

**District Improvement Plan  
Bandera Independent School District  
2017-2018**



***District Mission: The mission of Bandera ISD is to provide all students with an opportunity to succeed at their highest levels; academically, ethically, socially, allowing students to advance successfully throughout their lives.***

## District Planning and Decision Making Committee

<b>Name</b>	<b>Position</b> Parent, Business, Community, Teacher, etc.
<b>Regina Howell</b>	<b>Superintendent</b>
<b>Tracy Thayer</b>	<b>Director/Special Programs</b>
<b>Gary Bitzkie</b>	<b>Director/Curriculum</b>
<b>David Brown</b>	<b>Director/Technology</b>
<b>Kirby Jones</b>	<b>Business</b>
<b>Mary Ann Clark</b>	<b>Business</b>
<b>Stacy Drury</b>	<b>Community</b>
<b>Cathy Giles</b>	<b>Community</b>
<b>Susan Short</b>	<b>Parent</b>
<b>Barbara Maxwell</b>	<b>Parent</b>
<b>Kent Black</b>	<b>Hill Country Elementary</b>
<b>Kathy Freeman</b>	<b>Hill Country Elementary</b>
<b>Lisa Holdbrook</b>	<b>Alkek Elementary</b>
<b>Dixie Moseley</b>	<b>Alkek Elementary</b>
<b>Amy Kepp</b>	<b>Bandera Middle School</b>
<b>Lori Bagwell</b>	<b>Bandera Middle School</b>
<b>Cindy Cockerill</b>	<b>Bandera High School</b>
<b>Brenda Huvar</b>	<b>Bandera High School</b>

## Comprehensive Needs Assessment

A Comprehensive Needs Assessment and plan revision was conducted with the District Improvement Committee in DIC meetings throughout the 2016-2017 school year.

### Data Sources Examined

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <b>Texas Academic Performance Report / School Report Cards</b> |
| <input type="checkbox"/>            | <b>Federal Accountability Data</b>                             |
| <input checked="" type="checkbox"/> | <b>Disaggregated STAAR data</b>                                |
| <input checked="" type="checkbox"/> | <b>District/Campus PEIMS reports</b>                           |
| <input checked="" type="checkbox"/> | <b>PBMAS reports, if warranted</b>                             |
| <input checked="" type="checkbox"/> | <b>Student attendance data</b>                                 |
| <input checked="" type="checkbox"/> | <b>Truancy data</b>  |
| <input checked="" type="checkbox"/> | <b>Eduphoria Aware Data</b>                                    |
| <input checked="" type="checkbox"/> | <b>Referral percentages for students in SPED</b>               |
| <input checked="" type="checkbox"/> | <b>Campus parent participation records</b>                     |
| <input checked="" type="checkbox"/> | <b>Failure Rates</b>   |
| <input checked="" type="checkbox"/> | <b>TELPAS data for ELL Students</b>                            |
| <input checked="" type="checkbox"/> | <b>Achievement Test Data</b>                                   |
| <input checked="" type="checkbox"/> | <b>Benchmark Assessment Data</b>                               |
| <input checked="" type="checkbox"/> | <b>STAAR Early Literacy Assessment</b>                         |
| <input checked="" type="checkbox"/> | <b>DRA or Other Reading Assessments</b>                        |
| <input checked="" type="checkbox"/> | <b>Pre-AP/AP Scores</b>  |
| <input checked="" type="checkbox"/> | <b>PSAT/SAT/ACT Scores</b>                                     |
| <input checked="" type="checkbox"/> | <b>Completion Rate</b>   |
| <input checked="" type="checkbox"/> | <b>Other: End of Course Test data</b>                          |
| <input checked="" type="checkbox"/> | <b>Other: OWL and Gold Data</b>                                |

## **Bandera ISD District Profile**

**Bandera ISD is a rural school district located about one hour northwest of San Antonio near Medina Lake. Bandera encompasses most of Bandera County and is about 316 square miles. There is very limited industry in Bandera ISD, most of which is directed at local needs like two grocery stores, three hardware stores, various restaurants, multiple convenience stores, dollar stores and a variety of service industries. It is primarily a tourist community with numerous guest ranches. Most parents in Bandera ISD commute to San Antonio creating a very commuter centered community. Bandera ISD consists of two elementary schools (one in the city of Bandera and one in Pipe Creek/Lakehills), one middle school in the city of Bandera and one high school just outside the city limits of Bandera. There is a Central Administration Building in town and a Support Center (transportation, maintenance and food service) just outside the city limits. There are 2226 students in Bandera ISD PreK through grade 12.**

**The socio economic status of Bandera ISD is moderate, with low SES students making up 51% of the populations. Because of the number of students who live below the poverty line, the two district elementaries have been designated Title I Schoolwide campuses. The majority of the students in Bandera ISD live in single family dwellings with a number of families doubled up with elderly relatives. The student population at Bandera ISD is 52% male and 48% female. The ethnicity of the student body is 65% Caucasian, 32% Hispanic, less than 1 percent African American, less than 1 percent Asian, and 2 percent multiple races. The English Language learner population holds steady at 4%.**

# Summary of Findings

## Prioritized Areas of Concern

District Areas of Concern	Data Source Used to Identify Concern
Achievement gap between various subpopulations in academic core subjects grades	STAAR Data, grade reports, progress reports, benchmark assessments
STAAR passing rate in reading and math at elementary schools.	Benchmark data, STAAR Data
Performance for Special Education	Completion data and five/six year summary data.
Difference Between Subpopulation Scores on STAAR and EOC	STAAR Data, grade reports, progress reports, benchmark assessments
SAT/PSAT/ACT participation rate	SAT/PSAT/ACT participation rate
Student Attendance	Attendance Data / PEIMS

**In this plan, the term “student groups” refers to students who are Hispanic, White, African American, Economically Disadvantaged, Migrant, LEP, G/T, At-Risk and Special Education Populations of student groups which account for less than 10 student will not be referenced due to the possibility of accidentally identifying said students.**

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home or
14. Is a foster child.

# Federal, State and Local Funding Sources

Federal funding sources will be *integrated and coordinated* with Grant, State and Local funds to meet the needs of all students while not supplanting the local funding already established.

<b>Program/Funding Source</b>	
<b>Federal Programs</b>	
<input checked="" type="checkbox"/>	Title I, Part A
<input checked="" type="checkbox"/>	Title II, Part A
<input checked="" type="checkbox"/>	Title III
<input checked="" type="checkbox"/>	Carl Perkins Vocational Education
<input type="checkbox"/>	Other:
<b>State Programs/Funding Sources</b>	
<input checked="" type="checkbox"/>	State Compensatory Education
<input checked="" type="checkbox"/>	Gifted/Talented
<input checked="" type="checkbox"/>	Special Education
<input checked="" type="checkbox"/>	Bilingual/ESL Program
<input type="checkbox"/>	Other:
<b>Other Funding Sources</b>	
<input checked="" type="checkbox"/>	Local Funds
<input checked="" type="checkbox"/>	Activity Funds
<input checked="" type="checkbox"/>	Gifts/Donations
<input checked="" type="checkbox"/>	Other: Grants

# Required Campus Plan Components

1. Comprehensive Needs Assessment of the entire district (including all program areas)
2. Reform strategies that address the needs of all children in the district, but particularly the needs of children of target populations of any program that is included in the school-wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. (*Examples could include: provide parents and students with a kindergarten orientation session; teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.*)
8. Steps to include teachers in the decisions regarding the use of assessments. (*In the formative evaluation column of the DIP show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students*)
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training
11. Identification of program directed goals: CR – College Readiness Plan, ESSA – Every Students Success Act, GP – Graduate Profile, and CP – Commissioner’s Priorities



<b>Critical Element 1:</b>	Academic Performance is the foundation of success. - By focusing on data driven instruction that targets the use of on-going monitoring of instruction, schools can increase performance for all students. Curricular alignment, both horizontally and vertically, is also an essential component of success.						
<b>Performance Objective 1:</b>	Support and expand curriculum implementation so that alignment occurs effectively through vertical and horizontal teaming and through campus curriculum leads. (ESSA 2, GP 4, CR, CP 3)						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Curriculum Alignment	Support curriculum usage by using <i>vertical and horizontal teaming</i> in order to align curriculum effectively.						
	General Education Teachers, Special Education Teachers, Campus Administrators Curriculum Director	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Instructional Materials Allotment Title II, Part A 255-11	Meeting agendas, sign in sheets, lesson plans, grade/department meeting minutes	CE1 PO1 A
<b>Performance Objective 2:</b>	Implement curriculum that supports increased academic achievement and rigor through enhanced EOC, STAAR and SAT/PSAT performance. (CR, GP, ESSA 2, CP 2)						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented By Code</b>
A.College Readiness	Support implementation of rigorous curriculum at secondary schools, specifically <i>Pre-AP and Advanced Placement curriculum</i> at Bandera Middle School and Bandera High School by providing mentoring, model lessons, training and instructional materials.						
	General Education students SPED students Economically Disadvantaged students	Director of Curriculum and Employee Services BMS Principal BHS Principal	8/28/2017	6/26/2018	General fund 199-11 Grant funds Activity funds	Comparison of longitudinal data, lesson plans, content & team meeting minutes, locally developed benchmark data.	CE 1 PO 2 A

	ELL students						
B. Curriculum Implementation	Implement curriculum that is intensive, sustained and research-based for grades PK-12 with a focus on introducing, deepening, practicing and applying TEK's Student Expectations to real world situations. (SPED Action Plan)						
	General Education students SPED students	Director of Special Education Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11; 199-21, Title I, Part A 211-11; Title II A-255-11; SPED 224-11, 225-11	Lesson plans, student work products, classroom evaluations, purchase orders	CE 1 PO 2 B
<b>Performance Objective 3:</b>	Support increased math effectiveness as evidenced by 7 percent increase in math scores on STAAR assessments, EOC assessments and SAT/ACT. (CR, GP, ESSA 2, CP 2)						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Technology Implementation	Support implementation of math curriculum to include use of technology and STEM instructional materials.						

	Economically Disadvantaged, General Education, At Risk, Special Education, ELL students	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11 Instructional Materials Allotment 411-11	Requisitions, Purchase Orders, Invoices	CE 1 PO 3 A
<b>Performance Objective 4:</b>	Decrease achievement gap between designated subpopulations in core subject assessments by 10 percentage points on STAAR, EOC, SAT/ACT. (CP 2)						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Assessment/Compliance	Provide on-going monitoring & adjustment of math instruction for the subpopulations of Special Education, Hispanic, and Economically Disadvantaged in order to close the achievement gap.						

	Economically Disadvantaged, Hispanic, ELL, Special Education students	Campus Principals Campus Assistant Principals Campus Counselors	8/28/2017	6/26/2018	General Education 199-11 Title I, Part A 211-11 Title II, Part A 255-11	Lesson plans, walk through data, anecdotal data, locally developed benchmark data	CE 1 PO 4 A
<b>Performance Objective 5:</b>	Support and encourage the use of STEM curriculum to support higher order math and science instruction in all grade levels.						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Curriculum	Provide information and support in implementing STEM curriculum across grade levels to support math and science instruction including robotics instruction. (ESSA 9, CR , GP 4, CP 2)						
	General Education, Special Education, Economically Disadvantaged, Hispanic, ELL students	Director of Curriculum and Employee Services Director of Technology Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-13	Lesson plans, requisitions, purchase orders, invoices, anecdotal records, student projects	CE 1 PO 5 A
B. Curriculum Implementation in Science	Provide materials necessary to support hands on curriculum implementation.						
	General Educat. Special Educat. At-Risk Economically Disadvantaged Hispanic	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-13	Lesson plans, requisitions, purchase orders, invoices, anecdotal records, student projects	CE 1 PO 5 B

C. Higher Order Thinking	Support the use of STEM curriculum to expand the use of higher order thinking skills. (ESSA 9, CR , GP 4, CP 2)						
	Economically Disadvantaged, Hispanic, Boys, At Risk, GT students	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11 Education Foundation Grants	Lesson Plans Walk through data Student projects, Student competitions	CE 1 PO 5 C
<b>Performance Objective 6:</b>	Focus on curriculum coordination within instructional core subjects in order to improve performance on STAAR, EOC and PSAT/SAT/ACT assessments.						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A.Horizontal Teaming	Provide opportunity for math and science teachers to examine crossover TEKS and integrate them into instruction. (ESSA 9, CR , GP 4, CP 2)						
	Hispanic, At Risk Economically Disadvantaged, ELL, Special Education students	Director of Curriculum and Employee Services Campus Principals Curriculum Leads	8/28/2017	6/26/2018	General Fund 199-11 Title II, Part A 255-11 Title I, Part A 211-11	Lesson plans, meeting sign in sheets, anecdotal records, walk through data	CE 1 PO 6 A
B. Curriculum and Instruction	Provide intensive and sustained instruction that supports core cross curricular implementation.						
	General Ed, Special Education, At-Risk, Economically Disadvantaged Students	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-11 Title II, Part A 255-11	Lesson Plans, Curriculum documents and vertical alignment documents, requisitions, invoices, student projects	CE 1 PO 7 B

<b>Performance Objective 7:</b>	Identify students who have not been successful on state and local assessment and provide intervention and utilize effective lesson and unit planning that scaffolds content from simple to complex understanding and application.						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Assessment/Acceleration	Identify targeted Hispanic, eco-disadvantaged, SPED and at-risk students who have not succeeded on state assessments and create an acceleration plan for those students in the core subjects in which they did not achieve satisfactory results.						
	Hispanic, Economically disadvantaged, At-risk, ELL students	Campus Counselors	8/28/2017	6/26/2018	General fund 199-11 Title 1, Part A 211-11 Title II, Part A 255-11 Title III, Part A 263-11	Written plans, local assessment data, grades, anecdotal reports, STAAR reports	CE 1 PO 7 A
<b>Performance Objective 8:</b>	Integrate and institutionalize use of the Google Classroom as a routine strategy in classroom instruction. (CP 3)						
<b>Needs Assess.</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Technology	Provide training to teachers on Chrome and Google Drive technology to increase student engagement and productivity. (CP3)						
	General Education, SPED Education, ESL, At-Risk, Economically Disadvantaged	Director of Curriculum and Employee Services Director of Technology District Instructional Technologist Campus Principals	8/28/2017	6/26/2018	General Fund 199-11; Title I A 211-11; Title VI; Title III 263-11; IMA Funds 410-11	Purchase Orders, Lesson Plans, Student Work Products and Demonstrations	CE 1 PO 8 A
B. Curriculum Alignment	Meet in Vertical Teams to align technology TEKS with core curriculum. (CP 2)						
	Teachers, Administrators, Curriculum Director	Director of Curriculum and Employee Services Technology Vertical Team	8/28/2017	6/26/2018	General Fund 199-11; 199-21, Title I, Part A 211-11; Title II A-255-11; SPED 224-11, 225-11	Calendars, Meeting agendas, emails, Sign In Sheets,	CE 1 PO 8 B

<b>Critical Element 2:</b>	Use of Quality Data to Drive Instruction - Using quality data to drive instruction emphasizes data disaggregation training and ongoing communication of data to improve student learning outcomes. A focus of this goal is to utilize data to drive decisions.						
<b>Performance Objective 1:</b>	Use data disaggregation to drive instruction and focus interventions on relevant targets.						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Assessment/Disaggregation of Data	Disaggregate STAAR, and EOC as well as local assessments to identify areas of weakness in core curriculum across the grade levels. Use PLCs to support this effort. (CP 2)						
	General Education teachers, Special Education teachers, CTE teachers	Director of Curriculum and Employee Services Campus Principals Campus Assistant Principals	8/28/2017	6/26/2018	General Fund 199-11, 199-21 Title I, Part A 211-11 Title II, Part A 255-13	Meeting agendas, sign in sheets, disaggregated data, AWARE reports, STAAR Student Reports	CE 2 PO 1 A
B. Student Management	Campus administrators will reduce long term referrals to ISS and DAEP through review of data and consideration of alternate assignments.						
	Administrators, Special Education teachers, Regular Education teachers	Director of Curriculum and Employee Services Campus Principals Campus Assistant Principals	8/28/2017	6/26/2018	General fund 199-23	Decreased amount of long term discipline referrals through PEIMS review.	CE 2 PO 1 B
C. Data Compliance/Student Management	Meet with campus administration and provide training to campus staff especially with regards to ISS/DAEP data and PEIMS coding. Review data with regulated frequency and provide feedback to campuses.						
	Special Education, ESL, At-Risk	Director of Special Education District PEIMS clerk Campus Principals, Assistant	8/28/2017	6/26/2018	IDEA B 224-11, IDEA B Preschool 225-11, General Fund 199-11, 199-21	Review data at designated points throughout the school year to check for any anomalies and irregularities.	CE 2 PO 1 C

		Principals, Director of Curriculum and Employee Services					
D. Instruction/Training	Use observations, feedback and data training by consultant to <i>improve instruction to Special Education Students</i> with regards to STAAR and EOC performance results and benchmark testing.						
	Special Education	Director of Special Education, Director of Curriculum and Employee Services, Campus Principals, Counselors	8/28/2017	6/26/2018	224-11 IDEA B, 225-11 IDEA B Preschool, 199-11 General Fund, 199-13 General Fund	Feedback given to teachers from consultant and provided to SPED Director. Feedback conference schedule, written comments, suggestions for training from consultant.	CE 2 PO 1 D
E. Assessment /Curriculum Analysis	Identify targeted subpopulations by campus and develop a plan to identify areas of weakness and address those areas through curricular changes in order to reach Final Phase performance and increase performance to Level III. (CE 2 PO 1 E)						
	Special Education, ELL, At-Risk, Eco Disadvantaged, GT	Director of Curriculum and Employee Services, Campus principals, Assistant Principals	8/28/2017	6/26/2018	General Fund 199-11; SPED 224-11; IDEA B Preschool 225-11; Title I 211-11; Title II, 255-13; Title III 263-	Written evaluations of math assessment through benchmark data, EOC, STAAR Math, student grades; Aware; PLC meeting notes; District and Campus STAAR Reports	CE 2 PO 1
<b>Critical Element 3:</b>	Leadership Effectiveness - Leadership Effectiveness targets the need for leadership on a campus to exercise operational flexibility and the effective use of data and resources. Providing job-embedded professional development to build capacity of campus leaders is a vital part of success.						
<b>Performance Objective 1:</b>	Provide professional development to district and campus leadership teams in effective practices in instruction, discipline, disaggregation and safety.						



Needs Assessment	Action Step(s)						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented by Code
A.Training	Provide training to district and campus leadership on areas identified by district in which training is needed to address STAAR, EOC, and SAT/ACT. (CP 1)						
	Administration, counselors, campus secretaries	Director of Curriculum and Employee Services, Director of Testing and At-Risk Services	6/4/2016	6/26/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, Project Share, certificates	CE 3 PO 1 A
B. Training/SPED	Provide training and time for data analysis to district administrators in interventions with Special Education student behavior and effective solutions to disciplinary concerns. (CP 1)						
	Administration, counselors, Assistant Principals. Principals	Director of Special Education, Director of Curriculum and Employee Services, Director of Testing and At-Risk Services	6/4/2016	6/26/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, Project Share, certificates	CE 3 PO 1 B

C. Safety	Provide on-going training for district and campus administration on safety procedures, safety practices and safety concerns on campus and throughout the district.						
	District Administration Campus Principals Assistant Principals Counselors	Director of Special Programs	6/5/2017	6/6/2018	General fund 199-21, General fund 199-11, General Fund 199-31 Title II, Part A 255-13	Agendas, Sign in Sheets, meeting handouts, articles, certificates	CE 3 PO 1 C
<b>Critical Element 4:</b>	Increased Learning Time - Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. This goal also confirms as a requisite, an instructionally focused calendar.						
<b>Performance Objective 1:</b>	Enhance early education opportunities for at risk students by providing a High Quality PreKindergarten classroom model at both elementary schools. (ESSA 7, CR, CP 2)						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A.Early Education/At-Risk	Provide early education opportunities for at risk students specifically those that qualify for PreKinder and Headstart classes as well as PPCD.						
	Economically Disadvantaged students , At Risk students	Director of Curriculum and Employee Services	8/28/2017	6/26/2018	General Fund 199-11 IDEA B- Preschool 225-11 Head Start 205-11 Compensatory Ed	Class rosters Enrollment paperwork PEIMS data	CE 4 PO 1 A

<b>Performance Objective 2:</b>	Provide after school time for extra support and coordination of extra learning time across the grade levels.						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Curriulum/Acceleration/Drop Out Prevention	Provide district and campus support to identify, monitor and provide acceleration to students in danger of failing state assessments. Provide extra time for expanded core content instruction for students who did not meet expectations on state assessments STAAR & EOC.						
	General Education, Special Education, Hispanic, ELL, Economically Disadvantaged	Director of Testing and At-Risk Services Campus Principals Campus Assistant Principals Counselors	8/28/2017	6/26/2018	General Fund 199-11 State Comp Ed Fund Title I, Part A 211-11 SPED 224-11 & 225-11 Title III 263-11	Master schedule, tutorial schedule/roster, documentation of campus content and grade level meetings; blitz days, summer school schedule	CE 4 PO 2 A

<b>Critical Element 5:</b>	Family and Community Engagement - Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.						
<b>Performance Objective 1:</b>	Include community resources in the implementation of curriculum.						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Curriculum Implementation	Increase collaboration with local historical, genealogical, scientific and economic organizations to support community based learning activities. (ESSA 10, GP 3)						
	General Education, Special Education, At Risk, Economically Disadvantaged, Hispanic	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-61	Emails, letters, student projects, lesson plans, web site; campus newsletters; brochures, site visits	CE 5 PO 1 A
<b>Performance Objective 2:</b>	Increase parent involvement in the academic lives of their students.						
A. At Risk	Facilitate parent involvement to provide information, resources and training to parents of at-risk students in order to support student achievement.						
	At-Risk, Parents, SPED, Economically Disadvantaged, ESL, Hispanic	Director of Testing and At-Risk Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-61; Title 1 A 211-61; Title III 263-61, Student Activity Accounts 46X-11	Sign In sheets, literature, on-line resources, parent evaluations & feedback, STAAR and EOC information, parent information session agendas;	CE 5 PO 2 A

B. At Risk/Student Management	Provide information on the value of good attendance to parents by a variety of methods to all parents.						
	General Education; Special Education; At-Risk; Hispanic; ELL	Director of Testing and At-Risk Services Campus Assistant Principals District PEIMS clerk	8/28/2017	6/26/2018	General fund 199-21, & 199-31 Title I, A 211-11	Distribution of brochures to campuses and parents; web site; eNews; campus newsletters;	CE 5 PO 2 B
C. At Risk/Drop Out Prevention	Provide resources to develop novel solutions through community engagement and parent involvement.						
	General Education Parents; Special Education parents; Hispanic parents; At-Risk parents	Director of Testing and At-Risk Services Director of Special Education Director of Special Programs Campus Principals	8/28/2017	6/26/2018	General Fund 199-11, 199-21, 199-31, 199-61 Title I A 211-61; Title III 263-61; Title VI, Student Activity Funds	Meeting Agendas, Planning Documents, District generated documents, on-line resources	CE 5 PO 2 C
<b>Critical Element 6:</b>	School Climate - School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.						
<b>Performance Objective 1:</b>	Each campus will be a safe, positive learning environment where all students achieve their maximum potential.						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. At Risk	Provide student instruction delivered on a regular and consistent basis about the dangers of at-risk behaviors like alcohol, drug, tobacco abuse as well as bullying behaviors, suicide prevention and teen dating violence.						
	General Education, Special Education, At-Risk, Economically Disadvantaged, Hispanic, ELL	Director or Testing and At-Risk Services Campus Counselors and Designees	8/28/2017	6/26/2018	General Fund 199-31; Title I, Part A 211-11	Lesson Plans, Student Work Projects and Demonstrations, Club Activities, Program Agendas Decrease in number of discipline referrals for drug, alcohol, tobacco abuse at school & decrease in number of bullying-violence incidents	CE 6 PO 1 A

B. Student Management	Identify and utilize strategies to reduce all levels of student disciplinary concerns and provide a plan for repeat offenders to decrease referrals by 5% with emphasis on patterns of disciplinary behavior and positive behavior support.						
	General Ed, At-Risk, Special Ed, Hispanic	Assistant Principals	8/28/2017	6/26/2018	General Ed 199-11, 199-21; 199-31; Title I, Part A 211-11	Decreased disciplinary referrals, fewer ISS/DAEP assignments; anecdotal record, PEIMS records	CE 6 PO 1 B
C. Student Management	Provide an individualized plan of action for students with 10 or more severe or repetitive disciplinary referrals from the previous year identified as persistent misbehavers using RTI Tier level system for Behavior Intervention and Restorative Discipline.						
	General Education; Special Education; At Risk; Hispanic	Assistant Principals Counselors	8/28/2017	6/26/2018	General Fund 199-11, 199-21, Student Activity Funds State Compensatory Ed	Decrease in number of persistent misbehavers, PEIMS records; Anecdotal evidence	CE 6 PO 1 C
D. Student Management	Identify patterns of disciplinary referrals with respect to time, location and behavior on campus and formulate plan to address those areas of concern.						
	General Education; Special Education, Hispanic, At Risk	Assistant Principals	8/28/2017	6/26/2018	General Fund 199-21, 199-31	Anecdotal Records, Team collaboration, Administrative staffings, reports to principal; video analysis	CE 6 PO 1 D
E. Student Attendance	Provide information about attendance to each campus and support creation of an individualized early intervention plan to address students who have chronic absenteeism before referral to county courts.						
	General Education, SPED, Hispanic, At-Risk	Assistant Principals District PEIMS clerk Director of Testing and At Risk Services	8/28/2017	6/26/2018	Student activity funds, General Fund 199-11; Title I, Part A 11-11	Campus Plan to address attendance issues, including anecdotal records and truancy records; PEIMS records;	CE 6 PO 1 E

F. Student Management	Collect students' feedback and engage students in planning regarding critical campus issues. (CP 3)						
	General Education; Special Education; At-Risk; Hispanic	Superintendent Campus Principals	8/28/2017	6/26/2018	General Fund 199-11, 199-21, 199-41 Student Activity Fund	Anecdotal Feedback from students, which is incorporated into campus and district planning	CE 6 PO 1 F
<b>Critical Element 7:</b>	Teacher Quality - Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development.						
<b>Performance Objective 1:</b>	Staff Development - Provide intensive, sustained training in core subjects, strategies and techniques to regular and special education teachers to increase academic success in the classroom. (ESSA 4, CR, CP 1)						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
A. Staff Development	Seek out and provide intensive, sustained and research based <i>training</i> from local and state resources on core subjects, career and technology and elective courses.						
	Regular Education Teachers; Special Education Teachers; Aides; Administration	Director of Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-13 Title I, Part A 211-13 Title II, Part A 255-13	Training Agendas, Certificates of Participation, Training Evaluations, Staff Development plans for campus and district	CE 7 PO 1 A
B. Staff Development	<i>Provide sustained, intensive training on STAAR, EOC and CCR standards.</i>						
	General Education teachers Special Education teachers Elective teachers Career and Tech Teachers	Director or Curriculum and Employee Services Campus Principals	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-13 Title II, Part A 255-13	Sign in Sheets, Certificates of Attendance, Training agendas, Invoices	CE 7 PO 1 B

C. Technology	Provide intensive, <i>sustained locally based training in the uses of technology</i> in the classroom, especially in Google Classroom.						
	General Education teachers; Special Ed teachers; CTE teachers Elective teachers	Director of Curriculum & Employee Services Director of Tech. Instructional Technologist	8/28/2017	6/26/2018	General Fund 199-11 Title I, Part A 211-13 Title II, Part A 255-13	Meeting Sign in Sheets, Certificates of Participation, Anecdotal record, registration through Workshop & Form Space Technology Event (Eduphoria)	CE 7 PO 1 C
D. At Risk	BISD will work to reduce Special Education referrals to ISS and DAEP by providing training to regular and Special Education teachers and other staff members as required.						
	Special Education teachers Regular Education teachers Administrators Paraprofessionals	Director of Special Education Director of Curriculum & Employee Services	8/28/2017	6/26/2018	224-13 IDEA B 225-13 IDEA B Preschool 226-13 IDEA B Discretionary	Sign in Sheets, Anecdotal Feedback, and Disciplinary Referral review by SPED staff.	CE 7 PO 1 D
E. At Risk	Provide Sheltered Instruction Resources to teachers and administrators as well as ELPS and student proficiencies.						
	Teachers of ELL students	Director of Curriculum & Employee Services Director of Testing & At-Risk Services	8/28/2017	6/26/2018	Title I, A 211-13 Title II, A 255-13	PO's, lesson plans, walk throughs, evaluations,	CE 7 PO 1 E



<b>Performance Objective 2:</b>	Provide incentives to recruit and retain effective, highly qualified instructional teachers						
<b>Needs Assessment</b>	<b>Action Step(s)</b>						
A. Recruitment and Retention	<b>Sp. Pop</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented by Code</b>
	Provide retention benefit through use of federal, state and local funding sources to instructional staff and other employees. (CP1)						
	General education teachers, special education teachers, CTE teachers, administrators, auxiliary staff	Superintendent Business Manager Director of Special Programs	8/28/2017	6/26/2018	General Fund 199-21,23,31,33	Retention benefit will be provided before the end of fall semester. Anecdotal evidence	CE 7 PO 2 A

**APPENDIX 1:**  
**BANDERA ISD PLAN FOR ADDRESSING**  
**SEXUAL ABUSE IN CHILDREN**

**Bandera Independent School District**  
**Plan for Addressing Sexual Abuse of Children**  
*as Required by HB 1041*

Plan Contents:

I. Methods for increasing awareness regarding sexual abuse of children for

- A. Teachers
- B. Students
- C. Parents

II. Likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the agency under Section 38.004

III. Actions that a child who is a victim of sexual abuse should take to obtain assistance

IV. Available counseling options for students affected by sexual abuse

**I. A. Methods for increasing awareness regarding sexual abuse of children for teachers:**

Teachers will be trained annually in all content areas addressed in the *Bandera ISD Plan for Addressing Sexual Abuse of Children*. Training may be provided through campus staff, district staff, or outside agencies as appropriate at the discretion campus administration. Training will include contents of the adopted board policy FFG (LEGAL) and pertinent FFG exhibits.

**I. B. Methods for increasing awareness regarding sexual abuse of children for students:**

District counseling staff will address issues to increase awareness regarding sexual abuse of children and antivictimization programs with age appropriate conversations and materials no less than once each semester in classroom group lessons in grades Pre-K through 8. Awareness regarding sexual abuse of children will be addressed with students in grades 9-12 through classroom group lessons in advisory classes once a year.

**I. C. Methods for increasing awareness regarding sexual abuse of children for parents:**

Information concerning the district Plan for Addressing Sexual Abuse of Children will be posted in school newsletters, and will be posted on the district web site. The following information will be included in the *BISD Student Handbook* which is made available both in printed format and online at the district website: The district has established a plan for addressing child sexual abuse, which may be accessed at [http://banderaisd.net/Family\\_Center/ChildSexualAbuse.pdf](http://banderaisd.net/Family_Center/ChildSexualAbuse.pdf). 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 sexually abused. 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. 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). Possible physical warning signs of abuse could be difficulty sitting or walking, pain in the private area, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of suggestive activity between adults and children, fear of being alone with adults of a particular gender, or suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. A child who has experienced abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see:

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

### **You are responsible for your child's safety**

If you permit your child to be in a situation where he or she may be injured, then 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 1-800-252-5400. 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 else you must arrange for someone else to provide these things. Failure to do so may be considered neglect.

## **II. Likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the agency under Section 38.004**

§ 38.004. CHILD ABUSE REPORTING AND PROGRAMS. (a) The agency shall develop a policy governing the child abuse reports required by Chapter 261, Family Code, of school districts and their employees. The policy must provide for cooperation with law enforcement child abuse investigations without the consent of the child's parents if necessary, including investigations by the Department of Protective and Regulatory Services. Each school district shall adopt the policy.(b) Each school district shall provide child abuse antivictimization programs in elementary and secondary schools. Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Texas Education Agency resources under this section can be found at the following links:

<http://www.tea.state.tx.us/index.aspx?id=2820> and <http://www.childwelfare.gov/preventing>

### **Possible Psychological and Behavioral Signs of Sexual Child Abuse:**

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability, or anger
- Low self-esteem, guilt, shame
- Avoidance of people or places
- Inappropriate touching
- Drawings of inappropriate topics
- Changes in socialization (social withdrawal or social isolation)

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

- Pregnancy
- Venereal Disease
- Trauma to the mouth or private areas
- Pain around the private areas
- Poor appetite
- Weight loss or weight gain

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

Any one sign doesn't mean that a child was sexually abused, but the presence of several suggests that you 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
- Other anxiety-inducing or traumatic events

### **Behavior you may see in a child or adolescent**

- 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 increases 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
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child

### **Behavior you may see in a child or adolescent (continued)**

- Talks about a new older friend
- Suddenly has money, toys or other gifts without reason
- Thinks of self or body as repulsive, dirty or bad
- Exhibits adult-like suggestive behaviors, language and knowledge

### **Signs more typical of younger children**

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Has new words for private body parts
- Resists removing clothes during appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave inappropriately or in a suggestive manner
- Mimics adult-like suggestive behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

### **Signs more typical in adolescents**

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

### **Physical warning signs**

Physical signs of sexual abuse are rare. If you see these signs, bring your child to a doctor. Your doctor can help you understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharges in the private area
- Persistent or recurring pain during elimination or urination
- Wetting and soiling accidents unrelated to toilet training

### **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

#### **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 absence or tardiness from school

### **III. Actions that a child who is a victim of sexual abuse should take to obtain assistance**

In this plan, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or have been in situations which make them feel uncomfortable in any way. Adults will be trained as addressed in this section I.C. of this plan to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crises hotline numbers to obtain assistance.

### **IV. Available counseling options for students affected by sexual abuse**

**Hill Country CARES in Bandera** 830-257-7088 ([info@hillcountrycrisiscouncil.org](mailto:info@hillcountrycrisiscouncil.org))

**K-Star Youth and Family Services in Bandera** 830-796-7960 ([cheryl2@indiancreek.net](mailto:cheryl2@indiancreek.net))

**The Rape Crisis Center in San Antonio** 210-349-7273 ([dwalker@rapecrisis.com](mailto:dwalker@rapecrisis.com))

**Kids' Advocacy Place in Kerrville** 830-895-4527 ([kap2@ktc.com](mailto:kap2@ktc.com))

**Department of Family and Protective Services:**

[www.dfps.state.tx.us/Child\\_Protection/About\\_Child\\_Protective\\_Services/](http://www.dfps.state.tx.us/Child_Protection/About_Child_Protective_Services/)

## **When You Suspect Child Abuse or Neglect: A General Guide**

We all have the responsibility to protect our children from harm. If you suspect the abuse or neglect of a child, it is your duty to report it immediately. Anyone having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect MUST report the case immediately to a state or local law enforcement agency or the Texas Department of Family and Protective Services (DFPS).

**DFPS has a toll-free, 24-hour Family Violence Hotline: 1-800-252-5400**

## **Your Legal Obligation**

Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours. 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 \$2,000 (Texas Family Code, Chapter 261). Reporting suspected child abuse to your principal, school counselor or superintendent will NOT satisfy your obligation under this law. Local school district policy cannot conflict with or supersede the state law requiring you to report child abuse to a law enforcement agency or DFPS.

## **Your Legal Protection**

Your 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, you will also be immune from liability if you are asked to participate in any judicial proceedings that might result from your report.

## **If You Suspect Abuse:**

DON'T try to investigate

DON'T confront the abuser

DO report your reasonable suspicions

It is not up you to determine whether your suspicions are true. A trained investigator will evaluate the child's situation. Even if your report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child. The following indications don't by themselves necessarily indicate abuse. You might talk to the child a little to see if there is a simple or innocent explanation for what you have observed.

## **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.