46	37	40	*	-	-	43	38	*	41	39	36	7
	2018	47	43	<b>38</b>	23	44	42	*	-	-	30	29	*	44	23	33	21
Grade 6 Mathematics	2019	54	51	<b>41</b>	38	47	41	*	-	-	36	25	*	35	61	48	36
	2018	56	53	<b>63</b>	33	62	74	*	-	-	80	61	*	64	61	63	73
Grade 7 ELA/Reading	2019	77	80	<b>73</b>	67	76	76	*	-	-	57	68	*	76	65	68	73
	2018	76	74	<b>66</b>	61	70	68	*	-	-	50	50	*	67	65	62	64
Grade 7 Mathematics	2019	62	66	<b>55</b>	50	63	56	*	-	-	36	67	*	56	50	56	61
	2018	67	70	<b>61</b>	60	60	67	*	-	-	58	82	*	65	53	64	57
Grade 8 ELA/Reading	2019	77	76	<b>70</b>	75	68	66	-	*	-	90	50	*	71	68	70	71
	2018	79	79	<b>81</b>	80	85	81	*	-	-	70	62	-	79	88	79	70
Grade 8 Mathematics	2019	82	83	<b>73</b>	72	73	70	-	-	-	100	64	*	75	65	76	75
	2018	81	83	<b>81</b>	90	80	78	*	-	-	*	85	-	80	83	91	71
End of Course English II	2019	69	67	<b>66</b>	69	60	69	-	*	-	*	59	-	69	55	66	92
	2018	67	67	<b>74</b>	68	65	82	*	-	-	67	59	-	77	64	71	67
End of Course Algebra I	2019	75	69	<b>70</b>	57	80	70	*	*	-	*	29	*	75	50	66	58
	2018	72	68	<b>80</b>	70	74	85	-	*	-	*	38	-	82	76	79	56
All Grades Both Subjects	2019	69	68	<b>65</b>	65	66	67	25	100	-	54	56	80	67	61	64	62
	2018	69	69	<b>69</b>	65	66	72	54	*	-	66	60	69	70	64	68	60
All Grades ELA/Reading	2019	68	67	<b>64</b>	64	60	66	*	*	-	55	54	92	66	57	61	59
	2018	69	67	<b>65</b>	62	64	67	64	-	-	61	53	58	66	62	62	53
All Grades Mathematics	2019	70	69	<b>67</b>	65	72	67	*	*	-	53	58	68	68	64	67	65
	2018	70	70	<b>72</b>	67	68	76	42	*	-	72	66	81	74	66	73	66

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\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	71%	<b>60%</b>	-	-	-	-	-	-	40%	13%	41%	42%	29%	62%	39%	-
	2019	78%	77%	<b>67%</b>	-	-	-	-	-	-	35%	25%	36%		64%		37%	-
At Meets Grade Level or Above	2021	41%	44%	<b>32%</b>	-	-	-	-	-	-	12%	0%	12%	16%	0%	34%	11%	-
	2019	50%	47%	<b>36%</b>	-	-	-	-	-	-	9%	13%	8%		0%		8%	-
At Masters Grade Level	2021	18%	19%	<b>11%</b>	-	-	-	-	-	-	1%	0%	2%	0%	0%	12%	1%	389
	2019	24%	21%	<b>14%</b>	-	-	-	-	-	-	3%	0%	3%		0%		3%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	71%	<b>56%</b>	-	-	-	-	-	-	31%	*	41%	16%	22%	59%	29%	-
	2019	75%	74%	<b>62%</b>	-	-	-	-	-	-	29%	38%	27%		50%		31%	-
At Meets Grade Level or Above	2021	45%	45%	<b>32%</b>	-	-	-	-	-	-	7%	*	5%	11%	0%	35%	6%	-
	2019	48%	45%	<b>35%</b>	-	-	-	-	-	-	9%	13%	8%		0%		8%	-
At Masters Grade Level	2021	18%	18%	<b>10%</b>	-	-	-	-	-	-	0%	*	0%	0%	0%	11%	0%	-
	2019	21%	18%	<b>12%</b>	-	-	-	-	-	-	2%	0%	2%		0%		2%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	72%	<b>60%</b>	-	-	-	-	-	-	48%	*	44%	78%	*	61%	47%	-
	2019	82%	81%	<b>71%</b>	-	-	-	-	-	-	54%	13%	63%		*		54%	-
At Meets Grade Level or Above	2021	37%	42%	<b>28%</b>	-	-	-	-	-	-	17%	*	19%	11%	*	29%	16%	-
	2019	52%	49%	<b>37%</b>	-	-	-	-	-	-	11%	13%	11%		*		10%	-
At Masters Grade Level	2021	18%	19%	<b>11%</b>	-	-	-	-	-	-	4%	*	6%	0%	*	11%	4%	-
	2019	26%	24%	<b>16%</b>	-	-	-	-	-	-	2%	0%	3%		*		2%	-
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	62%	<b>48%</b>	-	-	-	-	-	-	50%	*	50%	-	*	48%	44%	-
	2019	68%	67%	<b>56%</b>	-	-	-	-	-	-	7%	-	7%		-		7%	-
At Meets Grade Level or Above	2021	30%	31%	<b>19%</b>	-	-	-	-	-	-	25%	*	33%	-	*	18%	22%	-
	2019	38%	35%	<b>29%</b>	-	-	-	-	-	-	0%	-	0%		-		0%	-
At Masters Grade Level	2021	9%	8%	<b>2%</b>	-	-	-	-	-	-	0%	*	0%	-	*	2%	0%	-
	2019	14%	12%	<b>10%</b>	-	-	-	-	-	-	0%	-	0%		-		0%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	76%	<b>70%</b>	-	-	-	-	-	-	38%	-	24%	67%	*	73%	41%	-
	2019	81%	80%	<b>75%</b>	-	-	-	-	-	-	28%	-	28%		*		38%	-
At Meets Grade Level or Above	2021	44%	46%	<b>41%</b>	-	-	-	-	-	-	15%	-	6%	33%	*	44%	14%	-
	2019	54%	51%	<b>42%</b>	-	-	-	-	-	-	6%	-	6%		*		5%	-
At Masters Grade Level	2021	20%	20%	<b>13%</b>	-	-	-	-	-	-	0%	-	0%	0%	*	15%	0%	-
	2019	25%	21%	<b>16%</b>	-	-	-	-	-	-	0%	-	0%		*		0%	-
<b>All Grades Social Studies</b>																		

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	76%	<b>75%</b>	-	-	-	-	-	-	50%	-	57%	*	*	76%	44%	-
	2019	81%	79%	<b>71%</b>	-	-	-	-	-	-	36%	-	36%		-		36%	
At Meets Grade Level or Above	2021	49%	50%	<b>41%</b>	-	-	-	-	-	-	0%	-	0%	*	*	43%	0%	-
	2019	55%	51%	<b>40%</b>	-	-	-	-	-	-	14%	-	14%		-		14%	
At Masters Grade Level	2021	29%	28%	<b>17%</b>	-	-	-	-	-	-	0%	-	0%	*	*	18%	0%	-
	2019	33%	28%	<b>16%</b>	-	-	-	-	-	-	14%	-	14%		-		14%	

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- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	<b>98%</b>	97%	99%	99%	100%	100%	-	97%	97%	100%	98%	99%	98%	99%
Included in Accountability	83%	89%	<b>92%</b>	90%	94%	93%	80%	50%	-	88%	93%	100%	96%	82%	92%	94%
Not Included in Accountability: Mobile	3%	5%	<b>6%</b>	7%	4%	6%	20%	0%	-	10%	3%	0%	2%	16%	5%	391 2%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	50%	-	0%	1%	0%	0%	1%	0%	3%
Not Tested	12%	6%	<b>2%</b>	3%	1%	1%	0%	0%	-	3%	3%	0%	2%	1%	2%	1%
Absent	2%	1%	<b>1%</b>	3%	1%	1%	0%	0%	-	3%	3%	0%	2%	1%	2%	1%
Other	10%	5%	<b>0%</b>	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	100%	98%	100%	100%	100%	100%
Included in Accountability	94%	93%	<b>94%</b>	89%	96%	95%	100%	63%	-	94%	96%	87%	98%	84%	92%	91%
Not Included in Accountability: Mobile	4%	6%	<b>6%</b>	10%	4%	5%	0%	38%	-	6%	4%	11%	2%	15%	7%	9%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	98.6%	<b>98.5%</b>	98.5%	98.8%	98.4%	98.3%	*	-	98.4%	98.1%	98.4%	99.2%
2018-19	95.4%	95.8%	<b>95.6%</b>	95.8%	96.2%	95.2%	96.6%	98.4%	-	94.9%	94.6%	95.2%	97.1%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	5.4%	<b>6.9%</b>	7.8%	5.4%	7.7%	8.3%	0.0%	-	3.3%	12.0%	7.6%	2.3%
2018-19	11.4%	10.0%	<b>10.9%</b>	10.6%	8.6%	12.1%	0.0%	0.0%	-	16.1%	16.2%	13.1%	5.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.9%	<b>0.4%</b>	0.0%	1.0%	0.4%	*	*	-	0.0%	0.0%	0.4%	0.0%
2018-19	1.9%	1.4%	<b>0.5%</b>	2.2%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	92.5%	<b>97.0%</b>	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Received TxCHSE	0.4%	0.3%	<b>1.0%</b>	0.0%	0.0%	2.1%	*	-	-	0.0%	0.0%	1.9%	*
Continued HS	3.9%	3.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	5.4%	3.4%	<b>2.0%</b>	3.4%	0.0%	2.1%	*	-	-	0.0%	0.0%	3.8%	*
Graduates and TxCHSE	90.7%	92.8%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.6%	96.6%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
<b>Class of 2019</b>													
Graduated	90.0%	92.4%	<b>96.1%</b>	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Received TxCHSE	0.5%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.7%	3.2%	<b>1.3%</b>	0.0%	0.0%	2.9%	-	*	-	*	0.0%	2.3%	0.0%
Dropped Out	5.9%	4.0%	<b>2.6%</b>	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	90.4%	92.8%	<b>96.1%</b>	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	94.6%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Received TxCHSE	0.5%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.1%	<b>2.6%</b>	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	92.6%	95.1%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	95.9%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2018</b>													
Graduated	92.2%	95.4%	<b>99.0%</b>	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.6%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	<b>1.0%</b>	4.2%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	92.8%	95.9%	<b>99.0%</b>	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	<b>99.0%</b>	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	95.8%	<b>99.0%</b>	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.7%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	<b>1.0%</b>	4.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	93.3%	96.3%	<b>99.0%</b>	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	<b>99.0%</b>	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
<b>Class of 2017</b>													
Graduated	92.4%	95.0%	<b>99.0%</b>	100.0%	100.0%	98.4%	-	*	-	* 100.0%	95.8%	95.8%	*
Received TxCHSE	0.7%	0.8%	<b>1.0%</b>	0.0%	0.0%	1.6%	-	*	-	* 0.0%	4.2%	4.2%	*
Continued HS	0.6%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	96.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	92.5%	<b>97.0%</b>	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Class of 2019	90.0%	92.4%	<b>96.1%</b>	95.2%	94.1%	97.1%	-	*	-	* 100.0%	95.3%	100.0%	
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	5.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Class of 2019	4.2%	4.6%	<b>1.4%</b>	0.0%	0.0%	3.0%	-	*	-	* 0.0%	2.5%	2.5%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	83.5%	84.0%	<b>85.6%</b>	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
Class of 2019	83.5%	84.2%	<b>90.4%</b>	94.7%	93.8%	84.8%	-	*	-	* 0.0%	92.5%	92.5%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	89.3%	<b>85.6%</b>	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
Class of 2019	87.6%	88.7%	<b>91.8%</b>	94.7%	93.8%	87.9%	-	*	-	*	0.0%	95.0%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	6.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	4.4%	4.4%	<b>1.4%</b>	0.0%	0.0%	3.0%	-	*	-	*	0.0%	2.6%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	82.0%	<b>84.8%</b>	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*
2018-19	82.1%	83.1%	<b>90.1%</b>	95.0%	92.3%	84.8%	-	*	-	*	0.0%	92.1%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	87.9%	<b>84.8%</b>	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*
2018-19	85.9%	87.3%	<b>91.5%</b>	95.0%	92.3%	87.9%	-	*	-	*	0.0%	94.7%	*

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Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	99	100.0%	360,220	100.0%
<b>By Ethnicity:</b>				
African American	28	28.3%	44,729	12.4%
Hispanic	19	19.2%	184,060	51.1%
White	46	46.5%	105,215	29.2%
American Indian	1	1.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	5	5.1%	7,307	2.0%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	15	15.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	84	84.8%	292,532	81.2%
Special Education Graduates	11	11.1%	29,018	8.1%
Economically Disadvantaged Graduates	51	51.5%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	29,639	8.2%
At-Risk Graduates	46	46.5%	148,836	41.3%

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Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2019-20	63.0%	59.5%	<b>56.6%</b>	53.6%	63.2%	54.3%	*	-	-	60.0%	63.6%	58.8%	*
2018-19	72.9%	74.2%	<b>69.4%</b>	66.7%	50.0%	77.3%	-	*	-	*	100.0%	66.7%	20.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2019-20	53.4%	47.6%	<b>32.3%</b>	28.6%	42.1%	30.4%	*	-	-	20.0%	0.0%	31.4%	*
2018-19	53.0%	47.5%	<b>41.7%</b>	42.9%	23.1%	48.5%	-	*	-	*	0.0%	41.0%	0.0%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2019-20	59.7%	51.9%	<b>51.5%</b>	46.4%	52.6%	54.3%	*	-	-	40.0%	0.0%	49.0%	*
2018-19	60.7%	51.5%	<b>55.6%</b>	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2019-20	47.9%	40.6%	<b>24.2%</b>	25.0%	36.8%	17.4%	*	-	-	40.0%	0.0%	27.5%	*
2018-19	48.6%	40.3%	<b>44.4%</b>	47.6%	30.8%	45.5%	-	*	-	*	0.0%	41.0%	20.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2019-20	43.2%	34.9%	<b>22.2%</b>	25.0%	31.6%	17.4%	*	-	-	20.0%	0.0%	23.5%	*
2018-19	44.2%	35.9%	<b>38.9%</b>	42.9%	23.1%	42.4%	-	*	-	*	0.0%	38.5%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2019-20	21.1%	7.6%	<b>3.0%</b>	0.0%	5.3%	4.3%	*	-	-	0.0%	0.0%	3.9%	*
2018-19	21.1%	8.0%	<b>5.6%</b>	0.0%	0.0%	12.1%	-	*	-	*	0.0%	7.7%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2019-20	2.1%	2.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2019-20	24.6%	31.0%	<b>23.2%</b>	17.9%	21.1%	26.1%	*	-	-	20.0%	0.0%	21.6%	*
2018-19	23.1%	31.1%	<b>29.2%</b>	19.0%	23.1%	39.4%	-	*	-	*	0.0%	25.6%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2019-20	4.0%	1.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	2.3%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2019-20	18.7%	20.6%	<b>36.4%</b>	50.0%	36.8%	26.1%	*	-	-	60.0%	63.6%	43.1%	*
2018-19	40.4%	50.2%	<b>46.5%</b>	42.9%	38.5%	50.0%	-	*	-	*	100.0%	44.9%	20.0%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2019-20	13.2%	14.6%	<b>32.3%</b>	50.0%	31.6%	19.6%	*	-	-	60.0%	27.3%	39.2%	*

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Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	11.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2019-20	0.7%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2019-20	2.4%	3.0%	<b>6.1%</b>	0.0%	5.3%	10.9%	*	-	-	0.0%	54.5%	5.9%	*
2018-19	2.3%	3.1%	<b>8.3%</b>	4.8%	7.7%	12.1%	-	*	-	*	100.0%	5.1%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2019-20	3.7%	4.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	2.7%	3.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%

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Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2019-20	30.1%	35.2%	<b>48.5%</b>	42.9%	42.1%	54.3%	*	-	-	40.0%	0.0%	47.1%	*
	2018-19	33.4%	36.2%	<b>55.6%</b>	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
Mathematics	2019-20	21.2%	23.3%	<b>21.2%</b>	21.4%	36.8%	15.2%	*	-	-	20.0%	0.0%	23.5%	*
	2018-19	24.7%	25.8%	<b>41.7%</b>	47.6%	30.8%	39.4%	-	*	-	*	0.0%	41.0%	20.0%
Both Subjects	2019-20	16.4%	17.6%	<b>18.2%</b>	21.4%	26.3%	15.2%	*	-	-	0.0%	0.0%	17.6%	*
	2018-19	18.8%	20.3%	<b>36.1%</b>	42.9%	23.1%	36.4%	-	*	-	*	0.0%	38.5%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2019-20	7.3%	6.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	3.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	10.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	7.3%	5.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	4.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	2.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2020	22.0%	9.2%	<b>3.6%</b>	2.1%	5.3%	4.0%	*	*	-	0.0%	0.0%	3.3%	0.0%
	2019	25.2%	11.7%	<b>7.0%</b>	2.1%	13.3%	7.5%	*	20.0%	-	0.0%	0.0%	9.2%	0.0%
English Language Arts	2020	12.7%	5.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	6.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	1.9%	<b>2.1%</b>	2.1%	5.3%	1.0%	*	*	-	0.0%	0.0%	2.2%	0.0%
	2019	7.4%	2.4%	<b>4.3%</b>	0.0%	10.0%	5.4%	*	0.0%	-	0.0%	0.0%	5.7%	0.0%
Science	2020	9.4%	3.2%	<b>2.6%</b>	2.1%	0.0%	4.0%	*	*	-	0.0%	0.0%	1.1%	0.0%
	2019	10.4%	3.9%	<b>3.2%</b>	2.1%	3.3%	3.2%	*	20.0%	-	0.0%	0.0%	4.6%	0.0%
Social Studies	2020	12.4%	4.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	5.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2020	59.0%	48.5%	<b>42.9%</b>	*	*	*	-	-	-	-	-	*	-
	2019	51.0%	39.8%	<b>23.1%</b>	*	*	42.9%	-	*	-	-	-	25.0%	-
English Language Arts	2020	50.1%	44.8%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	35.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	48.4%	*	*	*	*	-	-	-	-	-	*	-
	2019	52.2%	42.0%	<b>0.0%</b>	-	*	0.0%	-	-	-	-	-	0.0%	-
Science	2020	47.6%	44.1%	<b>40.0%</b>	*	-	*	-	-	-	-	-	*	-
	2019	40.6%	40.3%	<b>50.0%</b>	*	*	*	-	*	-	-	-	*	-

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Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	31.7%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2019-20	76.7%	54.8%	<b>47.5%</b>	60.7%	47.4%	43.5%	*	-	-	20.0%	27.3%	45.1%	*
	2018-19	75.0%	54.2%	<b>44.4%</b>	57.1%	30.8%	39.4%	-	*	-	*	16.7%	43.6%	0.0%
At/Above Criterion for All Examinees	2019-20	35.7%	29.8%	<b>21.3%</b>	17.6%	22.2%	20.0%	-	-	-	*	*	21.7%	-
	2018-19	36.1%	33.6%	<b>31.3%</b>	8.3%	*	53.8%	-	*	-	*	*	23.5%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2019-20	1019	1019	<b>950</b>	909	938	982	-	-	-	*	*	924	-
	2018-19	1027	1046	<b>1024</b>	961	*	1066	-	*	-	*	*	1023	-
English Language Arts and Writing	2019-20	513	516	<b>478</b>	464	457	496	-	-	-	*	*	461	-
	2018-19	517	530	<b>519</b>	484	*	542	-	*	-	*	*	515	-
Mathematics	2019-20	506	503	<b>472</b>	445	481	486	-	-	-	*	*	463	-
	2018-19	510	516	<b>505</b>	477	*	524	-	*	-	*	*	508	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2019-20	20.2	19.5	<b>15.6</b>	*	*	*	-	-	-	-	-	*	-
	2018-19	20.6	20.0	<b>20.6</b>	18.4	*	22.0	-	*	-	-	-	20.1	-
English Language Arts	2019-20	19.9	19.2	<b>14.3</b>	*	*	*	-	-	-	-	-	*	-
	2018-19	20.3	19.8	<b>20.2</b>	18.1	*	20.3	-	*	-	-	-	19.2	-
Mathematics	2019-20	20.1	19.2	<b>17.1</b>	*	*	*	-	-	-	-	-	*	-
	2018-19	20.4	19.7	<b>20.5</b>	17.6	*	23.6	-	*	-	-	-	21.0	-
Science	2019-20	20.5	19.9	<b>15.4</b>	*	*	*	-	-	-	-	-	*	-
	2018-19	20.8	20.4	<b>21.2</b>	19.6	*	23.2	-	*	-	-	-	21.0	-

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Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2019-20	46.3%	40.1%	<b>29.7%</b>	32.2%	27.8%	30.0%	*	*	-	26.3%	16.7%	28.0%	5.6%
	2018-19	44.6%	40.5%	<b>43.3%</b>	38.1%	42.1%	44.7%	*	66.7%	-	50.0%	6.3%	42.2%	13.3%
English Language Arts	2019-20	18.2%	15.2%	<b>10.0%</b>	7.0%	7.4%	12.7%	*	*	-	5.3%	1.9%	7.8%	0.0%
	2018-19	17.8%	16.0%	<b>7.1%</b>	6.2%	5.3%	7.9%	*	16.7%	-	7.7%	0.0%	7.0%	0.0%
Mathematics	2019-20	20.7%	18.8%	<b>16.8%</b>	17.4%	13.8%	18.0%	*	-	-	18.8%	0.0%	16.4%	0.0%
	2018-19	20.4%	19.3%	<b>13.6%</b>	14.3%	10.8%	13.8%	*	50.0%	-	0.0%	0.0%	11.4%	0.0%
Science	2019-20	22.4%	21.9%	<b>24.4%</b>	31.3%	22.8%	23.2%	*	*	-	15.8%	15.7%	22.2%	5.9%
	2018-19	21.7%	21.3%	<b>15.5%</b>	19.5%	12.2%	14.4%	*	50.0%	-	15.4%	4.4%	17.0%	7.1%
Social Studies	2019-20	24.6%	14.7%	<b>8.5%</b>	6.0%	6.3%	10.8%	*	*	-	5.9%	0.0%	7.4%	0.0%
	2018-19	23.6%	14.9%	<b>25.0%</b>	13.9%	27.0%	28.7%	*	0.0%	-	35.7%	0.0%	23.0%	6.7%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2019-20	58.5%	73.4%	<b>91.9%</b>	96.4%	89.5%	91.3%	*	-	-	80.0%	100.0%	88.2%	*
	2018-19	59.0%	76.1%	<b>86.1%</b>	85.7%	84.6%	84.8%	-	*	-	*	83.3%	84.6%	60.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2018-19	52.6%	49.1%	<b>44.4%</b>	52.4%	30.8%	42.4%	-	*	-	*	0.0%	38.5%	20.0%
	2017-18	53.4%	51.1%	<b>48.5%</b>	68.2%	47.8%	45.1%	-	-	-	0.0%	25.0%	44.9%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2018-19	42.2%	25.8%	<b>100.0%</b>	*	-	100.0%	-	-	-	-	-	*	-
	2017-18	60.7%	56.8%	<b>63.8%</b>	28.6%	90.0%	73.9%	-	-	-	-	*	42.9%	-

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Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,352	100.0%	5,359,040	100.0%	1,352	100.0%	5,371,586	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	13,855	0.3%	0	0.0%	20,991	0.4%
Pre-Kindergarten	68	5.0%	196,560	3.7%	68	5.0%	197,093	3.7%
Kindergarten	82	6.1%	360,865	6.7%	82	6.1%	361,349	6.7%
Grade 1	97	7.2%	380,973	7.1%	97	7.2%	381,403	7.1%
Grade 2	99	7.3%	379,725	7.1%	99	7.3%	380,122	7.1%
Grade 3	91	6.7%	380,802	7.1%	91	6.7%	381,135	7.1%
Grade 4	94	7.0%	385,090	7.2%	94	7.0%	385,364	7.2%
Grade 5	94	7.0%	395,436	7.4%	94	7.0%	395,649	7.4%
Grade 6	94	7.0%	414,197	7.7%	94	7.0%	414,357	7.7%
Grade 7	107	7.9%	421,222	7.9%	107	7.9%	421,347	7.8%
Grade 8	92	6.8%	422,386	7.9%	92	6.8%	422,505	7.9%
Grade 9	115	8.5%	436,396	8.1%	115	8.5%	436,523	8.1%
Grade 10	119	8.8%	420,502	7.8%	119	8.8%	420,705	7.8%
Grade 11	112	8.3%	388,143	7.2%	112	8.3%	388,443	7.2%
Grade 12	88	6.5%	362,888	6.8%	88	6.5%	364,600	6.8%
<b>Ethnic Distribution:</b>								
African American	268	19.8%	680,285	12.7%	268	19.8%	681,401	12.7%
Hispanic	333	24.6%	2,835,771	52.9%	333	24.6%	2,840,982	52.9%
White	675	49.9%	1,418,789	26.5%	675	49.9%	1,424,251	26.5%
American Indian	10	0.7%	18,712	0.3%	10	0.7%	18,755	0.3%
Asian	6	0.4%	253,856	4.7%	6	0.4%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	60	4.4%	143,368	2.7%	60	4.4%	143,763	2.7%
<b>Sex:</b>								
Female	654	48.4%	2,620,239	48.9%	654	48.4%	2,624,722	48.9%
Male	698	51.6%	2,738,801	51.1%	698	51.6%	2,746,864	51.1%
<b>Other Student Information:</b>								
Economically Disadvantaged	928	68.6%	3,229,178	60.3%	928	68.6%	3,233,417	60.2%
Non-Educationally Disadvantaged	424	31.4%	2,129,862	39.7%	424	31.4%	2,138,169	39.8%
Section 504 Students	86	6.4%	387,490	7.2%	86	6.4%	387,622	7.2%
EB Students/EL	90	6.7%	1,108,207	20.7%	90	6.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	8	0.5%	66,833	1.2%				
Students w/ Dyslexia	59	4.4%	241,070	4.5%	59	4.4%	241,197	4.5%
Foster Care	19	1.4%	17,033	0.3%	19	1.4%	17,090	0.3%

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	5	0.4%	108,025	2.0%	5	0.4%	108,092	2.0%
Migrant	3	0.2%	16,657	0.3%	3	0.2%	16,733	0.3%
Title I	719	53.2%	3,457,855	64.5%	719	53.2%	3,464,887	64.5%
Military Connected	1	0.1%	144,596	2.7%	1	0.1%	144,683	2.7%
At-Risk	748	55.3%	2,634,284	49.2%	748	55.3%	2,636,849	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	82	6.1%	1,123,936	21.0%	82	6.1%	1,124,413	20.9%
Gifted and Talented Education	39	2.9%	443,781	8.3%	39	2.9%	443,849	8.3%
Special Education	193	14.3%	595,885	11.1%	193	14.3%	605,043	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	193		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	118	61.1%	253,352	42.5%				
Students with Physical Disabilities	26	13.5%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	28	14.5%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	192	13.4%	726,083	13.8%				
By Ethnicity:								
African American	32	2.2%	148,832	2.8%				
Hispanic	49	3.4%	372,491	7.1%				
White	98	6.9%	160,748	3.1%				
American Indian	1	0.1%	2,944	0.1%				
Asian	4	0.3%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	8	0.6%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	25	11.5%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	9.2%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	142	15.2%	508,900	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	214	19.7%	700,130	16.6%				

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Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.1%	1.4%	7.1%	4.8%
Grade 1	10.8%	1.9%	0.0%	3.2%
Grade 2	2.3%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	4.7%	4.7%	0.0%	7.8%

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	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	0	0.0%	6,039	0.2%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	16.0	17.7
Grade 1	15.4	18.0
Grade 2	15.7	18.0
Grade 3	14.4	18.2
Grade 4	15.4	18.3
Grade 5	15.2	19.8
Grade 6	18.2	19.4
<b>Secondary:</b>		
English/Language Arts	14.4	15.7
Foreign Languages	20.3	17.8
Mathematics	14.5	16.9
Science	14.3	17.9
Social Studies	16.1	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	262.8	100.0%	745,316.3	100.0%
Professional Staff:	152.6	58.1%	479,219.1	64.3%
Teachers	125.9	47.9%	369,395.4	49.6%
Professional Support	14.6	5.6%	78,787.8	10.6%
Campus Administration (School Leadership)	9.1	3.5%	22,378.5	3.0%
Central Administration	3.0	1.1%	8,657.4	1.2%
Educational Aides:	46.5	17.7%	79,348.7	10.6%
Auxiliary Staff:	63.7	24.2%	186,748.5	25.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	4,290.0	n/a
Part-time Librarians	1.0	n/a	582.0	n/a
Full-time Counselors	4.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	66.2	25.2%	384,122.4	51.5%
<b>Teachers by Ethnicity:</b>				
African American	11.9	9.4%	41,186.3	11.1%
Hispanic	6.0	4.7%	104,985.0	28.4%
White	106.1	84.3%	210,367.3	56.9%
American Indian	1.0	0.8%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	1.0	0.8%	4,320.9	1.2%
<b>Teachers by Sex:</b>				
Males	34.6	27.5%	88,006.1	23.8%
Females	91.3	72.5%	281,389.3	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	0.8%	4,422.7	1.2%
Bachelors	102.2	81.2%	269,818.0	73.0%
Masters	21.7	17.3%	92,432.5	25.0%
Doctorate	1.0	0.8%	2,722.3	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	42.4	33.6%	24,880.4	6.7%
1-5 Years Experience	32.9	26.2%	102,753.7	27.8%
6-10 Years Experience	14.0	11.1%	74,854.8	20.3%
11-20 Years Experience	23.8	18.9%	107,653.1	29.1%

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Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	10.9	8.6%	47,975.4	13.0%
Over 30 Years Experience	2.0	1.6%	11,278.0	3.1%
Number of Students per Teacher	10.7	n/a	14.5	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.0	6.4
Average Years Experience of Principals with District	5.8	5.5
Average Years Experience of Assistant Principals	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	4.8
Average Years Experience of Teachers:	7.7	11.2
Average Years Experience of Teachers with District:	2.9	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$41,416	\$50,849
1-5 Years Experience	\$40,474	\$53,288
6-10 Years Experience	\$45,285	\$56,282
11-20 Years Experience	\$54,318	\$59,900
21-30 Years Experience	\$57,279	\$64,637
Over 30 Years Experience	\$40,541	\$69,974
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$45,391	\$57,641
Professional Support	\$61,263	\$68,030
Campus Administration (School Leadership)	\$72,457	\$83,424
Central Administration	\$114,517	\$109,662
Instructional Staff Percent:	59.2%	64.6%
Turnover Rate for Teachers:	34.5%	14.3%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

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Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**WESTWOOD ISD (001908) - ANDERSON COUNTY**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,870.6	6.2%
Career and Technical Education	9.0	7.1%	18,987.7	5.1%
Compensatory Education	6.8	5.4%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	96.6	76.7%	262,447.1	71.0%
Special Education	10.0	7.9%	34,862.5	9.4%
Other	3.5	2.8%	13,442.2	3.6%

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## 2022-23 Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified<sup>407</sup> as PFS if they meet the following criteria:

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

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

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

<b>School District: Westwood ISD</b>
<b>Region: 7</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: Tiffany Carwell</b>
<b>Date: May 10, 2022</b>

**School Year: 2022-23**

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

<p><b><u>Goal(s):</u></b></p> <p>100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.</p>	<p><b><u>Objective(s):</u></b></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Before the end of each month, August 2022-July 2023	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Before 1 <sup>st</sup> Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	ongoing	MEP staff	calendars, meeting notes

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Additional Activities			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

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\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

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

# Westwood ISD Action Item Information

**Meeting Date:** June 13, 2022

**Subject:** Staff Development Waiver for the 2022-2023 School Year

**Administrator Responsible:** Katie Atkins

**Summary:**

Texas Education Code (TEC) §25.081 allows for school districts to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

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

**Administration’s Recommendation:**

The administration recommends the approval of the Staff Development Waiver for the 2022-2023 school year.

**Possible Motion:**

I move that the Board approves the Staff Development Waiver for the 2022-2023 school year.

**Board Approval Required**       YES      NO

9. Board to consider approval of consent agenda
  - 9.A. Minutes of Regular Board Meeting May 16, 2022, and Special Board Meetings, May 23 and May 31, 2022

## Regular Meeting

Monday, May 16, 2022 6:30 PM

Westwood High School, 1820 Panther Blvd., Palestine, Texas 75801

Carolyn Booker: Present  
Angela Choate: Present  
Jeff Cooper: Present  
Sam Estes: Present  
Bryan Jones: Present  
Mike Kelly: Present  
Ronnie Stanhope: Absent

Others in Attendance: Kyle Johnson, Wade Stanford, Britni Calzada, Brenda Bing, Scott Nettles, Sonya Brown, Charlotte May, Shinitta Foreman, Brendan May, Katie Atkins, Tiffany Carwell, Kim Gilbreath, see list for others

### 1. CALL TO ORDER AND ESTABLISH QUORUM

**Discussion:** Meeting called to order at 6:30pm by President Dr. Carolyn Booker.

### 2. ROLL CALL

### 3. INVOCATION

**Discussion:** Invocation was given by Mr. Scott Nettles.

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. ACTION ITEMS

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

##### Action(s):

Motion to approve the agenda as presented. This motion, made by Mike Kelly and seconded by Bryan Jones, Passed.

##### Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

### 6. Brenda Bing to swear in District 3 and 7 board trustees - May 7, 2022, uncontested board election

**Discussion:** Mr. Stanford recognized Mr. Mike Kelly for his 6 years of service on the school board. Mrs. Brenda Bing swore in Mrs. Sam Estes and Dr. Carolyn Booker for District Board of Trustees position 3 and 7.

6.A. Recognition of Students and Faculty **Presenter:** Principals

**Discussion:** The principals recognize the paraprofessionals of the year and students of the month for their respective campuses and the Administrative office recognized their support staff of the year:

Administrative Office: **Britni Calzada**

High School: **Brenda Pool**, Students Shaina Yazell, Chsitian Flores, Payton Beck and Kaitlyn Armur

Junior High: **Madison Robinson**, Elena Arriaga and Amily Aylor

Elementary: **Kristina Arthur**, Hunter Haberman, Kailynn Girard, Destiny Green and Christian Estrada

Primary: **Roxy Wendland**, Erique Salinas, Chloe Brown, Astonus Hernandez, and Santiago Guzman

6.B. Short Break to view CTE updates and observe CTE classrooms **Presenter:** Wade Stanford/Scott Nettles

**Discussion:** The school board took a tour of the CTE criminal justice, health services, and welding departments. They were led by CTE Director Kelly Green and High School Principal Scott Nettles. Students showed skills they have learned in these respective areas.

7. **PUBLIC COMMENTS**

**Discussion:** None

8. **INFORMATION ITEMS**

8.A. **Panther Council Update**

**Discussion:** Mr. Stanford and his Panther Council, which is made up of 2 students from each grade 7th through 12th grades, gave an update on the work they have been doing in response to the campus Thought Exchange results. The first thing the Panther Council accomplished was to set up the Norms for their Panther Council Collaborative. These norms are signed by each visitor that is allowed into their meetings. The Council has discussed effectiveness in the classroom, learning environment and class set up, and thoughts, ideals, feelings on if they feel valued and included while at school. The Council members discussed 6 of the main issues they see at Westwood.

**Presenter:** Students/Wade Stanford

8.B. **Update on the conceptual exterior design of Westwood Middle School**

**Discussion:** Fitzpatrick architects presented an update on the conceptual designs for the exterior of the new Westwood Middle School. They showed a sample of brick that almost exactly matches the current red brick on the building in color and

**Presenter:** Trey Greer

texture. They showed the color of the metal that will be used in place of the stucco (dark metal brown) and the texture, which will be random vertical patterns. They showed the color of the glass that will be used for the windows along the exterior. It was discussed how the 6th grade wing has a little lighter brick, but there is a large space between it and the darker brick, so they will never be close to each other. Bryan Jones asked if there needs to be a cover over the walk-way from the bus drop off to the cafeteria. Bryan Jones also suggested putting areas to show artwork in the inside courtyard. Jeff Cooper suggested limiting the landscaping in the courtyard for maintenance issues. Mr. Stanford said we may look at artificial landscaping in the courtyard. Suggested to have a user group meeting with the maintenance to make smart decisions on plants and fillers. Jeff Cooper asked about parking for games and traffic issues and architects said that is still being worked on. The board also said they want the sign to say Westwood Middle School. When Mr. Stanford asked about any other concerns there were none brought up and he reiterated that getting the exterior approved in a timely manner was crucial. An update was also given on the Design and Construction Project Schedule. Mr. Stanford discussed how important it is to not miss the critical board approval timelines on exterior finishes, interior finishes, demo package, maximum price and others. He talked about how missing one deadline for approval can delay the construction and the entrance into the new building by months.

**8.C. Curriculum Moment**

**Presenter:** Katie Atkins

**Discussion:** Dr. Katie Atkins updated the board on the Curriculum moment. The goal for Summer School 2022 is to support students in math and literacy, provide authentic and enriching learning experiences related to math and literacy. The theme throughout the district for summer learning is travel. The intended outcomes are to meet student needs, build foundational skills, and have fun. Dates are June 6-23 excluding Fridays. Will go from 9:30am - 1:30pm. Breakfast, lunch and transportation are all provided. Discussion on Staff Development Waiver. Three dates on calendar for this extra staff development (October 7, 2022, January 3, 2023, February 17, 2023). This waiver will be voted on in June board meeting.

**8.D. District Improvement Plan**

**Presenter:** Katie Atkins

**Discussion:** Dr. Katie Atkins discussed the district improvement plan (DIP) with the board. The DIP was created by the district site-based

team. This will also come to the board for approval in June board meeting.

**8.E. Finance Update**

**Presenter:** Kyle Johnson

**Discussion:** Mr. Kyle Johnson updated the board on the expenditures by function YTD compared to the previous 2 years. He also updated the board on the Operational Minutes Adjustment and how it will affect the current budget. He updated the board on the results of the Property Value Study and how it affects the current year revenue. He gave next steps and set June 27 at 11am for the first budget workshop.

**8.F. Health Services Update**

**Presenter:** Kim Gilbreath

**Discussion:** Mrs. Kim Gilbreath updated the board on the state of the Health Services Department. Title 4 money was used to purchase 5 new AED's. Immunizations happened at the beginning of the year, and again we were 100% on the DSH Reporting. On the primary campus almost 75% of the visits were treated and able to return to class. The district used the School Health Grant to purchase 2,000 COVID tests. The district is going to start partnering with Pediatrics Urgent Care, which allows students to see a virtual doctor in the nurses office and get treatment without having to leave school.

**9. ACTION ITEMS**

9.A. Board to consider and possibly approve the final conceptual exterior design of Westwood Middle School

**Presenter:** Trey Greer

**Action(s) :**

Motion to approve the final conceptual design of Westwood Middle School. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

9.B. Board to consider SFE Food Service contract for the 2022-2023 school year

**Presenter:** Kyle Johnson/Brandon Carroll

**Action(s) :**

Motion to approve the SFE Food Service contract for the 2022-2023 school year. This motion, made by Angela Choate and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Bryan Jones: Yea  
Mike Kelly: Yea  
Ronnie Stanhope: Absent

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

9.C. Board to consider and possibly approve TEKS Certification for 2022-2023

**Presenter:** Katie Atkins

**Action(s):**

Motion to approve the TEKS Certification for 2022-2023. This motion, made by Bryan Jones and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

9.D. Board to consider and possibly approve the budget amendment as presented

**Presenter:** Kyle Johnson

**Action(s):**

Motion to approve Budget Amendment 22-06 as presented. This motion, made by Bryan Jones and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

9.E. Board to consider and possibly approve the process to fill Board Trustee District 4 vacancy

**Presenter:** Board

**Action(s):**

Motion to approve the process to fill Board Trustee District 4 vacancy as presented. This motion, made by Carolyn Booker and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea  
Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Bryan Jones: Yea  
Mike Kelly: Yea  
Ronnie Stanhope: Absent

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

- 9.F. Board to rescind the action taken on the Campus Master Plan and Architectural Services for Administration and Transportation/ Maintenance Facility on April 18, 2022.

**Action(s):**

Motion to rescind the action taken on the Campus Master Plan and Architectural Services for Administration and Transportation/ Maintenance Facility action on April 18, 2022. This motion, made by Angela Choate and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea  
Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Bryan Jones: Yea  
Mike Kelly: Yea  
Ronnie Stanhope: Absent

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

- 9.G. Board to consider Architectural Firms for the development of master facility plans and any other related construction projects.

**Action(s):**

Motion to approve the Architectural Firm proposal from Fitzpatrick Architects for the development of master facility plans and any other related construction projects. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea  
Angela Choate: Yea  
Jeff Cooper: Yea  
Sam Estes: Yea  
Bryan Jones: Yea  
Mike Kelly: Yea  
Ronnie Stanhope: Absent

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

9.H. Board to consider approval of the Construction Procurement Method pertaining to the master plan

**Action(s):**

Motion to approve the construction procurement method pertaining to the facility master plan as Construction Manager - At Risk. This motion, made by Carolyn Booker and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

9.I. Board to consider Construction Manager at Risk

**Action(s):**

Motion to approve Jackson Construction as Construction Manager - At-Risk for support services facility construction projects related to the master facility plan. This motion, made by Bryan Jones and seconded by Sam Estes, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

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

9.J. Board to consider Local Policy - EHB and EHBAA

**Presenter:** Tiffany Carwell

**Action(s):**

Motion to accept Local Policy EHB and EHBAA as presented. This motion, made by Angela Choate and seconded by Jeff Cooper, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie  
Stanhope: Absent

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

9.K. Board to consider authorization to transfer funds between functional codes

**Presenter:** Kyle Johnson

**Action(s):**

Motion to approve the authorization to transfer funds between functional codes as presented. This motion, made by Bryan Jones and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie  
Stanhope: Absent

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

9.L. Board to consider Consent Agenda

**Action(s):**

Motion to approve the consent agenda as presented. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie  
Stanhope: Absent

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

9.L.1. Minutes of Regular Board Meeting, April 18, 2022

9.L.2. Fundraisers

**10. CLOSED SESSION**

**Discussion:** Meeting taken into closed session by Dr. Carolyn Booker at 9:57pm

10.A. Acknowledge Teacher Contracts

10.B. Possible discussing of real property for the district

10.C. Texas Government Code: 551.072  
Discussing purchase, exchange, lease, or value of real property

**11. Reconvene from Closed Session**

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

**Discussion:** Board came out of closed session at 10:46 pm

Board acknowledged professional contract as presented

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

14. **ADJOURNMENT**

**Discussion:** Carolyn Booker adjourned the meeting at 10:49 pm.

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Board Secretary

## Special Meeting

Monday, May 23, 2022 12:00 PM  
Westwood Administration Office

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

### 1. CALL TO ORDER AND ESTABLISH QUORUM

**Discussion:** Dr. Carolyn Booker called the meeting to order at 12:00 noon.

### 2. ROLL CALL

### 3. INVOCATION

**Discussion:** Invocation was given by Wade Stanford

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. ACTION ITEMS

#### 5.A. Board to consider approval of agenda

**Action(s):**

Board approved the agenda as presented. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea

Ronnie Stanhope: Yea

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

#### 5.B. Board to discuss and approve guaranteed maximum price for Westwood Middle School demolition package

**Action(s):**

Board unanimously approved the guaranteed maximum price of \$833,720.00 for demolition package for Westwood Middle School. This motion, made by Jeff Cooper and seconded by Ronnie Stanhope, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Yea  
Ronnie  
Stanhope: Yea

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

6. **PUBLIC COMMENTS**

7. **Adjournment**

**Discussion:** President Carolyn Booker adjourned the meeting at 12:13 pm.

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Board Secretary

## Special Board Meeting

Tuesday, May 31, 2022 6:00 PM  
Westwood Administration Office

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

### 1. CALL TO ORDER AND ESTABLISH QUORUM

### 2. ROLL CALL

### 3. INVOCATION

**Discussion:** Given by Wade Stanford

### 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

### 5. ACTION ITEMS

#### 5.A. Board to consider approval of agenda

**Action(s):**

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

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Absent

Ronnie Stanhope: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 1

### 6. PUBLIC COMMENTS

**Discussion:** none

### 7. CLOSED SESSION

#### 7.A. Consider District of Innovation Contract

7.B. Board to interview interested patrons for District 4 vacant school board trustee. **Presenter:** Board

### 8. Board to vote on items discussed in closed session

**Discussion:** Board went into closed session at 6:04 and came out of closed session at 7:58 pm

8.A. Board to consider and possibly appoint a District 4 School Board Trustee for an unexpired term.

**Action(s):**

The board unanimously approved appointment of

Jess Huddleston to the board of trustees for district 4 open position. This motion, made by Carolyn Booker and seconded by Sam Estes, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Absent

Ronnie Stanhope: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 1

8.A.1. Board to consider district of innovation contract

**Action(s):**

Brittany Knight was offered a District of Innovation contract for the 2022-2023 school year. This motion, made by Carolyn Booker and seconded by Angela Choate, Passed.

**Voting Detail:**

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Bryan Jones: Absent

Ronnie Stanhope: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 1

9. **Adjournment**

**Discussion:** 8:01 pm

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Board Secretary

- 9.B. Fundraisers
- 9.C. Investment Report

# Westwood I.S.D.

MEMO

TO: Board Members  
 FROM: Kyle Johnson  
 SUBJECT: Investment Report  
 DATE: June 13, 2022

This report is for the period March through May, 2022. All cash monies not needed for the everyday operation of the school district are invested in the Govt. Overnight Fund of the Lone Star Investment Pool, one Certificate Of Deposit with First Bank and Trust, and the CDARS program through Texas National Bank of Jacksonville.

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General Operating Fund						2022 Bond Proceeds and Debt Service	
Purchase Date	Security Type	Amount	Maturity	Int. Rate	Int. Earned	YTD (Feb-Present)	
<b>Lone Star Beginning Balance</b>		<b>\$9,648,809.00</b>				Bond Interest	\$49,582.46
March	Deposit	\$ -			\$1,754.52		
	W/D	\$ (1,200,000)				Debt Service Interest	\$1,302.75
April	Deposit	\$ 600,000			\$2,678.95		
	W/D	\$ (900,000)					
May	Deposit	\$ 500,000			\$5,239.07		
	W/D	\$ (1,000,000)					
<b>Lone Star Ending Balance</b>		<b>\$ 7,658,482</b>	<b>(INC INTEREST)</b>		<b>\$ 9,672.54</b>		
<b>Balance</b>							
1/10/2022	1-Yr CD	\$ 1,107,634	1/10/2023	0.19%	\$ 518.92	\$ 1,108,152.87	
3/18/2022	CDARS	\$ 1,104,073	3/17/2023	0.60%	\$ 1,622.43	\$ 1,105,695.00	
					<b>\$ 2,141.35</b>		
<b>Total Qtrly Interest</b>						<b>\$ 11,813.89</b>	

c-dars	
3/17	\$242.01
3/31	\$272.31
4/30	\$544.84
5/30	\$563.27
	<b>\$1,622.4</b>

This report is in compliance with the strategies as approved and the Public Funds Investment Act.

\_\_\_\_\_  
 Wade Stanford  
 Superintendent

\_\_\_\_\_  
 Kyle Johnson  
 Assistant Superintendent of Finance and Operations

- 9.D. Agreement with Tyler ISD School Program for the Deaf
- 10. **Closed Session**
  - 10.A. Board to acknowledge teacher contracts
  - 10.B. Superintendent evaluation
  - 10.C. Safety and Security
  - 10.D. Board to consider Student Success Specialist
- 11. **Discussion and possible approval of action arising from closed session**
- 12. **Future agenda item request and events**
- 13. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

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For the Board of Trustees