

# **West Orange Cove Independent School District**

## **District Improvement Plan**

### **2018-2019**



# Mission Statement

In partnership with our community, our mission is to transform lives through an exceptional educational experience.

## Vision

*Empowering Lives through Excellence Every Day!*

## District Goals

District Goal 1:

Student Goals: West Orange-Cove CISD believes that student success is measured in many ways. Student learning will be measured and reported in a variety of methods, including traditional state required tests and student participation in multiple disciplines, such as: advanced placement courses, dual credit courses, fine arts and athletics. Student produced products, including career and tech projects will be encouraged and evaluated. Academic planning will be based on all relevant data, and instruction and course rigor will be adjusted accordingly.

District Goal 2:

WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages student attendance, the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building and strong work ethic.

District Goal 3:

Operations Goal – Fiscal Goal: WOCCISD will be good stewards of the taxpayer’s funds. The District will adopt a balanced budget that ensures academic

performance opportunities, safety and security, and addresses the District's Strategic Plan, Goals, and Priorities.

District Goal 4:

District facilities will be maintained in a manner that extends the functional life of all buildings and equipment. Maintenance schedules will be developed and followed. Staff will be trained in all areas of care and upkeep. The grounds and buildings will be clean and safe.

District Goal 5:

Board/Staff/Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district. Communications between the school and community are a priority. Local media, district websites, parent portal, and other appropriate avenues are utilized. Broader coverage of all aspects of school business is also encouraged. Every effort will be made to ensure that information disseminated by the district will be consistent, accurate, and timely at the campus and the district level.

District Goal 6:

Leadership Goal: WOCCISD believes in improvement that is intentional, systemic, and enduring. Recruitment, retention, and evaluation of a highly qualified, driven staff who places students first is our priority. Academic achievement is encouraged and empowered across the district. Teamwork is encouraged at the district and campus levels. Effective professional development is implemented with staff input and evaluated for effectiveness by staff, administration, and student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

WOCCISD serves approximately 2440 students in PK through grade 12. The demographic breakdown of students is as follows:

AA	59.0%
Hispanic	15.1%
White	18.9%
American Indian	< 1%
Asian	< 1%
2 or more races	5.6%

Continue communications and incentives to improve attendance rates

Build on current trends of increasing enrollment through communication and positive image building

Increase number of college-ready students

Increase number of career-ready students

Reduce number of at-risk students

Increase staff capacity for supporting and educating students of poverty

# Student Achievement

## Student Achievement Summary

### WOCCISD STAAR Results:

Grade	Subject	2017	2018	Difference
3	Reading	51	55	↑4
3	Math	54	51	-3
4	Reading	40	43	↑3
4	Math	48	61	↑13
4	Writing	33	37	↑4
5	Reading	66	51	-15
5	Math	61	62	↑1
5	Science	44	38	-6
6	Reading	39	44	↑5
6	Math	32	48	↑16
7	Reading	53	47	-6
7	Math	37	36	-1
7	Writing	47	43	-4
8	Reading	69	64	-5
8	Math	57	48	-9
8	Science	47	32	-15
8	Soc. Stds.	29	30	↑1
EOC	Eng. I	43	53	↑10
EOC	Eng. II	46	59	↑13
EOC	Algebra	52	61	↑9
EOC	Biology	68	87	↑19
EOC	US History	85	78	-7

## Goals:

Close student achievement gaps in all core subjects

Increase student achievement abilities in literacy

Strengthen strategies district-wide for supporting students in achievement

Meet state average on STAAR performance in all core subjects

Increase Level III Performance on STAAR assessments

Increase success for all students

## **Student Achievement Strengths**

Biology and U.S. History EOC results are comparable with regional and state results.

Writing results at grades 4 and 7 are now being supported with the full implementation of a writing curriculum across all grade levels

# District Culture and Climate

## District Culture and Climate Summary

Increase teacher input in decision-making

Improve school climate

Increase staff/teacher retention rate district wide

Develop strategies for building culture within the district



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Recruit, train, and support staff at all levels

Offer competitive pay and salary schedules for all staff positions

Ensure staff is equipped to prepare students for post-secondary readiness

Build teacher capacity within special programs, such as: ESL, Special Education, Gifted and Talented, Dyslexia

Continuous quality staff development opportunities

Increase efficiency in processing and on-boarding of incoming staff members

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Strengthen vertical and horizontal alignment processes within district and campus systems to increase instructional rigor

Increase data-driven decisions, instruction, and assessments

Align assessment to instructional focus

Strengthen RtI systems to provide students with intervention and support at every level of learning

# Parent and Community Engagement

## Parent and Community Engagement Summary

Create welcoming environments throughout the district and campuses

Create supportive relationships with family and community as an integral part of the educational process

Strengthen communications to families in regard to student expectations, student achievements, and our district's educational goals

Increase avenues for parent input and feedback

Strengthen home-school connection to encourage parental involvement

# District Context and Organization

## District Context and Organization Summary

Strengthen communications at all levels in all departments

Celebrate success of all

Strengthen Professional Learning Community practices

Establish and promote a positive image of our district and campuses

# Technology

## Technology Summary

Strengthen and support long term plans for updating and maintaining equipment and software across the district

Incorporate technology in instruction

Evaluate effective staff use of software and technology equipment

Secure funding to support technology initiatives

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

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

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


# Goals

## Goal 1: WOCCISD will enhance programs to meet individualized student needs.







**Performance Objective 1:** Improve student performance through quality alignment of grade-level TEKS to rigorous instruction

**Evaluation Data Source(s) 1:** Improved student performance in all content areas

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) WOCCISD will provide alignment of curriculum, instruction, and assessment.</p> <p>Refined implementation of TEKS Resource System, Collaborative Lesson Planning, Unit Assessments, Performance Assessments, Data Conversations, and Reflective Practice Model within campus and district level Professional Learning Communities (PLC)</p>		Superintendent Assistant Superintendent Executive Director of Curriculum; Director of State/Federal Programs, Testing & Accountability, Campus Principals Campus Deans of Instruction Classroom Teachers	Student learning demonstrated through classroom instruction, campus assessments, district assessments, and state assessments				
<b>Funding Sources:</b> 211 - ESEA Title I, Part A - 45000.00, 410 - Instructional Materials Allotment - 25000.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) WOCCISD will utilize a balanced literacy approach to better align ELAR instruction to ELAR TEKS.</p>		<p>Superintendent Assistant Superintendent Executive Director of Curriculum; Director of State/Federal Programs, Testing &amp; Accountability, Campus Principals Campus Deans of Instruction Classroom Teachers</p>	<p>Academic progress for every reader and writer PreK-12 BOY, MOY, EOY Assessment Data Istation Academic performance assessments</p>				
<p><b>Funding Sources:</b> 211 - ESEA Title I, Part A - 20000.00, 410 - Instructional Materials Allotment - 5000.00, 199 - General Fund - 10000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) WOCCISD will incorporate performance assessments in each unit of study for all core contents K-12.</p>	<p>2.4, 2.5, 2.6</p>	<p>Superintendent Assistant Superintendent Executive Director of Curriculum Executive Director of Student Services Campus Principals Campus Deans of Instruction Campus Instructional Coaches Campus Classroom Teachers</p>	<p>Performance assessments allow students to show mastery of TEKS with hands-on learning experience  Increase student cooperative learning  Increase meaningful, authentic learning opportunities</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** WOCCISD will enhance programs to meet individualized student needs.

**Performance Objective 2:** Meet individual student academic needs

**Evaluation Data Source(s) 2:** Student academic growth

RtI processes

Possible reduction in number of special education referrals

Individualized Education Plans





504 Plans

LPAC

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) WOCCISD will evaluate existing RtI processes and systems.</p>		Superintendent Assistant Superintendent Executive Director of Curriculum Campus Principals Campus Deans of Instruction Counselors RtI Teams Classroom Teachers	District RtI Handbook  Creation of Campus RtI Teams  Identify strategies needed for success  Universal Screening Tools  Identity campus needs, resources, and training				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) WOCCISD will update district RtI handbook and guidelines.</p>		Superintendent Assistant Superintendent Executive Director of Curriculum Campus Principals Campus Deans of Instruction	District RtI handbook  Established district-wide RtI goals  Reduction in special education referrals				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) WOCCISD will provide quality tiered intervention services based on individual student progress monitoring.</p> <p>Tier 1 + enrichment Tier 2 Tier 3</p>		<p>Superintendent Assistant Superintendent Executive Director of Curriculum Campus Principals Campus Deans of Instruction RtI Teams Classroom Teachers</p>	<p>Improved student performance and success</p> <p>Students will be provided intervention based on their learning needs</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) WOCCISD will establish and follow plans for individual academic needs.</p>		<p>Superintendent Assistant Superintendent Executive Director of Student Services Director of Student Services Executive Director of Curriculum Campus Principals Campus Assistant Principals Campus ARD teams Campus Teachers Campus Paraprofessionals</p>	<p>Student growth as result of meeting their individualized needs</p> <p>Student empowerment through gained knowledge</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) WOCCISD will incorporate individualized (plus 10) assessment goals for all students in each core content courses.</p>	<p>2.4, 2.5, 2.6</p>	<p>Superintendent Assistant Superintendent Executive Director of Curriculum Campus Principals Campus Deans of Instruction Classroom Teachers</p>	<p>Targeted instruction toward individualized goal</p> <p>Students track their progress toward goals</p> <p>At least 80% of all students meet or exceed their (plus 10) assessment goal</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) WOCCISD will provide training to teachers and administrators, focusing on effective strategies to assist learners with academic plans.</p>		<p>Superintendent Assistant Superintendent Executive Director of Student Services Director of Student Services</p>	<p>Empowerment of teachers through gained knowledge</p> <p>Providing of accommodations and modifications students require</p> <p>Student growth as a result of meeting their individualized needs</p>				
<p><b>Funding Sources:</b> 199 - General Fund - 5000.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) WOCCISD will ensure that every student is being educated within their least restrictive environment.</p>		<p>Superintendent Assistant Superintendent Executive Director of Student Services Director of Student Services Campus Principals Campus ARD team</p>	<p>Inclusive settings when applicable</p> <p>Students will be properly placed within their most appropriate educational setting</p> <p>Increased success due to proper placement and access to appropriate curriculum and instruction</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 1:** WOCCISD will enhance programs to meet individualized student needs.

**Performance Objective 3:** Produce college and career ready students

**Evaluation Data Source(s) 3:** CTE certifications, college and career readiness indicator standards

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) WOCCISD will enhance current CTE program and processes.</p>		<p>Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator</p>	<p>Identify areas of efficiency</p> <p>Identify areas of improvement</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) WOCCISD will provide training to CTE teachers.</p>		<p>Executive Director of Curriculum; CTE/Transition Coordinator</p>	<p>CTE teachers will be qualified to provide additional certification opportunities for students</p>				
<b>Funding Sources:</b> 244 - Carl Perkins - 5000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) WOCCISD will increase the number of CTE certification opportunities.</p>		<p>Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator</p>	<p>Increased number of students will receive certifications, making them career ready</p> <p>Add Cosmetology program</p> <p>Enhance CTE Tech program</p>				
<b>Funding Sources:</b> 244 - Carl Perkins - 5000.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) WOCCISD will continue implementation of a quality Early College High School.</p>	<p>Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator High School Principal High School Dean of Instruction</p>	<p>Students within the ECHS program will graduate with one of the following:</p> <ol style="list-style-type: none"> <li>1. college core course completion through dual credit</li> <li>2. 60 hours of dual credit toward a degree</li> <li>3. associate degree</li> </ol>				
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**Funding Sources:** 199 - General Fund - 25000.00


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

# Goal 2: WOCCISD will upgrade technology throughout the system.

## Performance Objective 1: Infrastructure

**Evaluation Data Source(s) 1:** Establishment of current industry/education standards, reduced downtime in systems and labs, increased student time on technology equipment

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Maintain and support VM servers and establish fail over offsite with AWS or other server farm facilities. Update data center with latest storage and disaster recovery technology		Director of Technology Network Engineer	All servers are housed on virtualization servers that are cross link to provide minimum down time and provide greater employee and student access. Servers are backed up on and off site for better data safety and integrity.				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 4  2) Provide staff and students with high bandwidth to the internet and internal network		Director of Technology Network Engineer Computer Technician Campus Administration and Staff	Network links to all devices are of at least 1 Gigabit. Internet bandwidth use stays below district purchased access. Wireless access points use current accepted standards				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  3) Provide all staff and students with current technology to increase comprehension, learning and improved data for student learning feedback		Director of Technology Network Engineer Computer Technician District and Campus Administration Campus Staff	Staff and students are using technology to increase student engagement through classroom walk through's and increased scores on testing.				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
							

**Goal 2:** WOCCISD will upgrade technology throughout the system.

**Performance Objective 2:** Streamline software/online resources





**Evaluation Data Source(s) 2:** Decrease the amount of help desk related inquiries due to software issues

Increased use of software at campus level, increase use of software shown by reports

Decrease amount of spending on software not being utilized

Increase reporting by using portals, such as Clever

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  1) WOCCISD technology department will work with the district finance department to use appropriate accounts for software purchasing, and have software purchasing approved through curriculum and technology departments.		Department of Curriculum and Instruction Director of Technology Executive Director of Finance Campus Administration	Yearly purchases are easily identifiable through Skyward account reports.				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) WOCCISD technology department will provide and/or guide in selection, proven software to aid in subject area growth and work with campus instructional staff to identify time constraints and areas that software would be the most beneficial.		District and Campus Curriculum and Instruction Technology Department	Consistent use of software across grade and subject levels. Increase scores on testing				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4  3) WOCCISD technology department will make a comprehensive list of software available to all staff.		District and Campus Curriculum and Instruction Technology Department	Consistent use of software across grade and subjects				
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







**Goal 2:** WOCCISD will upgrade technology throughout the system.

**Performance Objective 3:** Training and Support

**Evaluation Data Source(s) 3:** Decreased amount of help desk related inquiries  
 Increase in subject related area performance on state and local testing  
 Increase of technology use in walk throughs and evaluation

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  1) WOCCISD technology department will provide new staff members with learning resources for district critical software systems relating to job roles to on board efficiently and increase staff effectiveness.		District Curriculum and Instruction Technology Department Department and Campus Administration	Staff are able to adapt to their role in the district in a highly efficient manner. Reduced frustration by staff as monitored through climate surveys				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7  2) WOCCISD technology department will make online training software available to all staff to increase job effectiveness. These softwares will be available 24/7/365 regardless of location.		District and Campus Curriculum and Instruction Department and Campus Administrators Technology Department	Use reports from software Increased staff technology effectiveness				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7  3) WOCCISD technology department will utilize train the trainer methods, and make those methods available to staff, students and community training sessions in the use of technology and software in relation to their role.		District and Campus Curriculum and Instruction Department and Campus Administrators Department and Campus Staff Members Technology Department	Use reports from software Student, Staff and Family surveys Training session evaluations				


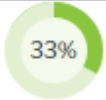
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) WOCCISD technology department will host monthly and/or quarterly meetings of district technology Committee to provide feedback from campus and family needs in relation to training and support.</p>		District and Campus Curriculum and Instruction Department and Campus Administrators Department and Campus Staff Members Technology Department Technology Committee	Monthly and/or quarterly updates from committee members regarding effectiveness of training and support				
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - SI: School Improvement Grant - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) WOCCISD technology department will offer training and classroom integration assistance, by grade level and content, through instructional technology specialist.</p>		District and Campus Curriculum and Director of Technology Instruction Technology Department	Increased scores in subject areas Integration of technology into classroom instruction identified through campus walkthroughs and evaluations				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# Goal 3: WOCCISD will provide opportunities to increase family involvement.

**Performance Objective 1:** Increase school and community involvement in academic activities

**Evaluation Data Source(s) 1:** Family Access  
Campus academic events

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Increase parental involvement on each campus throughout the district</p>		Superintendent Assistant Superintendent Executive Director of Curriculum; Director of State/Federal Programs, Testing & Accountability, Campus Principals Campus Deans of Instruction Campus Administrators Campus Teachers	Informed parents  Increased parental involvement				
<p><b>Funding Sources:</b> 211 - ESEA Title I, Part A - 10852.49</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>2) Increase parent out-reach efforts</p>		Superintendent Assistant Superintendent Executive Director of Curriculum; Director of State/Federal Programs, Testing & Accountability, Campus Principals Campus Deans of Instruction Campus Community Liaisons	Improved quality of communication between school and home				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

# Goal 4: WOCCISD will maintain a quality staff.

## Performance Objective 1: Recruitment of quality educators

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7 1) WOCCISD will participate in local and statewide job fairs.		Superintendent Assistant Superintendent Campus Principals	Hiring of quality candidates				
	<b>Funding Sources:</b> 199 - General Fund - 8000.00						
2) WOCCISD will host a district job fair.		Superintendent Assistant Superintendent Campus Principals	Recruitment of highly qualified educators				
	<b>Funding Sources:</b> 199 - General Fund - 500.00						
<b>Critical Success Factors</b> CSF 7 3) WOCCISD will update job vacancies on district website and other appropriate websites.		Assistant Superintendent	Knowledge of open positions  Communication				
	= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						

**Goal 4:** WOCCISD will maintain a quality staff.

**Performance Objective 2:** Retain quality teachers

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) WOCCISD will continue to make efforts to grant annual raises for returning staff members.		Superintendent Assistant Superintendent Executive Director of Finance	Retain teachers and decrease turn-over rate				
	<b>Funding Sources:</b> 199 - General Fund - 380000.00						
2) WOCCISD will recognize teachers of the year, administrator of the year, auxiliary person of the year, and paraprofessional of the year.		Superintendent Assistant Superintendent Director of Public Information Campus Principals	Increase morale and decrease turn-over rate				
	<b>Funding Sources:</b> 199 - General Fund - 1500.00						
3) WOCCISD will continue to utilize district-wide teacher mentoring program.  <b>Critical Success Factors</b> CSF 3 CSF 7		Superintendent Assistant Superintendent Executive Director of Curriculum Campus Prinipcals Campus Mentors	New teacher knowledge growth  Veteran teacher morale increase				
	<b>Funding Sources:</b> 211 - ESEA Title I, Part A - 10000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 4:** WOCCISD will maintain a quality staff.

**Performance Objective 3:** Provide annual compliance updates including but not limited to sexual abuse and other maltreatment of children

**Evaluation Data Source(s) 3:** Edivate

**Summative Evaluation 3:**

**Goal 4:** WOCCISD will maintain a quality staff.

**Performance Objective 4:** Provide teachers action steps for improvement through the Relay program

**Evaluation Data Source(s) 4:** Whetstone  
Teacher Action Step Templates

**Summative Evaluation 4:**





## **Goal 5: WOCCISD will promote a positive image.**

**Performance Objective 1:** Fiscal responsiveness

**Evaluation Data Source(s) 1:** Annual finance audit  
State accountability report

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>1) WOCCISD will allocate adequate funding resources to support educational programs throughout the district.</p>		<p>Superintendent Assistant Superintendent Executive Director of Finance Executive Director of Curriculum; Director of State/Federal Programs, Testing &amp; Accountability</p>	<p>Appropriate funding for necessary programs</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) WOCCISD will develop a comprehensive, appropriate financial plan/budget for 2018-2019.</p>		<p>Superintendent Assistant Superintendent Executive Director of Finance</p>	<p>Budget approval prior to beginning of 2018-2019 school year</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) WOCCISD will maintain district fund balance at level recommended by the Texas Education Agency.</p>		<p>Superintendent Assistant Superintendent Executive Director of Finance</p>	<p>Fund balance of at least 33% of annual operating expenses</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							




**Goal 5:** WOCCISD will promote a positive image.

**Performance Objective 2:** Facilities and Maintenance

**Evaluation Data Source(s) 2:** Physical walk throughs  
Work order requests and completion ratios

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) WOCCISD will maintain district facilities in a manner that extends the functional life of all buildings and equipment.		Superintendent Assistant Superintendent Director of Maintenance Maintenance Supervisors Maintenance Department	Work order priorities: 1)Emergency 2)Safety/Heath/Security/ADA 3)Preventative Maintenance 4)Unscheduled repair on items not functioning properly 5)Support Services				
2) WOCCISD will develop and adhere to maintenance schedules.		Superintendent Assistant Superintendent Director of Maintenance Maintenance Supervisors	Timely repairs and maintenance				
3) WOCCISD will keep district grounds and buildings clean and safe.		Superintendent Assistant Superintendent Director of Maintenance Maintenance Supervisors	Clean, safe environment				
4) WOCCISD will reduce utility usage at district facilities.		Superintendent Assistant Superintendent Director of Maintenance Maintenance Supervisors HVAC Techs	Monitoring of HVAC schedules will reduce overall utility usage  Scheduled air conditioning and heat for after school and community activities based on the times submitted within work order requests				

5) WOCCISD will complete an annual facility inspection to ensure safety compliance.		Director of Maintenance Maintenance Supervisor Maintenance Department Contractors	Inspect fire alarms, fire extinguishers, gas piping, sprinkler systems, elevators, boilers, back flow preventers, and stadiums  Provide safe environments				
6) WOCCISD will provide training for maintenance staff.		Director of Maintenance Maintenance Supervisor Vendors	Conduct monthly safety meetings with maintenance staff  Conduct annual asbestos awareness/safety training  Utilize training offered by vendors to train maintenance and custodial staff on proper use of equipment, tools, and products				
							

**Goal 5:** WOCCISD will promote a positive image.

**Performance Objective 3:** Communications

**Evaluation Data Source(s) 3:** Increased awareness of district initiatives and successes

Survey

Social Media activity

Community Feedback

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) WOCCISD will communicate our district brand, vision, and goals through strategies messaging and marketing.		Superintendent Assistant Superintendent Director of Communications	Marketing through billboard, radio/web/print, website, social media  Increased school awareness within community				
	<b>Funding Sources:</b> 199 - General Fund - 40000.00						
<b>Critical Success Factors</b> CSF 5 CSF 6  2) WOCCISD will cultivate and strengthen relationships within the district and community.		Superintendent Assistant Superintendent Director of Communications Executive Leadership Team Leadership Team	Improve district to community climate				
	<b>Funding Sources:</b> 199 - General Fund - 3000.00						

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The District completed a comprehensive needs assessment at all campuses last spring. Committee members included TECS representatives, District and campus administrators, teachers, paraprofessionals and parents. All campuses have been through the TAIS process, including root cause analysis. Targeted Improvement Plans were developed and submitted to TEA.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

All CIPs are currently under development. Campus-based CILT teams will make modifications as needed.

### **2.2: Regular monitoring and revision**

CILT teams regularly monitor progress by conducting formative assessments at four points during the year.

### **2.3: Available to parents and community in an understandable format and language**

The DIP and CIPs will be available electronically via the District web site and in hard copy (upon request).

### **2.4: Opportunities for all children to meet State standards**

Multiple opportunities for all students to meet State standards are included in all plans. Opportunities for reteaching, retesting, remediation, Saturday school, extended day tutorials are included for all students.

### **2.5: Increased learning time and well-rounded education**

Principals are adjusting master schedules to maximize learning time and minimize distractions. There is a mandatory emphasis placed on using the format provided by TEKS Resource System.

### **2.6: Address needs of all students, particularly at-risk**

Specific programs are in place to help identify and address the needs of all students, particularly those who have been identified as being "at-risk."

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The District currently has a Parent and Family Engagement Policy which is in the process of being modified and updated. Parents will have access via the District's web site and at each campus's main office.

### **3.2: Offer flexible number of parent involvement meetings**

Opportunities for parent involvement are scheduled at different times to maximize the likelihood of attendance. Some meetings are held during the school day while others are held during the evening. Meetings occur at regular intervals at each campus. Meetings, which often include student performances, are scheduled and publicized.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amina Bilal	Numeracy Coach	WOSMS	1.0
Angela Greer	Academic Dean	WOSHS	1.0
Annely Domas	Literacy Coach	WOSE	1.0
April Rose	Inst. Aide	WOSE	1.0
Athena Jefferson	Interventionist	WOSE	1.0
Christina Anderson	Academic Dean	WOSE	1.0
Christopher Sams	Math teacher	WOSHS	1.0
Cynthia Weeks	4th grade ELAR	WOSE	1.0
Darcas Cook	Literacy Coach	WOSMS	1.0
Depauldrick Garrett	Liaison	WOSE	1.0
Joseph Gallow	Inst. Aide	WOSE	1.0
Karen Ford	3rd grade ELAR	WOSE	1.0
Laura Lemmond	SPED Math	WOSMS	1.0
Russell Botley	Liaison	WOSHS	1.0
Tiffany Richard-Brown	Academic Dean	WOSMS	1.0
Valerie Haley	Numeracy Coach	WOSHS	1.0
Yunekia Pollard	Numeracy Coach	WOSE	1.0

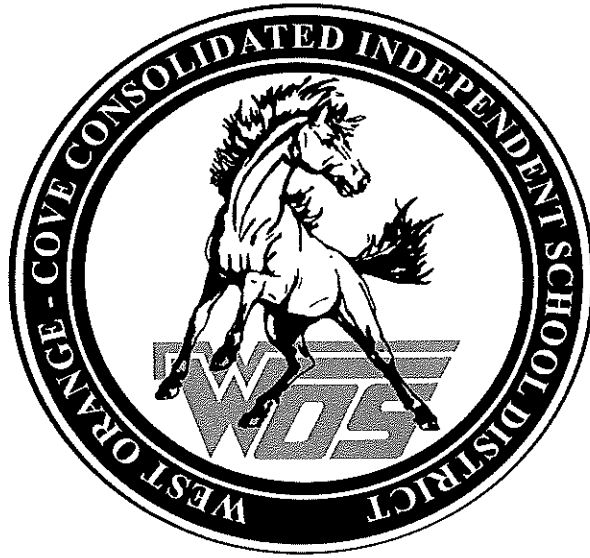
# Campus Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$10,000.00
1	2	6			\$5,000.00
1	3	4			\$25,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
4	1	1			\$8,000.00
4	1	2			\$500.00
4	2	1			\$380,000.00
4	2	2			\$1,500.00
5	3	1			\$40,000.00
5	3	2			\$3,000.00
<b>Sub-Total</b>					<b>\$473,000.00</b>
<b>211 - ESEA Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$45,000.00
1	1	2			\$20,000.00

2	3	1			\$0.00
3	1	1			\$10,852.49
4	2	3			\$10,000.00
<b>Sub-Total</b>					\$85,852.49
<b>211 - SI: School Improvement Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>244 - Carl Perkins</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2			\$5,000.00
1	3	3			\$5,000.00
<b>Sub-Total</b>					\$10,000.00
<b>410 - Instructional Materials Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$25,000.00
1	1	2			\$5,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
<b>Sub-Total</b>					\$30,000.00
<b>Grand Total</b>					\$598,852.49



# Addendums



West Orange-Cove Consolidated ISD

**Plan for Addressing Sexual  
Abuse & Other Maltreatment  
Of Children**

As Required by HB 1041 and SB 471

**West Orange-Cove Consolidated ISD**  
**Plan for Addressing Sexual Abuse & Other**  
**Maltreatment of Children**

**Methods for Increasing Awareness Regarding Sexual Abuse & Maltreatment of Children**

**Teachers:** Teachers will be trained annually in all content areas addressed in the West Orange-Consolidated ISD *Plan for Addressing Sexual Abuse & Other Maltreatment of Children*. Training may be provided through campus staff, district staff, on-line or outside agencies as appropriate at the discretion of the campus administration. Training will include contents of the adopted board policy FFG (LEGAL) and FFG exhibit.

**Students:** District counseling staff will address issues awareness regarding sexual abuse and maltreatment of children, utilizing anti-victimization programs with age appropriate conversations and materials, at least once per year in classroom group lessons for grades PK-8. Awareness regarding sexual abuse and other maltreatment of children will be addressed with students in grades 9-12 in class meetings at least once per school year.

**Parents:** Information concerning the district *Plan for Addressing Sexual Abuse & Other Maltreatment of Children* will be posted on the district web site at: <https://www.woccisd.net>. Additionally, reference to the plan will be included in each of the campuses' student handbooks within the district. These handbooks are available to parents in a printed format, as well as on-line at the district web site.

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**What is Sexual Abuse of a Child?**

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.

Sexual abuse includes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or producing pornographic materials.

**Suspect Sexual Abuse When You See:**

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors or play
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

### **Warning Signs in Children and Adolescents of Possible Child Sexual Abuse**

Any one sign does not mean that a child has been or is being sexually abused, but the presence of several different signs suggests that one should begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as: during a divorce, death of a family member or pet, problems at school or with friends, and other anxiety-inducing or traumatic events.

### **Possible Psychological and Behavioral Signs of Sexual Abuse of Children**

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability or anger
- Low self-esteem, guilt or shame
- Avoidance of people or places
- Sexual advances of “touching” inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

### **Possible Physical Symptoms of Sexual Abuse of children**

- Becomes pregnant or contracts a venereal disease, particularly if under the age of 14
- Trauma to the mouth or genitals
- Rectal Bleeding
- Pain around the genital area
- Poor appetite
- Weight loss or weight gain

### **Signs More Typical in Younger Children**

- Using new words for private body parts
- Resisting the removal of clothes even at appropriate times when clothing should be removed; such as bath, bed, toileting, etc.
- Asking other children to behave sexually or play sexual games
- Copying adult-like sexual behavior with toys or stuffed animals
- Wetting and soiling accidents unrelated to toilet training
- Returning to habits previously broken; such as bed-wetting or thumb sucking

### **Signs More Typical in Early Adolescents**

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat
- Loses or drastically increase appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Exhibits adult-like sexual behaviors, language and knowledge

### **Signs More Typical in Teens**

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

### **Physical Warning Signs of Sexual Abuse**

Physical warning signs of sexual abuse are rare. If one should notice any of these signs, the child should be seen by a doctor as soon as possible. The doctor can help you and your child understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharge in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

## **Consider the Possibility of Sexual Abuse when the Parent or other Adult Caregiver**

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
  - Is secretive and isolated
  - Is jealous or controlling with family members
- 

## **What is Maltreatment of a Child?**

According for the Centers for Disease Control and Prevention (CDC), child maltreatment is defined as "any act or series of acts of commission or omission by a parent or other caregiver (e.g., clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child." Commission can be defined as child abuse with the following examples: physical abuse, sexual abuse and psychological abuse. Child neglect defines the term "omission" and includes the following examples: physical neglect, emotional neglect, medical/dental neglect, educational neglect, inadequate supervision and exposure to violent environments.

## **Physical Abuse**

Physical abuse is physical injury that results in substantial harm to the child or the genuine threat of substantial harm from physical injury to the child. The physical injury (ranging from minor bruises to severe fractures or death) can result from punching, beating, shaking, kicking, biting, throwing, stabbing, hitting, burning, choking, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child.

## **Suspect Physical Abuse When You See...**

- Frequent injuries such as bruises, cuts, black eyes or burns, especially when the child cannot adequately explain their causes
- Burns or bruises in an unusual pattern that may indicate the use of an instrument or a human bite; cigarette burns on any part of the body
- Frequent complaints of pain without obvious injury
- Aggressive, disruptive and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

## **Neglect**

Neglect is failure to provide for a child's basic needs necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services have been offered and refused.

### **Suspect Neglect When You See...**

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental, care or other medical attention
- Stealing or begging for food
- Frequent absences or tardiness from school

## **Emotional Abuse**

Emotional abuse is mental or emotional injury that results in an observable and material impairment in a child's growth, development, or psychological functioning. It includes forms of punishment such as confining a child in a dark closet, habitual scapegoating, belittling and rejecting treatment for a child.

### **Suspect Emotional Abuse When You See...**

- Over compliance
- Low self-esteem
- Severe depression, anxiety, or aggression
- Difficulty making friends or doing things with other children
- Lagging in physical, emotional, and intellectual development
- Caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems

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## **Parents/Guardians' Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children**

- As a parent, you are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or you must arrange for someone else to provide these things. Failure to do so may be considered neglect.

- As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being abused or neglected. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult.
- As a parent, be aware that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and 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.
- As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manage early intervention counseling programs.
- As a parent, if you permit your child to be in a situation where he or she may be injured, than you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. If you are frightened for your own safety or that of your child, call 911 or the Child Abuse Hotline at 1-800-252-5400.

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## **Educational Personnel’s Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children**

**Legal Obligation:** Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours of suspected abuse or neglect. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2000 (Texas Family code, Chapter 261). Reporting suspected child abuse to your principal, school counselor or superintendent will not satisfy your obligation under this law. West Orange-Cove Consolidated ISD Board Policy FFG (EXHIBIT), attached to this plan, provides the *Notice of Employee Responsibilities for Reporting Child Abuse and Neglect*.

**Legal Protection:** A report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in “good faith” and “without malice”. In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two conditions are met, one will also be immune from liability if asked to participate in any judicial proceedings that might result from a report.



## If You Suspect

### Abuse:

**DON'T** try to investigate

**DON'T** confront the abuser

**DO** report your reasonable suspicions

It is not necessary to determine if one's suspicions are true. A trained investigator will evaluate the child's situation. Even if a report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child.

### A Disclosure:

If you are the first person the child tells about sexual abuse, your testimony as "outcry witness" may be especially important in future legal proceedings. What you say the child told you is not considered "hearsay" but is admissible evidence in a trial involving a sexual offense against a child. This exception applies only to the first person the child approaches.

## Report to the

### Following:

Texas Abuse Hotline: 800-252-5400

Texas Department of Family and Protective Services:

<http://www.txabusehotline.org> 409-252-5400

Orange Police Department: 409-883-1026

Pinehurst Police Department: 409-886-2221

West Orange Police Department: 409-883-0059

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## Available Counseling Options and Other Resources

To find out what services may be available in your county, see:

[http://www.dfps.state.tx.us/Prevention\\_and\\_Earlt\\_Intervention/Programs\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Earlt_Intervention/Programs_In_Your_County/default.asp)

The following Web sites might help you become more aware of child sexual abuse and neglect:

Prevent Child Abuse America: [www.preventchildabuse.org](http://www.preventchildabuse.org)

Prevent Child Abuse Texas: [www.preventchildabusetexas.org](http://www.preventchildabusetexas.org)

Texas Association Against Sexual Assault: [www.taasa.org](http://www.taasa.org)

Child Welfare Information Gateway: [www.childwelfare.gov](http://www.childwelfare.gov)

Texas Department of Family Services: [www.dfps.state.tx.us](http://www.dfps.state.tx.us)

**Counseling Options:**

**Child Help:** Includes programs designated to serve children who are abused including their “Good-Touch-Bad-Touch” program which hopes to eliminate child abuse by bringing prevention education to children and adults everywhere.

Phone: 480-922-8212

Web site: <http://www.childhelp.org>

**Stop It Now:** Provides a national helpline for supportive guidance, information, and resources. The Helpline is staffed by professionals who can provide assistance in how to deal with suspected child abuse situations. Additional resources are available on their web site.

Phone: 1-888-PREVENT

Email: [helpline@stopitnow.org](mailto:helpline@stopitnow.org)

Web site: <http://www.stopitnow.org>

## **Notice of Employee Responsibilities for Reporting Child Abuse and Neglect**

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### **What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?**

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact human resources director at (409) 882-5610.

### **What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?**

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 to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

### **Are there any restrictions on reporting?**

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### **To whom do I make a report?**

Reports may be made to any of the following:

- A law enforcement agency: The Orange Police Department, at (409) 883-1026; the Pinehurst Police Department, at (409) 886-2221; or the West Orange Police Department, at (409) 883-0059;
- The CPS division of the Texas Department of Family and Protective Services at (800) 252-5400 or [Texas Abuse Hotline Website](#)<sup>1</sup>; or

- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

**Will my report be kept confidential?**

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

**Will I be liable in any way for making a report?**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**What will happen if I don't report suspected child abuse or neglect?**

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

**What are my responsibilities regarding investigations of abuse or neglect?**

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

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<sup>1</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>