

# **Red Oak Independent School District**

## **District Improvement Plan**

### **2024-2025**



# Mission Statement

The Mission of Red Oak ISD:

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity  
(G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage,  
Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

# Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	5
District Processes & Programs .....	6
Perceptions .....	7

Priority Problem Statements .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons. ....	11
Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning. ....	21
Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency. ....	25
Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities. ....	29
Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively. ....	33
RDA Strategies .....	35
Title I Personnel .....	36
Assurances .....	37
Statutorily Required Assurances .....	37
District Funding Summary .....	38
Policies, Procedures, and Requirements .....	40

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

### TOTAL STUDENT ENROLLMENT 2024-2025

---

6,696

### STUDENT ENROLLMENT BY RACE/ETHNICITY 2024-2025

---

AFRICAN AMERICAN- 37.17%  
ASIAN- .91%  
HISPANIC- 40.44%  
AMERICAN INDIAN- 0.28%  
PACIFIC ISLANDER-0.12%  
WHITE- 16.23%  
TWO OR MORE RACES- 3.90%

### STUDENT ENROLLMENT BY TYPE

---

Economically Disadvantaged- 57.11%  
Emergent Bilingual- 14.02%  
Students Receiving Special Education Services- 16.68%

### Demographics Strengths

Red Oak ISD continues to become an ever changing community and we provide our students with the opportunity develop an understanding for others on a local, state, national and global level.

# Student Learning

## Student Learning Summary

In 2022, Red Oak ISD received a B (84) rating.

- District Overall Score: 84
- District Student Achievement: 87
- District School Progress: 86
- District Closing the Gaps: 78

The Texas Education Agency has not released ratings for districts or campuses for the 2023-2024 School Year.

## Student Learning Strengths

Red Oak Elementary has a scale score of 92 in Academic Growth in Reading and Math and a scale score of 86 for Closing the Gap.

Wooden Elementary has a scale score of 89 in Academic Growth in Reading and Math and a scale score of 92 for Closing the Gap.

Eastridge Elementary has a scale score of 80 in Academic Growth in Reading and Math and a scale score of 83 for Closing the Gap.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability).

**Root Cause:** There is a need to provide students with rigorous on grade level assignments to support growth and have each sub population to meet the ESSA target score.

**Problem Statement 2:** Red Oak Middle School Reading, Math, 8th Science and Social Studies is under performing the state standard for student Academic Growth.

**Root Cause:** There is a need to provide students with rigorous on grade level assignments to support growth.

**Problem Statement 3:** TEA Results Driven Accountability (RDA) intervention plans are required because of the Red Oak ISD Discipline Removal Rate.

**Root Cause:** The following RDA Performance Levels (PL) require intervention plans: Special Education Total Disciplinary Removal Rate. Initiatives and training are needed for staff and administrators on various discipline strategies for all student groups.

# District Processes & Programs

## District Processes & Programs Summary

Red Oak ISD addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. Building relationships with students is a high priority. The greatest number of office referrals are for tardies and dress code violations.

Red Oak ISD students are enrolled in a variety of programs. Emergent Bilingual students represent 14% of the student body. 79.4% of students in grades 9-12 have taken a Career and Technical Education course. Students enrolled in the Gifted and Talented program represent 5.8% of all students across the district. 16.7% of students are in Special Education.

## District Processes & Programs Strengths

ROISD strengths include a committed investment in the development of students' interpersonal skills from all stakeholders. Further, an increase in the number of students participating in the Emergent Bilingual indicates a more linguistical student body and wider community.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.

**Root Cause:** After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.

# Perceptions

## Perceptions Summary

Realizing Our Individual Students' Dreams is our highest priority. Therefore, our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and society as a whole. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential. Ensuring our students realize their individual dreams is a community-wide effort. This effort can be seen in our volunteers. In the 2023-2024 school year, our community volunteered 11,888 hours. This is an increase from 10,084 hours the previous academic year.

## Perceptions Strengths

Our community values the hard work that goes into educating and providing for our students. The community passed the bond to build the new middle school to improve the learning environment for the students. The community supports the growth of our district and has shown support of our students' academic growth by assisting and giving back their time to the campuses.

# Priority Problem Statements

**Problem Statement 1:** Indicators show Tier 1 instruction is not meeting the rigorous standard of STAAR and the materials were not being vetted.

**Root Cause 1:** After COVID and changes in campus and curriculum leadership, lessons and instruction were not vetted due to multiple resources teachers received access to during COVID.

**Problem Statement 1 Areas:** District Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

**Employee Data**

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**







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











# Goals

**Goal 1:** Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success [TEC 11.252(a)(3)(G)].

**Evaluation Data Sources:** Pathways Offered, SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide College Readiness Assessment Preparation Opportunities <b>Evidence that Demonstrates Success:</b> Increase in the percentage of students passing dual credit courses <b>Staff Responsible for Monitoring:</b> ROHS Principal ROHS Associate Principal ROHS Assistant Principals ROHS College and Career Coordinator ROHS Counselors Director of Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students, teachers, parents and counselors information about higher education admissions and financial aid opportunities (such as TEXAS and TEACH for TEXAS grant programs), the need for students to make informed curriculum choices through academic advisement, and sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-C)]. <b>Evidence that Demonstrates Success:</b> College & Career Counselor program records <b>Staff Responsible for Monitoring:</b> Director of Counseling and Family Services ROHS College and Career Readiness Coordinator Counselors Student Support Specialist	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Execute drop out reduction through the Hawks Success program [TEC 11.255(a)(3)(C)] <b>Evidence that Demonstrates Success:</b> Drop out records, campus information related to graduation rates <b>Staff Responsible for Monitoring:</b> ROHS Principal ROHS Associate Principal	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Title III funds to supplement the available resources for advancing the academic achievement of EB students. Rosetta Stone, Soluciones Grades K-2, and ELLevation Strategies. <b>Evidence that Demonstrates Success:</b> TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports <b>Staff Responsible for Monitoring:</b> Administrators Teachers Executive Director of Specialized Learning Assistant Director of Federal Programs  <b>Funding Sources:</b> - 263 Title III	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Defined Career software program. <b>Evidence that Demonstrates Success:</b> Course Enrollment, Course Selection Options, Career and College Exploration Student Organization Participation, High School Expo, parent information nights at ROHS and ROMS. Counselor informational sessions with students. <b>Staff Responsible for Monitoring:</b> Campus Administrators Curriculum and Instruction Department Staff Sponsors Counselors CTE Director Fine Arts Director Athletic Director Chief of Secondary Schools and Programs	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges through a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

**Evaluation Data Sources:** Enrollment in Mentor's Care, Suite 360 Data, Training Records





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer Mentor's Care to students at the High School for student's identified as at-risk. <b>Evidence that Demonstrates Success:</b> 100% of students identified as needing a mentor will be assigned a mentor. <b>Staff Responsible for Monitoring:</b> ROHS Counselors	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide lessons focused on interpersonal skills in grades PK-8 [TEC 11.252(a)(3)(E)], [TEC 11.252(a)(3)(B)(ii)]. <b>Evidence that Demonstrates Success:</b> Students will receive weekly lessons on interpersonal skills. <b>Staff Responsible for Monitoring:</b> PK-8 Counselors Director of Counseling and Family Services Student Support Specialist  <b>Funding Sources:</b> - 289 Title IV	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Make Family Resource Center in conjunction with HelpMeGrowNorthTexas.org and HelpMeThriveNorthTexas.org available to all students and staff as needed. <b>Evidence that Demonstrates Success:</b> Counselor referrals; published on the website <b>Staff Responsible for Monitoring:</b> Campus administrators and counselors Director of Counseling and Family Services  <b>Funding Sources:</b> - 282 ESSER III	Formative			Summative
	Dec	Feb	Apr	June
				





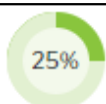

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide trauma-informed care training to district and campus staff in accordance with Board Policy [TEC 11.252(a)(10)], [TEC 11.252(a)(3)(E)]. <b>Evidence that Demonstrates Success:</b> School Board Policy FFBA Legal and FFBA Local Sign in sheets <b>Staff Responsible for Monitoring:</b> Director of Counseling and Family Services Student Support Specialist Campus Counselors	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Staff and students will receive training to prevent suicide and violence, unwanted physical and verbal aggression, sexual harassment, conflict resolution, dating violence, sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(a)(3)(B)(i)], [TEC 11.252(a)(3)(B)(iii)], [TEC 11.252(a)(9)], [TEC 38.0041(a)]. <b>Evidence that Demonstrates Success:</b> Compliance training records <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Chief Communications Officer Executive Director of Instructional Leadership Director of Student Services Director of Counseling and Family Services Student Support Specialist	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.


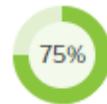

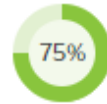







**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

**Evaluation Data Sources:** Strive report of TTESS walkthroughs, Meeting agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, Map Growth, TELPAS, and local assessments), IEPs, IAPs, 504 plans, LPAC, and RtI [TEC 11.252(a)(3)(A)].  <b>Evidence that Demonstrates Success:</b> Lead4Ward Reports IEPs and IAPs 504 Plans  <b>Staff Responsible for Monitoring:</b> C&I Department Campus Administrators Teachers	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)].  <b>Evidence that Demonstrates Success:</b> Lead4Ward Reports iReady Growth Reports Skyward: Student Grades Eduphoria: Teacher, Campus, and District Assessments Reading Support Teachers  <b>Staff Responsible for Monitoring:</b> C&I Department Campus Administrators Teachers Reading Support Teachers  <b>Funding Sources:</b> - 211 Title I	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure all staff are provided opportunities for high quality ongoing professional development including the use of instructional technology [TEC 11.252(a)(3)(D)]; [TEC 11.252(a)(3)(F)]. <b>Evidence that Demonstrates Success:</b> Eduphoria Strive Reports Instructional Coaches' Logs <b>Staff Responsible for Monitoring:</b> C&I Department Technology Department Campus Administrators  <b>Funding Sources:</b> - 211 Title I, - 255 Title II	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)]. <b>Evidence that Demonstrates Success:</b> Student growth between the beginning of the year and the end of the year through multiple measures. <b>Staff Responsible for Monitoring:</b> Executive Director of Specialized Learning Assistant Director of Federal Programs Dyslexia Specialists Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS). <b>Evidence that Demonstrates Success:</b> Completed Intervention Plans, Student Data from Aware, etc. Summer Intervention Response To Intervention (RTI)  Talon/Target Time, Tutoring Snap and Read access, Co-Writer access, <b>Staff Responsible for Monitoring:</b> Campus Administrators Director of Intervention and Grants	Formative			Summative
	Dec	Feb	Apr	June
				




Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Elementary students will receive GT pullout instruction at the elementary campuses. <b>Evidence that Demonstrates Success:</b> Campus schedule with pullout times denoted. <b>Staff Responsible for Monitoring:</b> Elementary Principals Assessment Coordinator GT Teacher	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> ROMS GT students will be assigned to GT specific classes taught by a teacher who is certified GT and the subject area. <b>Evidence that Demonstrates Success:</b> GT student enrollment and schedules <b>Staff Responsible for Monitoring:</b> ROMS Principal Assessment Coordinator	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide bilingual instruction at Wooden and Schupmann Elementary Schools in order to improve English language proficiency. <b>Evidence that Demonstrates Success:</b> Student enrollment TELPAS improvement STAAR improvement <b>Staff Responsible for Monitoring:</b> Campus Administrators Bilingual Instructional Coach Bilingual Specialists Bilingual Teachers	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









**Goal 1: Academics:** Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 4:** Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

**HB3 Goal**









**Evaluation Data Sources:** State of Texas Assessment of Academic Readiness results, Advanced Placement results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Curriculum and Instruction Elementary ELAR Program Coordinator Elementary Campus Principals Elementary ELAR Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The percentage of 3rd grade students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Curriculum and Instruction Elementary Math Program Coordinator Elementary Campus Principals Elementary Math Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The percent of graduates that take and pass AP Exams will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate. <b>Staff Responsible for Monitoring:</b> Chief of Secondary Secondary Schools and Programs Director of Curriculum and Instruction ROHS Principal ROHS Associate Principal ROHS College and Career Coordinator ROHS Counselors	Formative			Summative
	Dec	Feb	Apr	June
	N/A	 40%		

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The Curriculum Department will provide lesson plans in the core curriculum and establish primary resources that are provided to teachers that will offer a guaranteed and viable curriculum. <b>Evidence that Demonstrates Success:</b> Curriculum and Instruction Google Site Curriculum and Instruction training sign-in sheets <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Curriculum and Instruction Curriculum Coordinators	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Title I funds will be utilized to provide additional academic support at the elementary campuses for increased student growth. <b>Evidence that Demonstrates Success:</b> Instructional Coach Logs Support Staff schedules <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.












**Performance Objective 5:** Design and implement professional learning opportunities that grow the professional capacities of staff members.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff training will include strategies to reach learners' needs, including Emergent Bilingual, Special Education, Dyslexia, and At-Risk students.  <b>Evidence that Demonstrates Success:</b> Training Agendas Completion of federal- and state- required trainings Disaggregated student achievement data <b>Staff Responsible for Monitoring:</b> Campus Administration Chief Academic Officer Executive Director of Specialized Learning  <b>Results Driven Accountability</b>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.  <b>Evidence that Demonstrates Success:</b> Training records <b>Staff Responsible for Monitoring:</b> Assessment Coordinator	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

**Evaluation Data Sources:** Review salaries with comparison groups, List of Employer-paid Benefits

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer at least one additional employer-paid benefit per school year. <b>Evidence that Demonstrates Success:</b> List of Employer-paid Benefits <b>Staff Responsible for Monitoring:</b> Benefits and Leave Administrator Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a competitive salary structure. <b>Evidence that Demonstrates Success:</b> By 2026, ROISD salary/wage for teachers will rank in the top 10% of our comparison group. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide stipends to eligible employees for advanced degrees (Master's and Doctorate). <b>Evidence that Demonstrates Success:</b> Staff retention Number of staff with Masters Degrees <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Director of Interventions and Grants  <b>Funding Sources:</b> - 255 Title II	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop new teachers through strategic and intentional mentoring and professional development. <b>Evidence that Demonstrates Success:</b> New Teacher Mentor Program: Staff (Mentee) Surveys Mentor Logs <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Intervention and Grants	Formative			Summative
	Dec	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive work environment through differentiated strategies that promotes employee retention.









**Evaluation Data Sources:** Team-Building Strategy Ideas, Training Sign-in Sheets, EAC Sign-in Sheets, EAC Recommendation Feedback, Staff Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop team-building strategy ideas that will promote staff retention within the district. <b>Evidence that Demonstrates Success:</b> Team-Building Strategy Ideas Training Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Chief Communications Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct teacher and paraprofessional focus groups/surveys to gain insight into staff retention. <b>Evidence that Demonstrates Success:</b> EAC Sign-in Sheets, EAC Recommendation Feedback Staff Surveys <b>Staff Responsible for Monitoring:</b> Benefits and Leave Administrator Superintendent Cabinet	Formative			Summative
	Dec	Feb	Apr	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the District needs of all employees.

**Evaluation Data Sources:** Provide documentation of staff participating in Grow-Your-Own Programs, Provide documentation of recruitment strategies













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a grow-your-own program at all levels of the organization. <b>Evidence that Demonstrates Success:</b> Provide documentation of staff participating in Grow-Your-Own Programs <b>Staff Responsible for Monitoring:</b> Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Expand recruitment strategies. <b>Evidence that Demonstrates Success:</b> ROISD will increase recruiting visits by 15% annually of baseline 2022-23 data. <b>Staff Responsible for Monitoring:</b> Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 3:** Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.









**Evaluation Data Sources:** The Annual Financial Report provided by the Auditor, the annual Schools FIRST Report, and the receipt of additional grant opportunities each year.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to receive an unmodified (clean) annual financial audit and passing scores on state financial accountability reports. <b>Evidence that Demonstrates Success:</b> The District's Annual Financial Report has an unmodified opinion. Each fall receive an A rating on the Schools FIRST report. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Explore new revenue streams through grants and donations. <b>Evidence that Demonstrates Success:</b> To support the District's applying for and effectively implement Federal, State and other grants to address the District's educational objectives.; allocation of funds to campuses/departments <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator Director of Interventions and Grants	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure fiscal compliance with federal awards through a district wide Financial Coordinator <b>Evidence that Demonstrates Success:</b> Effective use of federal funding <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Finance Coordinator Director of Interventions and Grants  <b>Funding Sources:</b> - 211 Title I	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: Finance:** Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

**Evaluation Data Sources:** Maintain a balanced budget each year that meets the goals and needs for that fiscal year and compare year-end Fund Balance to the year-end total General Fund Expenditures. Communication with stakeholders on the budget development process and the development of a comprehensive budget book. Receive communications from TASBO, GFOA and ASBO sharing that the award has been granted, Review campus/department's weekly budget report and provide monthly financial reports to the Board. Reports on the conclusion of the cash flow audit are provided to the appropriate administration each year. Review each campus/department's procurement items to ensure that they follow the Procurement Guidelines. Establish quarterly meetings during the development phase and then each year review the comprehensive Capital Needs report during the budget development process.







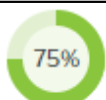
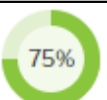




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> An Annual Budget developed that supports district priorities, objectives, and goals while maintaining fiscal responsibility, aligning with our District mission, and maintaining a healthy fund balance. <b>Evidence that Demonstrates Success:</b> Adopt a balanced annual budget by date established by TEA and maintain an annual General Fund balance of greater than 25% at the end of the fiscal year. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Budget Development process will demonstrate the District's transparency, integrity and honesty in all financial reporting while submitting financial documents in line with fiscal and transparency awards. <b>Evidence that Demonstrates Success:</b> To provide the financial resources needed to sufficiently support salaries, instructional programs and materials. Receive the fiscal and transparency State and National awards each year. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as quarterly cash audits for all campuses/departments that manage cash. <b>Evidence that Demonstrates Success:</b> Ensure appropriate current-year spending, District's procurement processes are followed, and Budget Manager monitors budgets. Ensure all campuses follow the District's Financial Procedures related to cash flow. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Annual review and update of Financial Procedures to ensure purposefulness and support federal and state requirements, as well as, the District's priorities and mission. <b>Evidence that Demonstrates Success:</b> Provide an annually updated comprehensive and understandable Financial Procedures Manual and State and Federal Grants Manual for all District staff that provides the guidance for the financial process. <b>Staff Responsible for Monitoring:</b> Director of Accounting Director of Purchasing Financial Coordinator Director of Interventions and Grants	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Work with key administrators to strengthen and further define multi-year capital needs plans to see if the projects can be budgeted and are fiscally sustainable. <b>Evidence that Demonstrates Success:</b> The development and annual update of a comprehensive capital needs plan for appropriate departments to ensure that the capital needs can be funded each year. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Operations Officer	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: Finance:** Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.











**Evaluation Data Sources:** Periodic updates to the Board as issues come forward that impact the District and funding, Continue to provide updates to the District's website regarding the changes to the financial position of the District. Successfully sharing of information and trainings to community groups throughout the year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continuously monitor local, state and federal legislation that may impact our financial planning and communicate any financial impacts to the stakeholders. <b>Evidence that Demonstrates Success:</b> Monitor any current legislation to ensure that all stakeholder's are aware of any financial changes that will impact the District. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Engage all stakeholders through different methods to communicate the District's ongoing financial position and educate stakeholders regarding school finance. <b>Evidence that Demonstrates Success:</b> Assist all stakeholders in better understanding the State funding method and the District's current financial situation. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Communications Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer school finance trainings to District and community groups on a regular basis. <b>Evidence that Demonstrates Success:</b> Provide community groups School Funding 101 sessions as requested or needed. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.





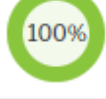
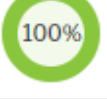
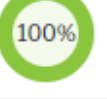

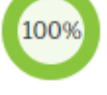
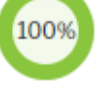
**Evaluation Data Sources:** Annual Demographic Projection Reports; documentation of completed projects, Construction Schedule







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review student enrollment projections and continue to review the current ROISD facility plan for opportunities to address documented needs. <b>Evidence that Demonstrates Success:</b> adequate space on each campus for students; facility upgrades that can be accomplished through local district funds <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Financial Officer Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Complete construction of second middle school. <b>Evidence that Demonstrates Success:</b> additional space for grades 6-8 with a 1,200 student capacity and 188,000 square feet <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Financial Officer Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to review the current ROISD facility plan for opportunities to address documented needs <b>Evidence that Demonstrates Success:</b> Documentation of completed projects <b>Staff Responsible for Monitoring:</b> Chief Operations Officer	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

**Evaluation Data Sources:** Purchase orders and timelines and completion of mandates, Complete the Cybersecurity Rubric for Education and create a plan for continuous improvement, Employee sign in sheets, Documentation through Raptor, Approved submission by the Texas School Safety Center

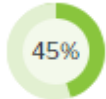
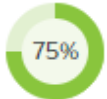






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementation/monitor new safety and security mandates from TEA through Spring 2025. <b>Evidence that Demonstrates Success:</b> Student and Staff Safety <b>Staff Responsible for Monitoring:</b> Chief Operations Officer ROISD Chief of Police Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Evaluate and update district technology infrastructure, equipment and protocols to ensure implementation of legislative requirements and best practices. <b>Evidence that Demonstrates Success:</b> District Technology prepared for possible cyber attack <b>Staff Responsible for Monitoring:</b> Chief Technology Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide District Wide safety training before each new school year to all staff members, training should include utilization of the Raptor ALERT an Accountability/Reunification system and the Standard Response Protocols (SRP). <b>Evidence that Demonstrates Success:</b> Student and Staff Safety <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct two Safety Weeks, one in the Fall and one in the Spring, and conduct other drills throughout the school year, testing the campus responses to all the different parts of the SRP. <b>Evidence that Demonstrates Success:</b> Student and Staff Safety <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continually Update the District's Emergency Operations Plan by the timelines provided by State Law. <b>Evidence that Demonstrates Success:</b> Student and Staff Safety, updated Plan <b>Staff Responsible for Monitoring:</b> ROISD Chief of Police	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

**Performance Objective 3:** Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

**Evaluation Data Sources:** Annual Enrollment for Campuses/Grade Levels/Programs, Student program participation reports with facility needs









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze the student populations within ROISD. <b>Evidence that Demonstrates Success:</b> adequate space on each campus for students to participate in programs <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Academics Officer Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor student programs within the district in terms of student participation and facility needs. <b>Evidence that Demonstrates Success:</b> adequate space on each campus for students to participate in programs <b>Staff Responsible for Monitoring:</b> Chief Operations Officer Chief Academics Officer Campus Principals Director of Athletics Director of Career and Technical Education Executive Director of Specialized Learning Director of Fine Arts	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 1:** Prioritize and enhance parent communications.









**Evaluation Data Sources:** Baseline of tools, then re-measure of usage; review parent contact information each semester to reduce bounces

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources for the campus newsletters and utilize the weekly District Newsletter for information, repost online for access. <b>Evidence that Demonstrates Success:</b> Create graphics files and easy-to-use content each month. Master plan for social media, reels, and video production. <b>Staff Responsible for Monitoring:</b> Chief Communication Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance web presence. <b>Evidence that Demonstrates Success:</b> Update web presence and dedicated staff member for the new site launch. Enhance training of campus webmasters and administrators. <b>Staff Responsible for Monitoring:</b> Chief Communication Officer	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools, staff, and the community.

**Evaluation Data Sources:** Parent/community surveys, number of events held, external communication methods

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop with the Principals and communicate an annual engagement plan. <b>Evidence that Demonstrates Success:</b> Outline the calendar of events and engagement opportunities each month. Encourage all to participate in one group, club, event, or activity per semester. <b>Staff Responsible for Monitoring:</b> Chief Communication Officer	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop with the Principals an annual volunteer recruitment plan. <b>Evidence that Demonstrates Success:</b> Create a roadmap for campus volunteer opportunities. Encourage parents to volunteer once a semester at their school. <b>Staff Responsible for Monitoring:</b> Volunteer Coordinator	Formative			Summative
	Dec	Feb	Apr	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

# RDA Strategies

Goal	Objective	Strategy	Description
1	5	1	Staff training will include strategies to reach learners' needs, including Emergent Bilingual, Special Education, Dyslexia, and At-Risk students.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Financial Coordinator	Title I	.2

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

199 25 Bi Lingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$74,639.00
+/- Difference					\$74,639.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$664,735.00
+/- Difference					\$664,735.00
244 Career and Tech					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,855.00
+/- Difference					\$50,855.00
255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$164,958.00
+/- Difference					\$164,958.00

263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$83,011.00
+/- Difference					\$83,011.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,236.00
+/- Difference					\$50,236.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,419,567.00
+/- Difference					\$1,419,567.00
429 Strong Foundations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$200,000.00
Grand Total Budgeted					\$2,708,001.00
Grand Total Spent					\$0.00
+/- Difference					\$2,708,001.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/Violence Management			LaKesha Bass	2/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel			LaKesha Bass	2/27/2025



## **POLICY - DATING VIOLENCE**

### **General Conduct Violations**

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

### **Mistreatment of Others**

Students shall not:

- Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship. (See glossary.)

## **GLOSSARY**

**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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

## **ROLES OF LAW ENFORCEMENT**

### **Security Personnel**

The board utilizes police officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the campus behavior coordinator (CBC) and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

**Police officers** employed by the district shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the district. Subject to limitations in law, district police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the district and protect the property of the district.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, district police officers may serve search warrants in connection with district-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce district policies, rules, and regulations on district property, in school zones, at bus stops, or at district functions.
6. Investigate violations of district policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

Security personnel are tasked with duties that are not in direct conflict with licensed peace officers.

**District security personnel** shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the district and protect the property of the district.
2. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.

3. Enforce district policies, rules, and regulations on district property, in school zones, at bus stops, or at district functions.
4. Investigate violations of district policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
5. Carry out all other duties as directed by the chief of police or Superintendent.