

# Farmersville Independent School District



## 2025-2026 District Improvement Plan

# Mission Statement

Steeped in tradition, pride, and unity, Farmersville ISD fights to provide every student the foundation to fulfill their potential so they will have the opportunity and confidence to dream big.

# Vision

Tradition. Pride. Unity.

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# Comprehensive Needs Assessment

# Demographics

## Summary

Farmersville ISD is a small rural district in northeast Collin County. The district has four schools: Tatum Elementary (PK-2nd, Title 1 campus), Farmersville Intermediate (3rd -6th, Title 1 campus), Farmersville Junior High (7th - 8th), and Farmersville High School (9th - 12th). Although this improvement plan focuses on the 2025-2026 school year, the demographic information comes from the fall 2024-2025 Texas Academic Performance Report (TAPR).

Student enrollment at Farmersville ISD continues to steadily grow, and during the last five years it increased by over 27%, from 1,874 students in the 2020-2021 school year to over 2,392 at the beginning of the 2024-2025 school year. The primary District student groups are as follows:

- 45.2% White
- 43.3% Hispanic
- 5.7% African American
- 56.6% Economically Disadvantaged
- 18.4% English Learners

American Indian students make up 0.2% of the population, Asian students 1.0%, and 4.5% identify as two-or-more races.

The 13.5% student mobility rate for Farmersville ISD is below the state average of 16.4%. The district does not have any students identified as migrant (at the time of the TAPR's publishing).

## Strengths

Farmersville ISD has many strengths. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success. Students at Farmersville ISD are very accepting of new students regardless of race or ethnicity.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Expanding staff diversity to better reflect our student population will further strengthen student engagement and community connection.

Targeted recruitment and retention strategies continue to broaden and sustain a diverse talent pipeline.

 = Priority

# Student Learning

## Summary

The most recent accountability ratings that have been publicly released are the 2025 Accountability Reports. Based on these ratings, Farmersville ISD continues to demonstrate strong overall performance across the district.

### District & Campus Overall Ratings

- **Farmersville ISD** earned an overall score of **84 ("B")**.
- **Farmersville High School** earned a **91 ("A")** overall.
- **Farmersville Junior High** earned an **83 ("B")** overall.
- **Farmersville Intermediate** earned an **80 ("B")** overall.

We are proud to share that **all campuses in Farmersville ISD are rated "B" or higher**, with Farmersville High School achieving an "A" rating.

### Recognitions & Distinctions

In addition to overall ratings, several campuses received distinction designations in specific academic areas:

- **Farmersville Intermediate**
  - Academic Achievement in Reading/Language Arts
  - Academic Achievement in Mathematics
- **Farmersville Junior High**
  - Academic Achievement in Reading/Language Arts
  - Academic Achievement in Mathematics
  - Academic Achievement in Science
  - Top 25%: Comparative Academic Growth
  - Postsecondary Readiness
- **Farmersville High School**
  - Academic Achievement in Science
  - Academic Achievement in Social Studies
  - Postsecondary Readiness

These distinctions reflect the focused efforts of our teachers, staff, and students in key academic areas and in preparing students for success beyond high school.

As with all aspects of our district, we remain committed to continuous improvement. Our goal is to build upon this strong foundation while ensuring every student continues to grow academically from year to year.

## Strengths

The 2025 Accountability Reports reflect that the District is performing consistently across campuses and grade spans. With all

campuses earning a “B” or higher and Farmersville High School achieving an “A,” the data demonstrates a stable and aligned instructional system from elementary through graduation. This consistency across levels indicates that our curriculum alignment, instructional expectations, and campus leadership structures are working in concert to support student success.

The accountability data also highlights the importance of maintaining strong academic performance while continuing to focus on student growth. Our high school’s performance in postsecondary readiness and graduation outcomes, coupled with steady performance at the junior high and intermediate levels, reinforces that students are not only meeting grade-level expectations but are being prepared for long-term success. This alignment across grade bands remains a central priority as we refine instructional practices and monitor student progress.

While we celebrate these results, we recognize that accountability is not a destination but an ongoing process. Our continued focus will center on strengthening instructional clarity, ensuring consistent implementation of curriculum, and using student performance data to drive targeted support. By maintaining high expectations and emphasizing growth for every student group, we will build on this strong foundation and continue moving Farmersville ISD forward.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



Student growth and higher-level performance (Meets/Masters) present an opportunity for greater consistency across all content areas, particularly mathematics.

Greater alignment in instructional delivery and progress monitoring will support sustained academic acceleration across campuses.

 = Priority

# District Processes & Programs

## Summary

Parents, teachers, and students at Farmersville ISD take pride in our schools and our school's reputation of success. The perception of Farmersville ISD is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville ISD's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, campus and district leadership will make the necessary adjustments to improve overall instruction. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

The teaching staff in Farmersville ISD is passionate and highly qualified, resulting in students being surrounded by staff that hold high expectations for learning. The curriculum, instruction, and assessment focus at Farmersville ISD is guided by the standards established in the Texas Essential Knowledge and Skills, locally developed assessments, state-adopted curriculum resources, and the results of both State and local assessment data. Fisd strives to promote 21st Century Skills including critical thinking and problem solving, communication skills, creativity, and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Farmersville ISD. The campuses have been committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations are regular practices at Fisd. By ensuring all grade level skills are taught and that students learn them, Farmersville ISD can demonstrate how the essential 21st Century Skills are being mastered. Each campus disaggregates data based on essential standards on formative and summative assessments given periodically based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon mClass, MAP, fluency checks, and campus benchmarks for assessment. Third through high school grade levels focus on STAAR, local formative assessment, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is the major assessment for EB students.

Grade levels meet regularly with the principals to analyze data and map out strategies. Multi-Tiered System of Supports (MTSS) committee meetings are held regularly at each campus as determined by the building principal. The data from campus assessments are used to identify students that are performing below passing so that necessary interventions can be identified and put in place. Progress is monitored for all students, and all students are provided the encouragement and support to achieve at ever-increasing levels of academic achievement as demonstrated by State and local assessments.

## Strengths

Farmersville ISD has identified the following strengths:

1. The ability to interpret and use common assessment data to drive instructional decisions.
2. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
3. Teachers accommodate special populations with more time and individualized educational plans.
4. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
5. The district provides staffing support for ESL and GT students.
6. MTSS is being utilized successfully with students being referred to the appropriate special population.
7. A 4-day instructional calendar maximizes the amount of time available for planning for teachers.
8. Interruptions to the instructional day are kept to a minimum.
9. Safety drills are performed frequently and efficiently.
10. Devices are available to all teachers and students.
11. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom

# Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 846 380">The District desires to maintain the small-town feel while dealing with rapid growth.</p>	<p data-bbox="902 317 1446 380">Farmersville ISD is located in the rapidly growing Collin County.</p>

★ = Priority

# Perceptions

## Summary

Farmersville ISD works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville ISD has strengthened connections between home and school through Teacher Nights, Facebook pages, emails, SchoolStatus, and the District website to help with communication and keeping parents informed.

One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Teachers and staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

## Strengths

Farmersville ISD is committed to recruiting, hiring, and retaining the best teachers and staff available to provide rigorous instruction and a safe learning environment. The District prides itself on a strong support network of caring, involved campus and district administrators who maintain an "open door" policy and a passion for including teachers in instructional decisions.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult.

The District continues to experience year-to-year enrollment increases.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

Expanding staff diversity to better reflect our student population will further strengthen student engagement and community connection.

Targeted recruitment and retention strategies continue to broaden and sustain a diverse talent pipeline.

2  
★

Student growth and higher-level performance (Meets/Masters) present an opportunity for greater consistency across all content areas, particularly mathematics.

Greater alignment in instructional delivery and progress monitoring will support sustained academic acceleration across campuses.

3  
★

The District desires to maintain the small-town feel while dealing with rapid growth.

Farmersville ISD is located in the rapidly growing Collin County.

4  
★

Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult.

The District continues to experience year-to-year enrollment increases.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas Success Initiative (TSI) 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/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Community service agencies and support services

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents



# Goals

# Goal 1 Advance student learning and academic outcomes through continuous improvement on state STAAR assessments.

## Performance Objective 1

FISD will pursue 90% Approaches, 60% Meets, and 30% Masters in all STAAR areas.

**Evaluation Data Source:** 2025 TEA Accountability Summary

### Strategy 1

Utilize current and future staff to provide small-group accelerated instruction.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staffing data, schedules  
2. IMPACT - Student progress reports and STAAR scores

**Staff Responsible for Monitoring:** Superintendent;  
Campus Administrators

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### Strategy 2

Implement summative and formative assessment plan for all campuses to be analyzed at the central level as well as the campus / department level.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - test data, scheduled data analysis meetings  
2. IMPACT - Formative assessment scores

**Staff Responsible for Monitoring:** Assistant Superintendent;  
Campus Administrators

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### Strategy 3

Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual,

campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - session sign-in sheets, handouts  
2. IMPACT - Increased use of technology in instruction

**Staff Responsible for Monitoring:** Technology Director;  
Instructional Technology Facilitator;  
Campus Administrators

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## Strategy 4

Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - 504 committee records  
2. IMPACT - Gains in reading skills for identified students

**Staff Responsible for Monitoring:** Campus Administrators;  
Dyslexia Staff

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## Strategy 5

Teachers of "transition grade" students (PK, Kindergarten, 3rd, & 9th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Student data sheets and course assignment sheets.  
2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.

**Staff Responsible for Monitoring:** Campus Administrators

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## Strategy 6

Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in differentiated instruction ~ Providing professional development on using data collected from assessments to create lessons that will lead to increased academic success TEC 11.252(c)(3)(H) TEC 11.252(3)(F)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources  
2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success

**Staff Responsible for Monitoring:** Campus Administrators

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## Strategy 7

Students in "transition grades" will participate in campus visits and orientation for the new grade to become familiar with the teachers and logistics of the new school and schedule.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation.  
2. IMPACT - Students will have the information and confidence needed to be successful from the first day in the new grade.

**Staff Responsible for Monitoring:** Campus Administrators

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## Strategy 8

Provide before-school, in-school, and after-school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments TEC 11.252(a)(3)(A)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments  
2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success

**Staff Responsible for Monitoring:** Campus administrators  
Teachers

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## Performance Objective 2

FISD will be able to achieve 95% or more of graduates identified as College, Career, or Military Ready

**Evaluation Data Source:** 2024 TEA Accountability Summary (Final Rating Pending Litigation Outcomes)

### Strategy 1

Provide full funding (i.e. tuition, fees, and books) for students enrolled in dual-credit courses.

**Strategy's Expected Result/Impact:** Increase the number of students who complete dual credit courses that are offered

**Staff Responsible for Monitoring:** Counselor  
Campus principal  
Finance Director

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### Strategy 2

Students can get credit for CCMR the following ways: 1. Dual Credit (9 hours of any subject or 3 hours of English or Math) 2. AP (passing any Collegeboard AP Exam with a 3 or higher) 3. ACT/ SAT (scoring at the "college readiness" level on both English & Math) 4. Military (enlisting in the armed services) 5. Career (earning an industry certification) 6. TSI (passing both the Math & Reading portion) Any student not qualifying in one of these areas is placed in the TSI course to give them remediation to pass the TSI test. Several of the above are currently under review as a part of TEA's accountability reset. The District is monitoring these updates and will modify student expectations and supports as necessary. TEC 11.255 TEC 11.252(3)(G)

**Strategy's Expected Result/Impact:** Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR)

**Staff Responsible for Monitoring:** Principals, Counselors

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### Performance Objective 3

FISD will increase the English Language Proficiency Status score from 40% to 45%

**Evaluation Data Source:** TELPAS

#### Strategy 1

Ensure each campus has Spanish-speaking personnel to work with students.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staffing data, schedules  
2. IMPACT - ELL student progress reports and STAAR scores

**Staff Responsible for Monitoring:** Superintendent;  
Campus Administrators

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#### Strategy 2

Utilize Eduphoria and Frontline systems to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Eduphoria and Frontline systems. Also use Summit K-12 to provide on-going language-development lessons and assessments throughout the year.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers  
2. IMPACT - Student accommodations allow for student success in classwork and assessments

**Staff Responsible for Monitoring:** ESL Coordinator

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#### Strategy 3

Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in differentiated instruction

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources

2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success

**Staff Responsible for Monitoring:** Campus Administrators

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# Goal 2

Personnel will be recruited, developed, and retained through a comprehensive human resources and staff development program.

## Performance Objective 1

Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

**Evaluation Data Source:** Personnel documentation  
Teacher certificates

### Strategy 1

Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates  
2. IMPACT - teachers will have certifications required for their position

**Staff Responsible for Monitoring:** Assistant Superintendent

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### Strategy 2

District administrative personnel will participate in job fairs at ESC and local universities and hire certified teachers.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired  
2. IMPACT - percent of certified teachers hired

**Staff Responsible for Monitoring:** Assistant Superintendent

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### Strategy 3

Provide recruitment and retention stipends for teachers in hard-to-fill positions, including Special Education, CTE, and Bilingual/Spanish teachers.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Stipend paid to Special Education, CTE, and Bilingual/Spanish teachers  
2. IMPACT - Number of new teachers retained by district

**Staff Responsible for Monitoring:** Superintendent;  
Business Manager  
HR Director

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## Strategy 4

As part of the District's annual budget process, the LEA will conduct a review of staffing, curriculum and instructional supplies to ensure equitable appropriations for Title One campuses.

**Strategy's Expected Result/Impact:** 1 - Improved recruitment and retention performance.

**Staff Responsible for Monitoring:** Business Office

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## Performance Objective 2

Continue to work on initiatives to increase teacher retention

**Evaluation Data Source:** Exit interviews  
HR data

## Strategy 1

Provide teachers with instructional technology support, including training and support to campus teachers, administrators, and support staff.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Meeting agendas, training notes  
2. IMPACT - improved teacher attitude surveys

**Staff Responsible for Monitoring:** Instructional Technology Facilitator

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### Strategy 2

Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - PD sign-in sheets, training handouts  
2. IMPACT - increased retention rate among first year teachers

**Staff Responsible for Monitoring:** Assistant Superintendent;  
Campus Administrators

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### Strategy 3

Continue to research, discuss, and implement recruitment strategies (e.g. improved salary schedules, stipends, four-day school week, Teacher Incentive Allotment (TIA), 403B matching program, telemedicine).

**Strategy's Expected Result/Impact:** Increase retention rate

**Staff Responsible for Monitoring:** HR Director  
Assistant Superintendent

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# Goal 3

Students will be educated in learning environments that are safe, disciplined, efficient, and conducive to learning.

## Performance Objective 1

Practice procedures in place for emergencies to ensure staff and student safety.

**Evaluation Data Source:** Campus drill reports

### Strategy 1

Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through online management system.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - locks and security cameras installed, and documentation of online system  
2. IMPACT - eliminate number of strangers in hallways

**Staff Responsible for Monitoring:** Front Office Staff;  
Police Chief

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### Strategy 2

All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, maltreatment of children, drug abuse, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses  
2. IMPACT - immediate and appropriate intervention for students in crisis

**Staff Responsible for Monitoring:** Campus Administrators

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### Strategy 3

Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses  
2. IMPACT - immediate and appropriate intervention for students in crisis

**Staff Responsible for Monitoring:** Campus Administrators

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### Performance Objective 2

Implement drug and violence prevention programs to help reduce incidences

**Evaluation Data Source:** Discipline report  
School Police report

### Strategy 1

Conduct unscheduled drug-dog searches of campus buildings and premises.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - dog search documentation  
2. IMPACT - reduce incidences of drug use on campus

**Staff Responsible for Monitoring:** Superintendent;  
District Police Chief

#### Formative Reviews

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### Strategy 2

The district is committed to freedom from bullying for all students. Processes and procedures are continually reviewed and updated, per [TEC 11.252]. Teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses  
2. IMPACT - immediate and appropriate intervention for students in crisis

**Staff Responsible for Monitoring:** Campus Administrators

## Formative Reviews

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### Strategy 3

Teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. TEC 11.252(3)(B)(i)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses  
2. IMPACT - immediate and appropriate intervention for students in crisis

**Staff Responsible for Monitoring:** Campus Administrators

## Formative Reviews

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### Strategy 4

Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff  
2. IMPACT - reduced number of incidents

**Staff Responsible for Monitoring:** Campus Administrators;  
Counselors

## Formative Reviews

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### Strategy 5

District-wide discipline management system will be utilized, where administrators will log all discipline into the Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time. TEC 11.252(3)(E) TEC 37.083(a)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Ascender discipline logs  
2. IMPACT - reduced number of incidents in Ascender

**Staff Responsible for Monitoring:** Campus Administrators;  
Counselors

**Formative Reviews**

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**Strategy 6**

All campus teachers, counselors, and administrators will be trained on: - Suicide Prevention - Strategies for Establishing & Maintaining Positive Relationships with Students (including Conflict Resolution) - Preventing, Identifying, Responding to, and Reporting Incidents of Bullying - Safety Training Program - Increasing Awareness of Issues Regarding Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children - Increasing Awareness & Implementation of Trauma-Informed Care - Administration of an Epinephrine Auto-Injector

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus  
2. IMPACT - appropriate response to incidents; reduced number of incidents

**Staff Responsible for Monitoring:** Campus Administrators;  
Counselors

**Formative Reviews**

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# Goal 4

Through targeted remediation and enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

## Performance Objective 1

Maintain a graduation rate above 95%

**Evaluation Data Source:** 2024 graduation rate

### Strategy 1

Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - student participation in programs  
2. IMPACT - reduced number of students lacking the required credit hours

**Staff Responsible for Monitoring:** Campus Administrators

#### Formative Reviews

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### Strategy 2

Use technology and other resources to provide materials for absent students to make up work.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - videos, web resources, and other materials provided for students  
2. IMPACT - decrease in number of students with incomplete work

**Staff Responsible for Monitoring:** Campus Administration;  
Technology Department;  
Teachers

#### Formative Reviews

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### Strategy 3

Provide homebound services to ensure pregnant students maintain grades and credits for

graduation.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - Homebound Program documentation  
2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy

**Staff Responsible for Monitoring:** Campus Administrators;  
Counselors

**Formative Reviews**

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# Goal 5

The district will demonstrate a trend of ongoing improvement in the number of students graduating college, career, and/or military ready.

## Performance Objective 1

Increase percentage of students meeting CCMR criteria from 97% in 2024-2025 to 99% in 2025-2026.

**Evaluation Data Source:** Number of students meeting CCMR criteria

### Strategy 1

All Juniors and Seniors will receive information about the benefits of applying for Free/Reduced lunch, with a focus on opportunities for financial aid for college and entrance exams. TEC 11.252(c)(4)(A-D)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - informational flyers, class meeting documentation  
2. IMPACT - increase in Free/Reduced Lunch applications

**Staff Responsible for Monitoring:** HS Administrators;  
HS Counselors

#### Formative Reviews

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### Strategy 2

HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcoDis senior students. TEC 11.252(c)(4)(A-D)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - class meeting documentation / agendas  
2. IMPACT - SAT / ACT registrations

**Staff Responsible for Monitoring:** HS Administrators;  
HS Counselors

#### Formative Reviews

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### Strategy 3

Students and families will receive information pertaining to college applications and financial aid (including TEXAS Grant and Teach for Texas Grant) - especially geared toward lower socioeconomic families - through brochures and district website. TEC 11.252(3)(G) TEC 11.252(c)(4)(A-D)

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - website created and updated  
2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT

**Staff Responsible for Monitoring:** HS Counselors;  
Webmaster

**Formative Reviews**

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# Goal 6

Meet or exceed the recommended attendance rate of 95% to support sound fiscal and operational management.

## Performance Objective 1

The district will meet or exceed the recommended attendance rate of 95%.

**Evaluation Data Source:** TAPR

### Strategy 1

District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan includes working with families to lessen the number of absences and to ensure students make up time/instruction missed.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - attendance records, truancy plan documentation  
2. IMPACT - increased attendance rate

**Staff Responsible for Monitoring:** Campus Administration

#### Formative Reviews

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June

### Strategy 2

Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records  
2. IMPACT - increased attendance rate and participation

**Staff Responsible for Monitoring:** Assistant Superintendent;  
Campus Administrators;  
Counselors

#### Formative Reviews

November

January

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June

# Goal 7

Utilize communication strategies to emphasize parental, business, and community involvement, ensuring the district has multiple partners in the education of our students.

## Performance Objective 1

100% of families of EB students will have communication provided in the home language.

**Evaluation Data Source:** Documentation of home-school communication; website statistics

### Strategy 1

Provide translation services on website.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - website activated; site statistics  
2. IMPACT - increased parent involvement of LEP students

**Staff Responsible for Monitoring:** Instructional Technology Director

#### Formative Reviews

November

January

March

June

### Strategy 2

Ensure each campus has Spanish-speaking personnel to communicate with parents.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staffing  
2. IMPACT - increased parent involvement of LEP students

**Staff Responsible for Monitoring:** Superintendent;  
Campus Administrators

#### Formative Reviews

November

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### Strategy 3

Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - meeting attendance and minutes and handouts  
2. IMPACT - increased parent involvement of LEP students

**Staff Responsible for Monitoring:** ESL Coordinator

**Formative Reviews**

**November**

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**Performance Objective 2**

100% of Title 1 students will have home-school compacts and family communication.

**Evaluation Data Source:** Documentation of home-school communication; signed home-school compacts

**Strategy 1**

Provide parent communications in both English and Spanish for parents of elementary students, grades K-5.

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - newsletters sent home  
2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success

**Staff Responsible for Monitoring:** Principals;  
Title 1 Teachers

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 2**

Provide professional development on positive parent communication and teacher-parent conferences

**Strategy's Expected Result/Impact:** 1. IMPLEMENTATION: Sign-in sheets for staff development  
2. IMPACT - Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences

**Staff Responsible for Monitoring:** Campus principal  
Teachers

## Formative Reviews

November

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June



# State Compensatory Education

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$1,494,247.45

**Total FTEs Funded by SCE:** 0

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

61XX: Salary with Benefits - \$1,459,297.45 6112: Substitute Teachers-CompEd - \$8,500 62XX: Contracted Services - \$20,500 63XX: Supplies - \$3,200 64XX: Misc Operations - \$2,750



# Title I Summary

# Title I

## Descriptor 1: Student Progress Monitoring and Supports

### 1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The district implements a comprehensive, vertically aligned curriculum that adheres to state standards and is designed to ensure mastery across all core and elective content areas. We continuously review instructional materials and scope-and-sequence documents to guarantee that diverse learning styles are addressed and that every student has equitable access to high-quality education.

### 1.2 Identifying students who may be at risk for academic failure;

We utilize a data-driven process that monitors attendance, discipline, and performance on both local benchmarks and state assessments to proactively identify students who may be struggling. Campus-level committees regularly review this data to flag at-risk students early, ensuring that no child goes unnoticed and that appropriate support systems are activated immediately.

### 1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Students identified as needing support receive targeted interventions through a Multi-Tiered System of Supports (MTSS), which includes small-group instruction, tutorials, and supplemental resources. These evidence-based interventions are tailored to specific skill gaps, allowing us to provide the necessary scaffolding for students to meet and exceed rigorous state academic standards.

### 1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The district is committed to continuous improvement by adopting research-based instructional strategies and providing ongoing professional development to staff. We simultaneously focus on maintaining a safe and inclusive school culture, ensuring that the learning environment is optimized for student engagement and academic growth.

## Descriptor 2: Teacher Quality

The LEA conducts annual data reviews to monitor the distribution of effective and experienced teachers across all campuses. If disparities are identified, we implement targeted recruitment incentives and prioritize professional development resources to ensure that low-income and minority students have equitable access to high-quality instruction.

### **Descriptor 3: School Improvement and Support Activities**

The district fulfills its responsibilities by collaborating with campus leaders to conduct comprehensive needs assessments and develop data-driven Campus Improvement Plans. Central administration provides ongoing technical assistance, monitors the implementation of evidence-based interventions, and allocates resources to ensure identified schools meet their improvement targets.

### **Descriptor 4: Measure of Poverty**

The LEA utilizes Free and Reduced Price Lunch (FRPL) data as the primary poverty measure to rank school attendance areas and determine eligibility for Title I funding. Funds are allocated to campuses to ensure resources are directed to areas with the highest need.

### **Descriptor 5: Nature of Programs**

Our Schoolwide programs are designed to upgrade the entire educational framework to benefit all students, while Targeted Assistance programs direct resources specifically to students identified as at-risk. Additionally, the district stands ready to coordinate with local facilities to provide comparable educational services and transition support for any students residing in institutions for neglected or delinquent youth.

### **Descriptor 6: Services to Homeless Children and Youth**

In compliance with the McKinney-Vento Act, the LEA ensures the immediate enrollment of homeless students and provides essential services, including transportation and school supplies, to support their attendance and academic success. The set-aside reservation for these services is determined annually based on a review of historical homeless student enrollment data and an assessment of student needs.

### **Descriptor 7: Parent and Family Engagement Strategy**

The LEA implements a written Parent and Family Engagement Policy that is developed jointly with parents to establish expectations and opportunities for meaningful involvement. We evaluate the content and effectiveness of this policy annually to identify and remove barriers to participation, ensuring families are active partners in their children's education.

### **Descriptor 8: Early Childhood Education Programs and Transition Plans**

We coordinate with district Pre-Kindergarten programs to align curriculum and instruction, creating a seamless educational pathway for young learners. Transition strategies include spring orientation events, campus visits, and teacher collaboration meetings to ensure students and families are prepared for the shift to elementary school programs.

## Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Teachers and school leaders utilize a multi-criteria selection process—incorporating state assessment scores, local benchmarks, and teacher recommendations—to identify students for Title I services. This system prioritizes children who are failing, or most at risk of failing, to meet state academic standards, ensuring that supplemental support reaches those with the greatest need.

## Descriptor 10: Middle to High School/High School to Postsecondary Transitions

### 10.1 Coordination with institutions of higher education, employers, and other local partners;

The district maintains active partnerships with local colleges, universities, and regional employers to align our secondary curriculum with postsecondary and workforce expectations. These collaborations allow for regular advisory committee meetings and the development of articulation agreements that create clear, supported pathways for student success beyond high school.

### 10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

We serve our students by offering robust opportunities to earn college credit prior to graduation through dual enrollment partnerships and advanced coursework options. Furthermore, our counseling team utilizes career interest inventories and individualized academic planning to ensure that every student's course schedule is aligned with their unique skills and future career aspirations.

## Descriptor 11: Discipline Disproportionality

The LEA regularly monitors discipline data, disaggregated by student subgroups, to identify trends and address potential disparities in the use of exclusionary practices. To reduce the need for removing students from the classroom, we provide campuses with training on positive behavioral interventions and support systems that foster a safe and inclusive school climate.

## Descriptor 12: Coordination and Integration

### 12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The district coordinates academic and technical instruction to ensure that classroom learning is relevant to high-demand occupations within the state economy. By integrating core content with experiential learning opportunities and industry-based

certifications, we equip students with the practical skills and knowledge required for modern workforce success.

## 12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

The district collaborates with local business partners and industry advisory boards to establish work-based learning initiatives that are aligned with our CTE pathways, allowing students to apply classroom knowledge in real-world settings and, where applicable, earn academic credit for their participation.

### Descriptor 13: Other Proposed Uses of Funds

## 13.1 Assist schools in identifying and serving gifted and talented students;

We utilize a comprehensive identification process that incorporates both qualitative and quantitative data to ensure equitable access to Gifted and Talented (GT) services for students from all backgrounds. To support these learners, the district provides resources for differentiated instruction and enrichment activities that challenge students to maximize their academic potential and critical thinking skills.

## 13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA supports campus libraries in evolving into modern learning hubs by funding updated digital resources and promoting the integration of technology standards into the curriculum. Library staff collaborate directly with classroom teachers to deliver instruction on information literacy and research methods, ensuring students develop the digital skills necessary for academic success.

# Title I Personnel

Name	Position	Program	FTE
Pre-K Aide	Teacher's Aide	24	1
Pre-K Aide	Teacher's Aide	24	1
Reading Interventionist	Teacher	24	1
Reading Interventionist	Teacher	24	1



# Committees

# Committees

## District Improvement Committee

### Members

First Name	Last Name	Position	Committee Role
Meredith	McAllister	Teacher	Classroom Teacher
Regina	Guidice	Teacher	Classroom Teacher
Arian	May	Teacher	Classroom Teacher
Melissa	Grabowski	Teacher	Classroom Teacher
Meagan	Gates	Teacher	Campus Administrator
Andrew	Navaja	Teacher	Classroom Teacher
Brooke	Sprong	Teacher	Classroom Teacher
Paula	Wilfong	Teacher	Classroom Teacher
Sandra	Hoge	Teacher	Campus Administrator
Sandra	Hoge	Teacher	Classroom Teacher
Jennifer	Holbrook	Teacher	Classroom Teacher
Jill	Cooper	Counselor	Campus-Level Professional
Jason	Gates	Business Representative	Business Representative
Samantha	Boswell	Teacher	Classroom Teacher
Lacy	Phillips	Parent	Parent
Trista	Williams	Parent	Parent
Candace	Coffee	Parent	Parent
Micah	Taylor	Administrator	Administrator



# 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

## **Farmersville ISD Professional Development Plan**

Professional development in Farmersville ISD will always be focused on providing teachers with targeted growth opportunities that lead to improved student achievement. Student safety and academic growth, TEKS-aligned instruction, and building teacher capacity will continue to serve as the central tenets of FISD professional development.

For professional development focused on student safety, FISD will provide training opportunities that are aligned with the State Board of Educator Certification (SBEC) Educator Training Clearinghouse recommendations, including professional development in:

- Suicide Prevention
- Strategies for Establishing & Maintaining Positive Relationships with Students (including Conflict Resolution)
- Preventing, Identifying, Responding to, and Reporting Incidents of Bullying
- Safety Training Program
- Increasing Awareness of Issues Regarding Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children
- Increasing Awareness & Implementation of Trauma-Informed Care
- Administration of an Epinephrine Auto-Injector

For professional development focused on TEKS-aligned instruction, student academic growth, and building teacher capacity, FISD will:

- Utilize embedded professional development days throughout the year to provide on-going, targeted training
- Respond to feedback gathered from classroom observations to provide training related to identified growth areas
- Tailor professional development to needs relayed by teachers to campus and district administration

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**Note:** This policy addresses discrimination, harassment, and retaliation against District employees. For Title IX and other provisions regarding discrimination, harassment, and retaliation against students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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**Definitions**

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited  
Harassment**

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

EMPLOYEE WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA  
(LOCAL)

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment**

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication.

**Reporting Procedures**

Any employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

EMPLOYEE WELFARE  
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DIA  
(LOCAL)

<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An employee shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice of Report</b>	<p>Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.</p> <p>Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.</p>
<b>Investigation of Reports Other Than Title IX</b>	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.</p> <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
<b>Initial Assessment</b>	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.
<b>Interim Action</b>	If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal or supervisor shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
District Action	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.</p> <p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
Appeal	<p>A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.</p> <p>The complainant may have a right to file a complaint with appropriate state or federal agencies.</p>
<b>Response to Sexual Harassment—Title IX</b>	<p>For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).</p>
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p>

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and  
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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**Note:** This policy addresses the prohibition against discrimination, harassment, and retaliation with respect to compensation, terms, conditions, or privileges of employment. For legally referenced material relating to the prohibition against discrimination in hiring and discharging employees, see DAA(LEGAL).

For provisions related to harassment of students, including the district's response to sexual harassment as defined by Title IX, see FFH.

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**Unlawful  
Employment  
Discrimination**

It is an unlawful employment practice for a district to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's:

1. Race, color, or national origin;
2. Religion;
3. Sex;
4. Age;
5. Disability;
6. Genetic information [see DAB]; or
7. Pregnancy.

Federal Law

Section 1981 of the Civil Rights Act of 1866 (Section 1981) — race. *42 U.S.C. 1981*

Title VII of the Civil Rights Act of 1964 (Title VII) — race, color, religion, sex, and national origin. *42 U.S.C. 2000e et seq.*

Age Discrimination in Employment Act of 1967 (ADEA) — age, over 40. *29 U.S.C. 621 et seq.*

Section 504 of the Rehabilitation Act of 1973 (Section 504) — disability in programs receiving federal funds. *29 U.S.C. 794*

Title I of the Americans with Disabilities Act of 1990 (ADA) — disability. *42 U.S.C. 12101 et seq.*

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) — genetic information. *42 U.S.C. 2000ff et seq.*

Pregnant Workers Fairness Act (PWFA) — pregnancy. *42 U.S.C. 2000gg et seq.*

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**Note:** Title VII, the ADA, GINA, and PWFA do not apply to employers unless the employer has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year. 42 U.S.C. 2000e(b); 42 U.S.C. 12111(5); 42 U.S.C. 2000ff(2)(B); 42 U.S.C. 2000gg(2)(B)

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State Law

Texas Commission on Human Rights Act (TCHRA) — race, color, disability, religion, sex, national origin, age, and genetic information. *Labor Code 21.051, .402; 40 TAC 819.12(a)*

State policy on employment of persons with disabilities. *Human Resources Code 121.003(f)*

**Prohibition on Retaliation**

A district may not discriminate against any employee or applicant for employment because the employee or applicant has opposed any unlawful, discriminatory employment practices or participated in the investigation of any complaint related to an unlawful, discriminatory employment practice. 29 U.S.C. 623(d) (ADEA); 42 U.S.C. 2000e-3(a) (Title VII); 42 U.S.C. 12203 (ADA); *Labor Code 21.055; 40 TAC 819.12(e)*

**Harassment-Free Workplace**

Harassment on the basis of a protected characteristic is a violation of Title VII. A district has an affirmative duty, under Title VII, to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. 42 U.S.C. 2000e, et seq.; 29 C.F.R. 1604.11(a), 1606.8(a)

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

29 C.F.R. 1604.11(a), (g); *Labor Code 21.141*

An employer commits an unlawful employment practice if sexual harassment of an employee occurs and the employer or the employer's agents or supervisors know or should have known that the conduct constituting sexual harassment was occurring; and fail to take immediate and appropriate corrective action. *Labor Code 21.142; 40 TAC 819.12(k)*

*Same-Sex Harassment*

Same-sex sexual harassment constitutes sexual harassment. *Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)*

*Criminal Offense — Official Oppression*

A public servant acting under color of the public servant's office or employment commits an offense if the public servant intentionally subjects another to sexual harassment.

A public servant acts under color of the public servant's office or employment if the person acts or purports to act in an official capacity or takes advantage of such actual or purported capacity.

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, submission to which is made a term or condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly.

*Penal Code 39.03(a)(3), (b), (c)*

*Unpaid Interns*

A district commits an unlawful employment practice if sexual harassment of an unpaid intern occurs and the district or its agents or supervisors know or should have known that the conduct constituting sexual harassment was occurring, and fail to take immediate and appropriate corrective action. *Labor Code 21.1065*

*Prohibition on Use of Public Funds*

A district may not use public money to settle or otherwise pay a sexual harassment claim made against a person who is an elected or appointed member of the board or an officer or employee of the district. *Local Gov't Code 180.009*

National Origin Harassment

Ethnic slurs and other verbal or physical conduct relating to an individual's national origin constitute harassment when this conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or
3. Otherwise adversely affects an individual's employment opportunities.

*29 C.F.R. 1606.8(b)*

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Severe and  
Pervasive

Harassment violates Title VII if it is sufficiently severe and pervasive to alter the conditions of employment. *Pennsylvania State Police v. Suders*, 542 U.S. 129 (2004)

Title VII does not prohibit all verbal and physical harassment in the workplace. For example, harassment between men and women is not automatically unlawful sexual harassment merely because the words used have sexual content or connotations. *Oncale v. Sun-downer Offshore Services, Inc.*, 523 U.S. 75 (1998)

Prevention

A district should take all steps necessary to prevent unlawful harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate penalties, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned. 29 C.F.R. 1604.11(f)

Responsibility for  
Harassment by  
Third Parties

A district is responsible for acts of unlawful harassment by fellow employees and by nonemployees if the district, its agents, or its supervisory employees knew or should have known of the conduct, unless the district takes immediate and appropriate corrective action. 29 C.F.R. 1604.11(d), (e), 1606.8(d), (e)

When no tangible employment action is taken, a district may raise the following affirmative defense:

1. That the district exercised reasonable care to prevent and promptly correct any harassing behavior; and
2. That the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

*Burlington Indus., Inc. v. Ellerth*, 524 U.S. 742 (1998); *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)

**Racial  
Discrimination**

The prohibition against discrimination because of race or on the basis of race includes discrimination because of or on the basis of an employee's hair texture or protective hairstyle commonly or historically associated with race.

A district commits an unlawful employment practice if the district adopts or enforces a dress or grooming policy that discriminates against a hair texture or protective hairstyle commonly or historically associated with race.

"Protective hairstyle" includes braids, locks, and twists.

*Labor Code 21.1095*

**Religious  
Discrimination**

The prohibition against discrimination on the basis of religion includes all aspects of religious observances and practice, as well as religious belief, unless a district demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship to the district's business. "Undue hardship" means more than a *de minimus* (minimal) cost. *42 U.S.C. 2000e(j); 29 C.F.R. 1605.2; Labor Code 21.108*

Burden on Free  
Exercise

A district may not substantially burden an employee's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest. *Civ. Prac. & Rem. Code 110.003*

**Sex Discrimination**  
Pregnancy

The prohibition against discrimination because of sex includes discrimination on the basis of pregnancy, childbirth, or related medical conditions. A district shall treat women affected by pregnancy, childbirth, or related medical conditions the same as other employees for all employment-related purposes, including receipt of benefits under fringe benefit programs. *42 U.S.C. 2000e(k); 29 C.F.R. 1604.10; Labor Code 21.106*

Gay and  
Transgender

The prohibition against discrimination because of sex includes discrimination on the basis of an individual being gay or transgender. *Bostock v. Clayton County, Georgia, 140 S. Ct. 1731 (2020)*

Gender Stereotypes

A district may not evaluate employees by assuming or insisting that they match the stereotype associated with their group. *Price Waterhouse v. Hopkins, 490 U.S. 228 (1989)*

**Age Discrimination**

The prohibition against discrimination on the basis of age applies only to discrimination against an individual 40 years of age or older. *29 U.S.C. 631; Labor Code 21.101*

Bona Fide  
Employee Benefit  
Plan

A district may take an employment action on the basis of age pursuant to a bona fide seniority system or a bona fide employee benefit plan. However, a bona fide employee benefit plan shall not excuse the failure to hire any individual and no such benefit plan shall require or permit the involuntary retirement of any individual because of age. *29 U.S.C. 623(f); Labor Code 21.102*

**Disability  
Discrimination**

A district may not discriminate against a qualified individual on the basis of disability in job application procedures, hiring, advancement, or discharge of employees, compensation, job training, and other terms, conditions, and privileges of employment. *42 U.S.C. 12112(a); 29 C.F.R. 1630.4(b); Labor Code 21.051*

In addition, each district that receives assistance under the Individuals with Disabilities Education Act (IDEA) must make positive efforts to employ, and advance in employment, qualified individuals

with disabilities in programs assisted by the IDEA. *34 C.F.R. 300.177(b)*

Discrimination  
Based on Lack of  
Disability

The ADA and the TCHRA do not provide a basis for a claim that an individual was subject to discrimination because of the individual's lack of disability. *42 U.S.C. 12201(g); 29 C.F.R. 1630.4(b); Labor Code 21.005(c)*

Definition of  
Disability

"Disability" means:

1. An actual disability: a physical or mental impairment [see definition, below] that substantially limits one or more of an individual's major life activities;
2. A record of having such an impairment; or
3. Being regarded as having such an impairment.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

*"Regarded as"  
Having an  
Impairment*

An individual meets the requirement of being "regarded as" having an impairment if the individual establishes that he or she has been subjected to an action prohibited by the ADA because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

Transitory and  
Minor

The "regarded as" prong of the definition does not apply to impairments that are transitory or minor. A transitory impairment is one with an actual or expected duration of six months or less. The "transitory" exception does not apply to the "actual disability" or "record of disability" prongs of the definition.

*Mitigating  
Measures*

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures, such as medication, medical supplies, low-vision devices, prosthetics, hearing aids, mobility devices, oxygen therapy, assistive technology, or learned behavioral or adaptive neurological modifications.

The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity. Ordinary eyeglasses and contact lenses are lenses that are intended to fully correct visual acuity or to eliminate refractive error.

*42 U.S.C. 12102(1), (3), (4); 29 C.F.R. 1630.2(g), (j)(1); Labor Code 21.002, .0021*

Other Definitions

*Physical or  
Mental  
Impairment*

“Physical or mental impairment” means:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; or
2. Any mental or psychological disorder, such as an intellectual disability (formerly termed “mental retardation”), organic brain syndrome, emotional or mental illness, and specific learning disabilities.

*29 C.F.R. 1630.2(h)*

*Major Life  
Activities*

“Major life activities” include caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working.

“Major life activities” also include the operation of major bodily functions, including functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within the body system.

*42 U.S.C. 12102(2); 29 C.F.R. 1630.2(i); Labor Code 21.002*

*Qualified  
Individual*

“Qualified individual” means an individual who:

1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position such individual holds or desires; and
2. With or without reasonable accommodation, can perform the essential functions of such position. Consideration shall be given to a district’s judgment as to what functions of a job are essential. A written job description prepared before advertising or interviewing applicants for the job is evidence of the job’s essential functions.

*42 U.S.C. 12111(8); 29 C.F.R. 1630.2(m)*

Reasonable  
Accommodations

A district is required, absent undue hardship, to make a reasonable accommodation to an otherwise qualified individual who meets the definition of disability under the “actual disability” or “record of disability” prongs. A district is not required to provide a reasonable ac-

commodation to an individual who meets the definition of disability solely under the “regarded as” prong. *42 U.S.C. 12112(b)(5); 29 C.F.R. 1630.2(o)(4), .9; 29 U.S.C. 794; 34 C.F.R. 104.11; Labor Code 21.128* [See DBB regarding medical examinations and inquiries under the Americans with Disabilities Act]

“Reasonable accommodation” includes:

1. Making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and
2. Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

*42 U.S.C. 12111(9); 29 C.F.R. 1630.2(o); 34 C.F.R. 104.12(b)*

“Undue hardship” means an action requiring significant difficulty or expense when considered in light of the nature and cost of the accommodation needed, overall financial resources of the affected facility and the district, and other factors set out in law. *42 U.S.C. 12111(10); 29 C.F.R. 1630.2(p); 34 C.F.R. 104.12(c)*

Discrimination  
Based on  
Relationship

A district shall not exclude or deny equal jobs or benefits to, or otherwise discriminate against, a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a family, business, social, or other relationship or association. *42 U.S.C. 12112(b)(4); 29 C.F.R. 1630.8; 34 C.F.R. 104.11*

Illegal Drugs and  
Alcohol

The term “qualified individual with a disability” does not include any employee or applicant who is currently engaging in the illegal use of drugs, when a district acts on the basis of such use.

*Drug Testing*

A district is not prohibited from conducting drug testing of employees and applicants for the illegal use of drugs or making employment decisions based on the results of such tests.

*42 U.S.C. 12114(c), (d); Labor Code 21.002(6)(A)* [See DHE]

*Alcohol Use*

The term “qualified individual with a disability” does not include an individual who is an alcoholic and whose current use of alcohol prevents the employee from performing the duties of his or her job or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others. *42 U.S.C. 12114(a); 29 U.S.C. 705(20)(C); 29 C.F.R. 1630.3(a); 28 C.F.R. 35.104; Labor Code 21.002(6)(A)*

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Qualification Standards	It is unlawful for a district to use qualification standards, employment tests, or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test, or other selection criteria, as used by the district, is shown to be job related for the position in question and is consistent with business necessity. <i>29 C.F.R. 1630.10(a)</i>
<i>Direct Threat to Health or Safety</i>	As a qualification standard, a district may require that an individual not pose a direct threat to the health or safety of other individuals in the workplace. "Direct threat" means a significant risk to the health or safety of the individual or others that cannot be eliminated by reasonable accommodation. <i>42 U.S.C. 12111(3); 29 C.F.R. 1630.2(r); Labor Code 21.002(6)(B)</i>
<i>Vision Standards and Tests</i>	A district shall not use qualification standards, employment tests, or other selection criteria based on an individual's uncorrected vision unless the standard, test, or other selection criteria, as used by the district, is shown to be job-related for the position in question and consistent with business necessity. <i>42 U.S.C. 12113(c); 29 C.F.R. 1630.10(b); Labor Code 21.115(b)</i>
<i>Communicable Diseases</i>	A district may refuse to assign or continue to assign an individual to a job involving food handling if the individual has an infectious or communicable disease that is transmitted to others through handling of food. <i>42 U.S.C. 12113(e); 29 U.S.C. 705(20)(D); 29 C.F.R. 1630.16(e); Labor Code 21.002(6)(B)</i>
Service Animals	<p>A district that is subject to the jurisdiction of Title I of the ADA (employment discrimination) or to Section 504 of the Rehabilitation Act (employment discrimination) shall comply with the reasonable accommodation requirements of those laws with respect to service animals. [See Reasonable Accommodations, above]</p> <p>A district that is not subject to either Title I or Section 504 shall comply with Title II of the ADA (discrimination by public entity). An employer that is subject to Title II shall comply with 28 C.F.R. Part 35, including the requirements relating to service animals at 28 C.F.R. 35.136 [see FBA].</p> <p><i>28 C.F.R. 35.140</i></p>
<b>Pregnant Workers Fairness</b>	<p>It is an unlawful employment practice for a district to:</p> <ol style="list-style-type: none"><li>1. Not make reasonable accommodations to the known limitations related to the pregnancy, childbirth, or related medical conditions of a qualified employee, unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of the business of the district;</li></ol>

2. Require a qualified employee affected by pregnancy, childbirth, or related medical conditions to accept an accommodation other than any reasonable accommodation arrived at through the interactive process in the Americans with Disabilities Act (ADA);
3. Deny employment opportunities to a qualified employee if the denial is based on the need of the district to make reasonable accommodations to the known limitations related to the pregnancy, childbirth, or related medical conditions of the qualified employee;
4. Require a qualified employee to take leave, whether paid or unpaid, if another reasonable accommodation can be provided to the known limitations related to the pregnancy, childbirth, or related medical conditions of the qualified employee; or
5. Take adverse action in terms, conditions, or privileges of employment against a qualified employee on account of the employee requesting or using a reasonable accommodation to the known limitations related to the pregnancy, childbirth, or related medical conditions of the employee.

*42 U.S.C. 2000gg-1*

Definitions

“Known limitation” means physical or mental condition related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions that the employee or employee’s representative has communicated to the district whether or not such condition meets the definition of disability specified in the ADA (42 U.S.C. 12102).

“Qualified employee” means an employee or applicant who, with or without reasonable accommodation, can perform the essential functions of the employment position, except that an employee or applicant shall be considered qualified if:

1. Any inability to perform an essential function is for a temporary period;
2. The essential function could be performed in the near future; and
3. The inability to perform the essential function can be reasonably accommodated.

“Reasonable accommodation” and “undue hardship” have the meanings given in the ADA and are construed as those terms are construed under the ADA and regulations, including with regard to

the interactive process that will be used to determine an appropriate reasonable accommodation.

*42 U.S.C. 2000gg*

**Title IX** No person, on the basis of sex, shall be excluded from participation in, denied the benefits of, or be subjected to discrimination by a district receiving federal financial assistance. *20 U.S.C. 1681* [See FB, FFH]

**Equal Pay** A district may not pay an employee at a rate less than the rate the district pays employees of the opposite sex for equal work on jobs the performance of which require equal skill, effort, or responsibility and which are performed under similar working conditions. This rule does not apply if the payment is pursuant to a seniority system, a merit system, a system that measures earnings by quantity or quality of production, or a differential based on any other factor other than sex. *29 U.S.C. 206(d) (Equal Pay Act); 34 C.F.R. 106.54 (Title IX)*

**Grievance Procedures** A district that receives federal financial assistance and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act. *34 C.F.R. 104.7(b), .11*

Section 504

ADA A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA. *28 C.F.R. 35.107, .140*

Title IX A district that receives federal financial assistance shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging any action prohibited by Title IX. *34 C.F.R. 106.8(c); North Haven Board of Education v. Bell, 456 U.S. 512 (1982)* [For legally referenced material relating to Title IX grievance procedures, see FFH(LEGAL).]

**Compliance Coordinators** A district that employs 15 or more persons shall designate at least one person to coordinate its efforts to comply with Section 504 of the Rehabilitation Act. The district's Section 504 notification [see DAA] shall also identify the responsible employee so designated. *34 C.F.R. 104.7(a), .8(a)*

Section 504

ADA A district that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the ADA, including any investigation of any complaint communicated to it alleging its noncompliance with the ADA or alleging any actions that would be prohibited by the

ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee or employees so designated. *28 C.F.R. 35.107(a)*

ADEA

A district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Age Discrimination in Employment Act (ADEA), including investigation of any complaints that the district receives alleging any actions that are prohibited by the ADEA. A district shall notify its employees of the identity of the responsible employee by name or title, address, and telephone number. *34 C.F.R. 110.25(a), (b)*

Title IX

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator." The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district of the name or title, office address, electronic mail address, and telephone number of the employee(s) so designated. *34 C.F.R. 106.8(a)*

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**Note:** This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Prohibited Conduct** In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Statement of Nondiscrimination** The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

**Harassment** Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

**Examples** Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual Harassment**

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

**Other Sexual Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. 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.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting  
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District  
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /  
Section 504  
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

*Superintendent*

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative  
Reporting  
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**Timely Reporting**

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

**Notice to Parents**

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

**Investigation of Reports Other Than Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

**Initial Assessment**

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

**Interim Action**

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Title IX Sexual Harassment</b>	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant's wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul> <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

**Standard of Evidence**

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

**Examples**

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

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and  
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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

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**Dating Violence**  
Policy  
Requirements

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

*Education Code 37.083, .0831 [See BQ]*

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. *Education Code 37.0831(c)*

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**Note:** References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

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<b>Sexual Harassment</b>	<p>A district may develop and implement a sexual harassment policy to be included in the district improvement plan. <i>Education Code 37.083</i> [See BQ]</p> <p>Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. <i>U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)</i></p> <p>No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. <i>20 U.S.C. 1681 (Title IX)</i></p> <p>A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. <i>34 C.F.R. 106.45; 20 U.S.C. 1681</i> [See also FB regarding Title IX]</p>
Designation of Title IX Coordinator	<p>A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."</p>
Parties Entitled to Notice	<p>The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.</p> <p><i>34 C.F.R. 106.8(a)</i></p>
Reporting	<p>Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. <i>34 C.F.R. 106.8(a)</i></p>
Notification of Policy	<p>A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX</p>

not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

*34 C.F.R. 106.2(d), .8(b)(1)*

Publication  
Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

*34 C.F.R. 106.8(b)(2)*

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**Note:** To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

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Adopting and  
Publishing  
Complaint  
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

*34 C.F.R. 106.8(c)–(d)*

Response to Sexual  
Harassment

*Definitions*

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to a district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Consent” is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

*34 C.F.R. 106.2, .30(a)*

*Deliberate Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education Program or Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over

both the respondent and the context in which the sexual harassment occurs.

*34 C.F.R. 106.44(a)*

**Title IX Coordinator  
Response**

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

***Supportive  
Measures  
Required***

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

***Constitutional  
Restrictions***

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

*34 C.F.R. 106.44(a)*

***Response to a  
Formal Complaint***

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

***Emergency  
Removal***

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

*34 C.F.R. 106.44(c)*

*Administrative  
Leave*

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX  
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the dis-

trict's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including

faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

*34 C.F.R. 106.45(b)(1)*

*Notice of  
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
  - a. The identities of the parties involved in the incident, if known;
  - b. The conduct allegedly constituting sexual harassment; and
  - c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must pro-

vide notice of the additional allegations to the parties whose identities are known.

*34 C.F.R. 106.45(b)(2)*

*Dismissal of a  
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

*Consolidation of  
Formal  
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

*34 C.F.R. 106.45(b)(3)–(4)*

*Investigation of a  
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and

which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each

party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

*34 C.F.R. 106.45(b)(5)*

*Hearings*

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination  
Regarding  
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

*34 C.F.R. 106.45(b)(7)(i)–(ii)*

*Implementation  
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

*Appeals*

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the deter-

mination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Title IX Formal Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

*34 C.F.R. 106.45(b)(8)*

*Informal  
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
  - a. The allegations;
  - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

*34 C.F.R. 106.45(b)(9)*

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

*34 C.F.R. 106.45(b)(10)*

Retaliation  
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

*34 C.F.R. 106.71(a)–(b)*

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

**Trauma-Informed  
Care Policy**

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
  - a. Increasing staff and parent awareness of trauma-informed care; and
  - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

*Education Code 38.036(a)-(b)*

**Training**

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

*Education Code 38.036(c)-(d), (f)*

[For more information on mental health training for district employees, see DMA.]

**Threat Assessment  
and Safe and  
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee  
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or  
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment  
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School  
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

**Threat Assessment**

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

*Education Code 37.115(a)*

Threat Assessment  
Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs;
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below];
4. Require each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee; and

5. Provide for:
  - a. A district employee who reports a potential threat to a team to elect for the employee's identity to be confidential and not subject to disclosure Government Code Chapter 552 (Public Information Act), except as necessary for the team, the district, or law enforcement to investigate the potential threat; and
  - b. The district to maintain a record of the identity of a district employee who elects for the employee's identity to be confidential.

Membership                      The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.

Oversight  
Committee                      The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties                      Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
  - a. Referring a student for mental health assessment; and
  - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and

3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Parental  
Participation

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and to submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

*Consent for  
Mental Health-  
Care Service*

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

*Education Code 37.115(c)-(g)*

Determination of  
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

*Education Code 37.115(h)-(j)*

Recordkeeping

Materials and information provided to or produced by a team during a threat assessment of a student under this provision must be maintained in the student's school record until the student's 24th birthday. *Education Code 37.115(j-1)*

[For information regarding the transfer of threat assessment records between school districts, see FD and FDA.]

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
  - a. Any disciplinary action taken, including a change in school placement;
  - b. Any action taken by law enforcement; or
  - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
  - a. Citations issued for Class C misdemeanor offenses;
  - b. Arrests;
  - c. Incidents of uses of restraint;
  - d. Changes in school placement, including placement in a JJAEP or DAEP;
  - e. Referrals to or changes in counseling, mental health, special education, or other services;
  - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
  - g. Unexcused absences of 15 or more days during the school year; and

- h. Referrals to juvenile court for truancy; and
- 5. The number and percentage of school personnel trained in:
  - a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
  - b. Mental health or psychological first aid for schools;
  - c. Training relating to the safe and supportive school program; or
  - d. Any other program relating to safety identified by the commissioner.

*Education Code 37.115(k)*

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

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

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

### **Restrictions on Reporting**

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

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

### **Making a Report**

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

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

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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

**Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

*19 TAC 61.1051(b)(3)*

**Definitions**

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

*19 TAC 61.1051(a)*

**Duty to Report**

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

*Family Code 261.101(b)*

Abuse of Persons  
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

*Human Resources Code 48.051, .052, .054*

Adult Victims of  
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on  
Reporting**

Psychotropic Drugs  
and Psychological  
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

*Education Code 26.0091; Family Code 261.111(a)* [See FFEB]

**Contents of Report**

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
  - a. Home address; or
  - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

*Family Code 261.102, .104*

**Confidentiality of Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)-(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**Abuse and Neglect Involving School Personnel and Those Responsible for Care**

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

*Family Code 261.103(a); 19 TAC 61.1051(b)(1)-(2)*

“Person responsible for a child’s care, custody, or welfare” means a person who traditionally is responsible for a child’s care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child’s family or household as defined by Family Code Chapter 71;
3. A person with whom the child’s parent cohabits;
4. School personnel or a volunteer at the child’s school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

*Family Code 261.001(5)*

**Reporting Abuse,  
Neglect, or  
Exploitation in a  
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term “juvenile justice program” includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Immunity from  
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is

immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

**Criminal Offenses**

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

*Family Code 261.109*

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)-(f). *19 TAC 249.15(b)(4)*

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**Note:** The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

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### Investigations

#### Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

#### Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

#### Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

#### Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

### Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
  - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
  - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

*19 TAC 61.1051(b)(2)*

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

*19 TAC 61.1051(b)(5)-(b)(8)*

Annual Distribution  
and Staff  
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

**Required Poster**

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

*Education Code 38.0042; 19 TAC 61.1051(e)-(f)*

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<sup>1</sup> Texas Abuse Hotline website: <https://www.txabusehotline.org/>

STUDENT RIGHTS AND RESPONSIBILITIES  
PREGNANT STUDENTS

FNE  
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

**Identification**

Child Find

A district shall ensure that all children residing within the district who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

*20 U.S.C. 1412(a)(3)(A); 34 C.F.R. 300.111(a)(1)(i), (c)*

*Private School  
Students*

A district shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools in the district.

A district shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending public schools in the district.

*20 U.S.C. 1412(a)(10)(A)(ii)-(iv)* [See EHBAC regarding students in nondistrict placement.]

*Preschool  
Students*

A district shall develop a system to notify district residents with children who are at least three and younger than six and who are eligible for enrollment in a special education program of the availability of the program. *Education Code 29.009*

**Requests and  
Referrals for  
Evaluation**

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. *20 U.S.C. 1414(a)(1)(E)*

Referral of students for a full individual and initial evaluation for possible special education services shall be a part of a district's overall general education referral or screening system. Either a parent, the Texas Education Agency (TEA), another state agency, or the district may initiate a request for an initial evaluation.

District Obligation to  
Refer

Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services. A student is not required to be provided with interventions for any

specific length of time prior to a referral being made or a full individual and initial evaluation being conducted. If the student continues to experience difficulty in the general classroom with the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. A referral for a full individual and initial evaluation may be initiated at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

*19 TAC 89.1011(a)*

Parental Request

If a parent submits a written request to a district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the district shall, not later than the 15th school day after the date the district receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, a copy of the procedural safeguards notice required by 34 C.F.R. 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 C.F.R. 300.503, and a copy of the procedural safeguards notice required by 34 C.F.R. 300.504.

*19 TAC 89.1011(b); Education Code 29.004(c); 20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301*

Notice of Rights

A reasonable time before a district proposes or refuses to initiate the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education (FAPE) to a student, the district shall provide written notice to the student's parent or guardian. *20 U.S.C. 1415(b)(3); 34 C.F.R. 300.503(a)* [See EHBAE]

Initial Evaluation  
Required

A district shall conduct a full individual and initial evaluation before the initial provision of special education and related services. *20 U.S.C. 1414(a)(1)(A)*

*Consent for Initial  
Evaluation*

Before a district conducts an initial evaluation, it shall make reasonable efforts to obtain informed parental consent.

If the parent does not provide consent for an initial evaluation, or if the parent fails to respond to a request to provide consent, a district may, but is not required to, pursue the initial evaluation by utilizing due process procedures [see EHBAE], except to the extent inconsistent with state law relating to such parental consent.

Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services.

*20 U.S.C. 1414(a)(1)(D)(i)(I); 34 C.F.R. 300.300(b)*

Wards of the  
State

If the child is a ward of the state and is not residing with the child's parent, a district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

*20 U.S.C. 1414(a)(1)(D)(iii); 34 C.F.R. 300.300(a)(2)*

*Time Frame for  
Completion of  
Written Report*

A district must complete the written report of a full individual and initial evaluation:

1. Not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent. If a student has been absent from school during that period on three or more school days, the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
2. For students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent.

If a district receives written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year.

If a district receives written consent signed by a student's parent less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, the report must be completed not later

than the 45th school day following the date the district received written consent, except that the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent.

A student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

"School day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

These time frames shall not apply if the parent repeatedly fails or refuses to produce the child for the evaluation.

Transfer  
Students

A district shall ensure that evaluations of children who transfer from one district to another in the same academic year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations.

If a student was in the process of being evaluated for special education eligibility by a district and enrolls in another school district before the previous district completed the full individual and initial evaluation, the new district must coordinate with the previous district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 C.F.R., 300.301(d)(2) and (e) and 300.304(c)(5).

The timelines above do not apply in such a situation if:

1. The new school district is making sufficient progress to ensure a prompt completion of the evaluation; and
2. The parent and the new school district agree to a specific time when the evaluation will be completed.

*20 U.S.C. 1414(a)(1)(C), (b)(3)(D); 34 C.F.R. 300.301(c)-(e); Education Code 29.004; 19 TAC 89.1011*

*Psychological  
Examinations*

If a district determines that an additional examination or test is required for the initial and individual evaluation, the district shall provide the information required by Education Code 29.0041(a) and

shall obtain additional parental consent. If a parent does not give consent within 20 calendar days after the district provided the information, the parent's consent is considered denied.

The time required for a district to provide information and seek consent may not be counted toward the time frame for completion of an evaluation. [See Time Frame for Completion of Written Report, above]

*Education Code 29.0041*

**Eligibility and  
Reevaluations**

A student is eligible to participate in a district's special education program if:

1. The student is between the ages of 3 and 21, inclusive;
2. The student has one or more of the disabilities listed in federal regulations, state law, or both; and
3. The student's disability(ies) prevents the student from being adequately or safely educated in the public schools without the provision of special services.

*20 U.S.C. 1401(3); Education Code 29.003(b); 19 TAC 89.1035*

**Disability Definitions**

To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 C.F.R. 300.8(a), subject to the provisions of 34 C.F.R. 300.8(c), Education Code 29.003, and 19 Administrative Code 89.1040. The provisions in 19 Administrative Code 89.1040 specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law. *19 TAC 89.1040*

[For more information on special education of students with dyslexia and related disorders, see EHB.]

**Visual and Auditory  
Impairments**

Students with visual impairments or who are deaf or hard of hearing shall be eligible to participate in a district's special education program from birth. *19 TAC 89.1035(b); Education Code 30.002(e), .081*

**Determination of  
Initial Eligibility**

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

A district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

*20 U.S.C. 1414(b)(4); 34 C.F.R. 300.306(a)*

The admission, review, and dismissal (ARD) [see EHBAB] committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

When a report is provided to a parent not later than June 30 as described at Time Frame for Completion of Written Report, above, the ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, an evaluation indicates that a student will need ESY services, the ARD committee must meet as expeditiously as possible.

*19 TAC 89.1011(d), (e)*

[For information regarding the evaluation and identification process when dyslexia is a suspected disability, see EHB.]

Consent for  
Services

*Initial Provision of  
Services*

A district must obtain informed consent from the parent for the initial provision of special education and related services. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of services, the district:

1. May not use the procedures in 34 C.F.R. part 300 subpart E (including the mediation and due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child;
2. Will not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the services for which the district requests consent; and
3. Is not required to convene an ARD meeting or develop an IEP for the child for the services.

*Revoking  
Consent*

If, at any time after the provision of initial services, the parent of a child revokes consent in writing for the continued provision of services, the district:

1. May not continue to provide services to the child, but must provide prior written notice before ceasing services;

2. May not use the procedures in 34 C.F.R. part 300 subpart E in order to obtain agreement or a ruling that the services may be provided to the child;
3. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further services; and
4. Is not required to convene an ARD meeting or develop an IEP for further provision of services.

*34 C.F.R. 300.300(b)*

Reevaluations

A district shall ensure that each child with a disability is reevaluated if the district determines that the educational or related services needs of the child, including improved academic achievement and functional performance, warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.

Reevaluation shall occur:

1. No more than once a year, unless the parent and the district agree otherwise; and
2. At least once every three years, unless the parent and district agree that a reevaluation is unnecessary.

A district shall obtain informed parental consent before conducting a reevaluation, except that informed parental consent is not needed if the district can demonstrate that it has taken reasonable measures to obtain consent and the child's parent has failed to respond.

*20 U.S.C. 1414(a)(2), (c)(3); 34 C.F.R. 300.303*

Evaluation for  
Change in Eligibility

A district must evaluate a child with a disability before determining that the child is no longer a child with a disability. However, an evaluation is not required before the termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates under the aforementioned circumstances, a district must provide a summary of academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. *34 C.F.R. 300.305(e); 20 U.S.C. 1414(c)(5)*

All students graduating under 19 Administrative Code 89.170 [see EIF] must be provided with a summary of academic achievement and functional performance as described above. This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how

to assist the student in meeting postsecondary goals. An evaluation as required by 34 C.F.R. 300.305(e)(1), must be included as part of the summary for a student graduating under 19 Administrative Code 89.1070(b)(3)(A), (B), or (C) or (f)(4)(A), (B), or (C). *19 TAC 89.1070(g)*

**Independent  
Evaluation**

The parents have a right to obtain an independent educational evaluation of their child. If a parent requests an independent evaluation, a district shall provide the parents with information regarding where one can be obtained and the district's criteria for independent evaluations.

The results of a parent-initiated independent educational evaluation, whether at public or private expense, must be considered by the district if it meets the district's criteria, in any decision made with respect to providing FAPE to the child.

*At Public  
Expense*

If a parent requests an independent evaluation at public expense, the district shall, without unnecessary delay, either:

1. File a due process complaint to request a hearing to show that its evaluation is appropriate; or
2. Ensure that an independent evaluation is provided at public expense, unless the district demonstrates that the evaluation obtained by the parent did not meet district criteria.

*At Private  
Expense*

If a district initiates a hearing, and the final decision is that the district's evaluation is appropriate, the parent still has a right to an independent evaluation, but not at public expense.

*34 C.F.R. 300.502*

**Prescription  
Medication**

An employee of a district is prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

An employee is not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services.

*20 U.S.C. 1412(a)(25)*

**Dyslexia and Related Disorders**

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

**Parental Notice of Assistance for Learning Difficulties**

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
  - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
  - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
  - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
  - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
  - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

*Education Code 26.0081(d)-(e)*

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

**Dyslexia and Related Disorders**

Dyslexia is an example of and meets the definition of a specific learning disability under the Individuals with Disabilities Education Act (IDEA) [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evalua-

tion or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the Individuals with Disabilities Education Act that may be additional to the rights available under Section 504 [see FB];
2. Comply with all federal and state requirements, including the [\*Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders\*](#),<sup>1</sup> as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

*Education Code 29.0031(a)*

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to 19 Administrative Code 74.28. Districts shall provide a copy or a link to the electronic version of the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

*19 TAC 74.28(a)-(c), (l)-(m)*

Policy Required

In accordance with the program approved by the SBOE [see Screening, Testing, and Identification, below], the board shall provide for the treatment of any student determined to have dyslexia or a related disorder and adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE to implement the program, including:

1. The *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, as adopted by the SBOE, and its subsequent amendments; and
2. Guidance published by the commissioner to assist the district in implementing the program.

*Education Code 38.003(b)*

Compliance  
Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(n)*

Special Education  
Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services [see EHBAA] must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;
2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or
3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE pursuant to Education Code 7.102 and 38.003.

A member of a multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must sign a document describing the member's participation in the evaluation of the student and any resulting individualized education program developed for the student.

*Education Code 29.0031(b)-(c)*

Screening, Testing,  
and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year

of each student in kindergarten and each student in the first grade.  
*Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

*19 TAC 74.28(d), (j)*

Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

*IDEA Notice*

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the IDEA, a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]

*Options and Services*

Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.

*19 TAC 74.28(f)-(h)*

Parent Education

A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:

1. Awareness and characteristics of dyslexia and related disorders;
2. Information on testing and diagnosis of dyslexia and related disorders;
3. Information on effective strategies for teaching students with dyslexia and related disorders;
4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
7. Contact information for the relevant regional and/or district specialists.

*Education Code 38.003; 19 TAC 74.28(l)*

Progress Reports

At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of the student receiving that instruction. *Education Code 20.0031(d)*

Services

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. *19 TAC 74.28(i)*

Providers of  
Dyslexia Instruction

A provider of dyslexia instruction to students with dyslexia and related disorders must be fully trained in the district's adopted instructional materials for students with dyslexia and is not required to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification.

The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision.

*Education Code 29.0032*

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.

*19 TAC 74.28(e)*

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*

Audiobook Program  
Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. *Education Code 28.006(g-2)*

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<sup>1</sup> *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*: <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

**Development,  
Implementation, and  
Review of Guidelines  
and Goals**

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

**Nutrition Guidelines**

Foods and  
Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and  
Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

**Wellness Goals**

Nutrition Promotion  
and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.
4. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.
5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.
6. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]

**Other School-Based Activities**

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

**Implementation**

The assistant superintendent shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

**Evaluation**

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

**Public Notification**

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

**Records Retention**

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Minimum Standards</b>	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

<b>District Action</b>	
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Notice of Educator  
Misconduct**

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom an educator is alleged to have engaged in the following misconduct:

1. The educator abused or otherwise committed an unlawful act with a student or a minor. *Education Code 21.006(b)(2)(A)*
2. The educator was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 21.006(b)(2)(A-1)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

*Education Code 21.0061*

**Depiction of Minors  
in Visual Material**

Definitions

“Bullying” has the meaning assigned by Education Code 37.0832. [See FFI]

“Cyberbullying” has the meaning assigned by Education Code 37.0832. [See FFI]

“Harassment” has the meaning assigned by Education Code 37.001. [See FO]

“Sexual conduct” has the meaning assigned by Penal Code 43.25.

Programs

The Texas School Safety Center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

1. The possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
2. Other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
  - a. Negative effects on relationships;
  - b. Loss of educational and employment opportunities; and

- c. Possible removal, if applicable, from certain school programs or extracurricular activities;
3. The unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:
  - a. Search and replication capabilities; and
  - b. Potentially worldwide audience;
4. The prevention of, identification of, responses to, and reporting of incidents of bullying; and
5. The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

A district shall annually provide or make available information on these programs to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

*Education Code 37.218*

## Police Job Descriptions

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**Job Title:** Police Officer\*

**Exemption Status/Test:** Nonexempt

**Reports to:** Chief of Police

**Funding Source:**

**Dept./School:** Assigned Campus(es)

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### Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

### Qualifications:

#### Education/Certification:

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

#### Special Knowledge/Skills:

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

#### Experience:

Background in law enforcement or related work experience

### Major Responsibilities and Duties:

#### Law Enforcement

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate criminal offenses occurring within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.

## Police Job Descriptions

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7. Testify in court as needed.
8. Work cooperatively with other police agencies to share information and provide other assistance.

### Safety

9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
10. Provide protection to or escort district personnel as needed.
11. Operate all equipment including firearms according to established safety procedures.
12. Use sound judgment and effectively communicate with and elicit information from emotionally distraught students, staff, parents, and citizens.
13. Follow district safety protocols and emergency procedures.

### Administration

14. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

### Supervisory Responsibilities:

None

### Mental Demands/Physical Demands/Environmental Factors:

**Tools/Equipment Used:** District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

**Posture:** Prolonged sitting and standing

**Motion:** Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

**Lifting:** Moderate lifting and carrying (15–44 pounds)

**Environment:** Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

**Other:** Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

**Mental Demands:** Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

# Police Job Descriptions

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Job Descr	Acct Pct
TEACHER	0.09972
TEACHER	0.12818
TEACHER	0.42746
TEACHER	0.13
TEACHER	0.13001
TEACHER	0.08788
TEACHER	0.13
TEACHER	0.06
TEACHER	0.13
TEACHER	0.12782
TEACHER	0.49229
TEACHER	0.13001
COMPUTER AIDE	1
ASST ELEM SCHOOL PRINCIPAL	0.05
TEACHER	0.13
TEACHER'S AIDE	1
TEACHER	0.13
TEACHER	0.12746
TEACHER'S AIDE	1
TEACHER	0.49862
TEACHER	0.13001
TEACHER	0.13001
TEACHER	0.13
TEACHER	0.13
TEACHER	0.06001
TEACHER	0.05918
TEACHER	0.07
TEACHER	0.0591
TEACHER	0.06896
PRINCIPAL'S SECRETARY	0.5
TEACHER	0.05999
TEACHER	0.05871
TEACHER	0.06
TEACHER	0.06865
TEACHER	0.06001
TEACHER	0.06
TEACHER	0.06007
TEACHER	0.06001
TEACHER	0.06013
TEACHER	0.05906
TEACHER	0.05999
TEACHER	0.07
TEACHER	0.06339

TEACHER	0.05157
COMPUTER AIDE	1
TEACHER	0.07
TEACHER	0.05903
TEACHER	0.06979
TEACHER	0.05999
TEACHER	0.05914
MATH COACH	1
WRITING COACH	1
LITERACY COACH	0.29631
DIRECTOR	0.98678
SECONDARY SCHOOL COUNSELOR	0.00979
TEACHER	0.05001
TEACHER	0.05001
TEACHER	0.04883
TEACHER	0.05001
TEACHER	0.04871
TEACHER	0.55698
TEACHER	0.12964
TEACHER	0.05001
ASST HIGH SCHOOL PRINCIPAL	0.04799
TEACHER	0.0421
TEACHER	0.18763
TEACHER	0.04089
TEACHER	0.05004
TEACHER	0.04986
TEACHER	0.04183
TEACHER	0.04279
TEACHER	0.04298
TEACHER	0.05001
SCHOOL AIDE	1
TEACHER	0.57182
TEACHER	0.0987
TEACHER	0.05
TEACHER	0.04932
TEACHER	0.16575
TEACHER	0.16043
TEACHER	0.04892
TEACHER	0.16396
TEACHER	0.0492
TEACHER	0.05
TEACHER	0.05001
TEACHER'S AIDE	0.09999
ASST MIDDLE SCHOOL PRINCIPAL	0.05002

TEACHER	0.0485
SPECIAL EDUCATION AIDE	0.0843
TEACHER	0.04934
TEACHER	0.0405
TEACHER	0.05
TEACHER	0.04287

# **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: FARMERSVILLE ISD**

**District Number: 043904**

**2025 District Accountability Score: B**

***2025 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	77%	<b>81%</b>	33%	74%	91%	-	*	-	*	64%	*	83%	77%	71%	56%
	2024	74%	74%	<b>74%</b>	70%	67%	82%	-	-	*	75%	41%	89%	74%	74%	64%	58%
At Meets Grade Level or Above	2025	52%	52%	<b>58%</b>	33%	48%	70%	-	*	-	*	34%	*	57%	59%	45%	28%
	2024	48%	49%	<b>49%</b>	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
At Masters Grade Level	2025	23%	25%	<b>28%</b>	17%	16%	40%	-	*	-	*	11%	*	29%	25%	20%	11%
	2024	21%	22%	<b>23%</b>	30%	17%	22%	-	-	*	63%	0%	11%	25%	16%	11%	12%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	72%	<b>76%</b>	50%	67%	86%	-	*	-	*	62%	*	74%	79%	69%	56%
	2024	70%	71%	<b>64%</b>	60%	57%	71%	-	-	*	88%	32%	56%	63%	67%	53%	65%
At Meets Grade Level or Above	2025	46%	48%	<b>48%</b>	33%	37%	61%	-	*	-	*	26%	*	46%	52%	38%	19%
	2024	42%	45%	<b>37%</b>	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
At Masters Grade Level	2025	19%	22%	<b>21%</b>	0%	11%	33%	-	*	-	*	13%	*	19%	23%	12%	6%
	2024	15%	18%	<b>14%</b>	10%	6%	22%	-	-	*	25%	0%	11%	15%	14%	7%	4%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	80%	<b>82%</b>	100%	71%	89%	-	*	*	100%	62%	80%	81%	84%	75%	65%
	2024	81%	80%	<b>85%</b>	83%	85%	91%	-	*	*	67%	62%	75%	86%	84%	80%	82%
At Meets Grade Level or Above	2025	54%	55%	<b>56%</b>	58%	44%	67%	-	*	*	91%	32%	40%	55%	59%	48%	32%
	2024	51%	53%	<b>50%</b>	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
At Masters Grade Level	2025	24%	26%	<b>23%</b>	25%	17%	28%	-	*	*	45%	8%	20%	23%	24%	15%	3%
	2024	23%	26%	<b>23%</b>	17%	17%	32%	-	*	*	0%	3%	38%	24%	21%	14%	12%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	70%	<b>69%</b>	67%	60%	78%	-	*	*	82%	51%	67%	68%	72%	62%	54%
	2024	69%	70%	<b>56%</b>	17%	54%	70%	-	*	*	0%	31%	63%	53%	61%	45%	48%
At Meets Grade Level or Above	2025	47%	49%	<b>49%</b>	50%	37%	64%	-	*	*	55%	32%	50%	49%	51%	37%	19%
	2024	46%	49%	<b>36%</b>	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
At Masters Grade Level	2025	24%	26%	<b>29%</b>	33%	17%	41%	-	*	*	36%	9%	17%	26%	33%	18%	5%
	2024	21%	23%	<b>12%</b>	0%	7%	20%	-	*	*	0%	3%	25%	14%	9%	5%	6%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	<b>75%</b>	71%	68%	89%	-	*	*	63%	34%	71%	74%	76%	63%	62%
	2024	79%	80%	<b>81%</b>	67%	73%	90%	-	*	-	71%	58%	71%	83%	76%	76%	68%
At Meets Grade Level or Above	2025	58%	60%	<b>60%</b>	43%	54%	76%	-	*	*	25%	19%	57%	57%	64%	48%	43%
	2024	55%	57%	<b>55%</b>	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
At Masters Grade Level	2025	30%	33%	<b>28%</b>	14%	27%	35%	-	*	*	13%	6%	57%	21%	38%	19%	8%
	2024	29%	32%	<b>27%</b>	33%	21%	30%	-	*	-	29%	4%	29%	29%	24%	21%	11%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	75%	<b>66%</b>	29%	63%	83%	-	*	*	25%	41%	100%	66%	67%	49%	54%
	2024	77%	78%	<b>74%</b>	40%	75%	76%	-	*	-	86%	54%	57%	75%	72%	69%	71%
At Meets Grade Level or Above	2025	47%	50%	<b>36%</b>	14%	33%	50%	-	*	*	13%	9%	29%	33%	42%	23%	24%
	2024	50%	54%	<b>40%</b>	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
At Masters Grade Level	2025	22%	25%	<b>14%</b>	0%	11%	23%	-	*	*	0%	0%	29%	15%	12%	10%	5%
	2024	19%	23%	<b>9%</b>	0%	10%	9%	-	*	-	29%	13%	14%	10%	9%	8%	8%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	65%	<b>69%</b>	43%	58%	90%	-	*	*	75%	44%	71%	66%	74%	52%	41%
	2024	58%	58%	<b>72%</b>	40%	65%	81%	-	*	-	86%	52%	57%	75%	68%	63%	53%
At Meets Grade Level or Above	2025	31%	31%	<b>24%</b>	0%	16%	46%	-	*	*	0%	18%	29%	22%	26%	15%	11%
	2024	28%	28%	<b>34%</b>	20%	21%	46%	-	*	-	43%	32%	29%	34%	34%	25%	13%
At Masters Grade Level	2025	12%	13%	<b>10%</b>	0%	5%	23%	-	*	*	0%	6%	14%	10%	11%	6%	3%
	2024	11%	12%	<b>11%</b>	0%	6%	14%	-	*	-	29%	4%	0%	13%	7%	5%	0%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	78%	<b>77%</b>	64%	66%	85%	-	-	-	100%	43%	57%	78%	74%	75%	56%
	2024	77%	78%	<b>74%</b>	57%	64%	82%	*	*	-	86%	40%	55%	74%	73%	67%	60%
At Meets Grade Level or Above	2025	56%	59%	<b>52%</b>	45%	44%	59%	-	-	-	50%	26%	29%	56%	44%	47%	33%
	2024	57%	59%	<b>58%</b>	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
At Masters Grade Level	2025	29%	33%	<b>30%</b>	18%	22%	37%	-	-	-	38%	9%	14%	30%	30%	23%	8%
	2024	26%	30%	<b>23%</b>	29%	14%	29%	*	*	-	29%	0%	9%	27%	17%	15%	11%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	76%	<b>77%</b>	50%	73%	85%	-	-	-	75%	54%	43%	78%	76%	75%	64%
	2024	72%	75%	<b>74%</b>	57%	66%	85%	*	*	-	57%	27%	45%	75%	73%	72%	69%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	43%	<b>39%</b>	17%	31%	47%	-	-	-	63%	25%	14%	44%	30%	34%	22%
	2024	39%	43%	<b>38%</b>	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
At Masters Grade Level	2025	16%	19%	<b>15%</b>	17%	8%	18%	-	-	-	25%	4%	0%	16%	11%	6%	8%
	2024	14%	17%	<b>13%</b>	14%	2%	24%	*	*	-	0%	0%	0%	15%	11%	7%	0%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	77%	<b>77%</b>	63%	62%	90%	*	*	-	89%	31%	55%	81%	73%	70%	56%
	2024	74%	76%	<b>75%</b>	70%	68%	82%	-	-	-	*	31%	64%	76%	73%	68%	62%
At Meets Grade Level or Above	2025	54%	57%	<b>56%</b>	38%	39%	70%	*	*	-	67%	8%	36%	55%	56%	48%	29%
	2024	54%	57%	<b>54%</b>	50%	49%	60%	-	-	-	*	24%	27%	55%	53%	46%	41%
At Masters Grade Level	2025	27%	31%	<b>31%</b>	13%	14%	45%	*	*	-	44%	0%	27%	31%	30%	23%	10%
	2024	29%	33%	<b>28%</b>	40%	22%	33%	-	-	-	*	3%	9%	27%	31%	23%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	60%	<b>61%</b>	63%	42%	77%	-	*	-	67%	38%	45%	64%	56%	54%	37%
	2024	56%	61%	<b>71%</b>	50%	65%	81%	-	-	-	*	48%	64%	72%	69%	65%	59%
At Meets Grade Level or Above	2025	33%	41%	<b>38%</b>	13%	20%	56%	-	*	-	56%	15%	9%	40%	36%	26%	17%
	2024	34%	40%	<b>45%</b>	40%	37%	53%	-	-	-	*	31%	18%	45%	46%	38%	27%
At Masters Grade Level	2025	11%	19%	<b>13%</b>	0%	4%	23%	-	*	-	0%	0%	0%	16%	8%	7%	2%
	2024	11%	17%	<b>9%</b>	0%	5%	14%	-	-	-	*	7%	0%	8%	12%	6%	3%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	83%	<b>90%</b>	89%	84%	97%	*	-	-	100%	68%	91%	91%	90%	87%	83%
	2024	81%	83%	<b>88%</b>	89%	86%	90%	-	*	-	83%	46%	100%	91%	84%	82%	71%
At Meets Grade Level or Above	2025	58%	61%	<b>69%</b>	78%	64%	73%	*	-	-	80%	43%	64%	72%	64%	61%	57%
	2024	56%	60%	<b>67%</b>	67%	57%	75%	-	*	-	83%	23%	80%	66%	69%	59%	37%
At Masters Grade Level	2025	32%	36%	<b>41%</b>	33%	33%	49%	*	-	-	60%	11%	36%	41%	41%	32%	29%
	2024	29%	34%	<b>35%</b>	33%	23%	44%	-	*	-	50%	0%	60%	34%	36%	25%	9%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	71%	<b>71%</b>	71%	76%	65%	*	-	-	*	57%	100%	67%	78%	72%	78%
	2024	72%	73%	<b>65%</b>	43%	65%	70%	-	-	-	*	37%	*	69%	59%	61%	54%
At Meets Grade Level or Above	2025	47%	46%	<b>30%</b>	14%	35%	29%	*	-	-	*	36%	20%	30%	31%	30%	36%
	2024	43%	43%	<b>13%</b>	0%	18%	9%	-	-	-	*	15%	*	11%	16%	10%	11%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	18%	18%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
	2024	16%	16%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	75%	88%	89%	77%	97%	*	-	-	100%	68%	100%	89%	86%	83%	76%
	2024	70%	73%	77%	56%	67%	87%	-	*	-	83%	37%	100%	79%	74%	66%	49%
At Meets Grade Level or Above	2025	48%	51%	58%	67%	45%	69%	*	-	-	80%	39%	64%	56%	62%	52%	40%
	2024	44%	47%	46%	33%	38%	51%	-	*	-	83%	15%	80%	44%	49%	35%	20%
At Masters Grade Level	2025	19%	22%	18%	11%	12%	24%	*	-	-	40%	4%	9%	16%	22%	15%	7%
	2024	17%	20%	10%	22%	6%	11%	-	*	-	17%	0%	20%	9%	10%	6%	0%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	61%	52%	44%	41%	62%	*	-	-	100%	39%	55%	49%	59%	42%	43%
	2024	60%	63%	63%	44%	58%	67%	-	*	-	83%	22%	80%	62%	64%	54%	40%
At Meets Grade Level or Above	2025	32%	35%	18%	0%	13%	26%	*	-	-	20%	18%	9%	16%	22%	13%	12%
	2024	33%	36%	32%	11%	26%	39%	-	*	-	50%	15%	40%	29%	36%	22%	14%
At Masters Grade Level	2025	17%	20%	7%	0%	4%	11%	*	-	-	0%	0%	9%	6%	9%	4%	0%
	2024	17%	19%	14%	11%	6%	20%	-	*	-	17%	4%	20%	10%	18%	8%	3%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	70%	77%	82%	77%	77%	*	*	-	73%	25%	67%	80%	72%	72%	60%
	2024	70%	71%	86%	64%	83%	91%	-	*	-	80%	46%	57%	88%	81%	81%	72%
At Meets Grade Level or Above	2025	49%	52%	62%	55%	58%	65%	*	*	-	64%	22%	33%	66%	55%	53%	33%
	2024	52%	53%	70%	36%	61%	84%	-	*	-	60%	38%	43%	74%	64%	62%	47%
At Masters Grade Level	2025	15%	17%	10%	18%	8%	12%	*	*	-	9%	3%	11%	11%	10%	8%	0%
	2024	16%	19%	26%	9%	11%	39%	-	*	-	20%	8%	14%	26%	25%	14%	14%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	73%	83%	69%	77%	88%	-	*	-	90%	47%	50%	84%	82%	78%	66%
	2024	75%	76%	92%	*	93%	91%	-	*	-	75%	36%	67%	94%	85%	90%	85%
At Meets Grade Level or Above	2025	55%	56%	69%	54%	55%	77%	-	*	-	90%	29%	33%	70%	66%	62%	46%
	2024	58%	59%	78%	*	76%	81%	-	*	-	63%	36%	50%	83%	67%	74%	61%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	8%	10%	<b>8%</b>	15%	0%	12%	-	*	-	0%	6%	17%	9%	7%	5%	3%
	2024	9%	10%	<b>6%</b>	*	4%	5%	-	*	-	25%	0%	0%	8%	0%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	79%	<b>83%</b>	69%	87%	81%	*	-	-	100%	48%	82%	89%	74%	81%	83%
	2024	81%	81%	<b>89%</b>	75%	85%	94%	-	*	-	90%	64%	88%	86%	93%	84%	84%
At Meets Grade Level or Above	2025	45%	47%	<b>47%</b>	31%	45%	51%	*	-	-	67%	23%	45%	48%	46%	43%	34%
	2024	43%	45%	<b>42%</b>	17%	36%	50%	-	*	-	50%	14%	25%	41%	43%	30%	32%
At Masters Grade Level	2025	27%	30%	<b>24%</b>	8%	18%	29%	*	-	-	67%	6%	18%	24%	24%	21%	22%
	2024	24%	26%	<b>18%</b>	8%	13%	26%	-	*	-	10%	0%	13%	14%	23%	13%	11%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	92%	<b>98%</b>	91%	96%	100%	-	-	-	100%	75%	100%	98%	97%	96%	94%
	2024	91%	92%	<b>94%</b>	100%	92%	95%	-	*	-	83%	56%	*	97%	85%	91%	85%
At Meets Grade Level or Above	2025	61%	62%	<b>68%</b>	73%	62%	72%	-	-	-	80%	42%	43%	66%	71%	60%	53%
	2024	56%	58%	<b>72%</b>	57%	64%	77%	-	*	-	83%	44%	*	73%	69%	61%	59%
At Masters Grade Level	2025	21%	23%	<b>16%</b>	18%	11%	24%	-	-	-	0%	8%	29%	16%	18%	9%	9%
	2024	19%	21%	<b>9%</b>	0%	6%	11%	-	*	-	17%	0%	*	8%	11%	5%	3%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	95%	<b>97%</b>	*	100%	98%	-	*	-	88%	69%	100%	100%	91%	96%	100%
	2024	96%	96%	<b>97%</b>	100%	96%	97%	-	*	-	100%	80%	*	98%	93%	96%	85%
At Meets Grade Level or Above	2025	68%	69%	<b>77%</b>	*	74%	83%	-	*	-	75%	38%	67%	83%	64%	70%	56%
	2024	69%	70%	<b>77%</b>	67%	79%	78%	-	*	-	50%	50%	*	78%	77%	73%	55%
At Masters Grade Level	2025	37%	40%	<b>45%</b>	*	43%	50%	-	*	-	38%	23%	50%	48%	38%	38%	26%
	2024	37%	39%	<b>41%</b>	17%	38%	44%	-	*	-	38%	20%	*	42%	40%	32%	25%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	90%	<b>92%</b>	-	93%	96%	-	*	-	*	-	-	92%	*	84%	*
	2024	88%	91%	<b>88%</b>	*	80%	94%	-	-	-	*	-	-	86%	100%	71%	*
At Meets Grade Level or Above	2025	59%	64%	<b>62%</b>	-	59%	65%	-	*	-	*	-	-	63%	*	56%	*
	2024	59%	66%	<b>53%</b>	*	35%	65%	-	-	-	*	-	-	50%	71%	29%	*

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	13%	18%	2%	-	4%	0%	-	*	-	*	-	-	2%	*	4%	*
	2024	12%	18%	0%	*	0%	0%	-	-	-	*	-	-	0%	0%	0%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	76%	78%	67%	72%	86%	29%	73%	100%	82%	52%	73%	79%	77%	72%	64%
	2024	75%	76%	78%	63%	74%	84%	*	84%	*	76%	43%	68%	80%	76%	71%	66%
At Meets Grade Level or Above	2025	50%	52%	52%	40%	44%	62%	14%	46%	25%	58%	27%	38%	53%	51%	44%	32%
	2024	48%	51%	51%	33%	43%	59%	*	64%	*	56%	24%	37%	52%	49%	41%	32%
At Masters Grade Level	2025	21%	24%	21%	14%	14%	28%	14%	12%	13%	22%	7%	20%	21%	21%	15%	8%
	2024	20%	23%	17%	14%	12%	23%	*	36%	*	23%	3%	13%	18%	17%	11%	7%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	76%	80%	74%	73%	88%	*	83%	*	88%	50%	67%	82%	78%	74%	63%
	2024	76%	77%	82%	72%	78%	87%	*	80%	*	77%	46%	70%	84%	79%	76%	70%
At Meets Grade Level or Above	2025	54%	56%	60%	52%	51%	69%	*	58%	*	69%	29%	43%	61%	58%	52%	38%
	2024	54%	56%	61%	43%	54%	69%	*	70%	*	63%	26%	42%	63%	58%	52%	43%
At Masters Grade Level	2025	23%	25%	24%	19%	17%	31%	*	8%	*	28%	7%	28%	24%	24%	17%	9%
	2024	22%	25%	24%	26%	16%	30%	*	50%	*	30%	2%	19%	24%	22%	16%	10%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	74%	73%	58%	68%	81%	*	50%	*	68%	52%	70%	74%	71%	67%	61%
	2024	72%	74%	72%	52%	67%	80%	*	71%	*	68%	41%	61%	72%	73%	65%	65%
At Meets Grade Level or Above	2025	45%	48%	43%	26%	35%	54%	*	25%	*	47%	25%	30%	44%	42%	35%	25%
	2024	43%	47%	38%	23%	28%	48%	*	29%	*	45%	20%	28%	38%	38%	28%	22%
At Masters Grade Level	2025	20%	23%	17%	11%	11%	25%	*	0%	*	21%	6%	12%	17%	18%	11%	7%
	2024	17%	21%	11%	5%	6%	16%	*	14%	*	13%	3%	9%	11%	12%	6%	5%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	78%	86%	78%	78%	97%	*	*	*	91%	58%	92%	86%	86%	80%	70%
	2024	75%	75%	81%	62%	75%	88%	-	100%	-	84%	46%	75%	85%	75%	73%	62%
At Meets Grade Level or Above	2025	47%	49%	52%	52%	42%	65%	*	*	*	52%	30%	48%	50%	54%	45%	35%
	2024	43%	45%	52%	35%	42%	60%	-	100%	-	68%	26%	44%	53%	50%	41%	30%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	17%	19%	<b>15%</b>	11%	9%	24%	*	*	*	9%	5%	16%	14%	17%	10%	6%
	2024	16%	18%	<b>10%</b>	8%	6%	12%	-	20%	-	21%	2%	6%	10%	9%	6%	1%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	78%	<b>76%</b>	46%	72%	81%	*	*	-	92%	49%	71%	77%	75%	71%	65%
	2024	78%	80%	<b>79%</b>	67%	75%	81%	-	*	-	93%	38%	75%	81%	74%	71%	56%
At Meets Grade Level or Above	2025	50%	53%	<b>49%</b>	8%	45%	56%	*	*	-	54%	24%	29%	52%	43%	43%	29%
	2024	51%	53%	<b>53%</b>	33%	51%	57%	-	*	-	50%	24%	38%	55%	51%	43%	29%
At Masters Grade Level	2025	27%	30%	<b>27%</b>	0%	25%	31%	*	*	-	23%	7%	24%	29%	23%	22%	10%
	2024	27%	30%	<b>27%</b>	13%	21%	31%	-	*	-	29%	8%	13%	27%	26%	18%	11%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	40%	<b>43%</b>	33%	32%	56%	-	*	-	*	23%	*	38%	52%	31%	14%
	2024	35%	37%	<b>33%</b>	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
Reading and Mathematics Including EOC	2025	39%	40%	<b>43%</b>	33%	32%	56%	-	*	-	*	23%	*	38%	52%	31%	14%
	2024	35%	37%	<b>33%</b>	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
Reading Including EOC	2025	52%	52%	<b>58%</b>	33%	48%	70%	-	*	-	*	34%	*	57%	59%	45%	28%
	2024	48%	49%	<b>49%</b>	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
Math Including EOC	2025	46%	48%	<b>48%</b>	33%	37%	61%	-	*	-	*	26%	*	46%	52%	38%	19%
	2024	42%	45%	<b>37%</b>	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	41%	<b>44%</b>	42%	30%	58%	-	*	*	55%	26%	40%	43%	44%	32%	14%
	2024	38%	41%	<b>30%</b>	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
Reading and Mathematics Including EOC	2025	40%	41%	<b>44%</b>	42%	30%	58%	-	*	*	55%	26%	40%	43%	44%	32%	14%
	2024	38%	41%	<b>30%</b>	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
Reading Including EOC	2025	54%	55%	<b>56%</b>	58%	44%	67%	-	*	*	91%	32%	40%	55%	59%	48%	32%
	2024	51%	53%	<b>50%</b>	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
Math Including EOC	2025	47%	49%	<b>49%</b>	50%	37%	64%	-	*	*	55%	32%	50%	49%	51%	37%	19%
	2024	46%	49%	<b>36%</b>	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	45%	<b>34%</b>	14%	29%	50%	-	*	*	13%	3%	29%	30%	40%	23%	19%
	2024	42%	45%	<b>32%</b>	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	45%	<b>34%</b>	14%	29%	50%	-	*	*	13%	3%	29%	30%	40%	23%	19%
	2024	42%	45%	<b>32%</b>	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%
Reading Including EOC	2025	58%	60%	<b>60%</b>	43%	54%	76%	-	*	*	25%	19%	57%	57%	64%	48%	43%
	2024	55%	57%	<b>55%</b>	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
Math Including EOC	2025	48%	50%	<b>36%</b>	14%	33%	50%	-	*	*	13%	9%	29%	33%	42%	23%	24%
	2024	51%	54%	<b>40%</b>	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
<b>6th Graders</b>																	
Reading and Mathematics	2025	37%	40%	<b>33%</b>	18%	24%	41%	-	-	-	50%	22%	14%	37%	26%	28%	19%
	2024	36%	41%	<b>35%</b>	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
Reading and Mathematics Including EOC	2025	37%	40%	<b>33%</b>	18%	24%	41%	-	-	-	50%	22%	14%	37%	26%	28%	19%
	2024	36%	41%	<b>35%</b>	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
Reading Including EOC	2025	56%	59%	<b>52%</b>	45%	44%	59%	-	-	-	50%	26%	29%	56%	44%	47%	33%
	2024	57%	59%	<b>58%</b>	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
Math Including EOC	2025	41%	45%	<b>39%</b>	17%	31%	47%	-	-	-	63%	25%	14%	44%	30%	34%	22%
	2024	40%	44%	<b>38%</b>	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	41%	<b>33%</b>	13%	17%	47%	-	*	-	56%	0%	9%	35%	29%	22%	12%
	2024	35%	39%	<b>40%</b>	40%	31%	47%	-	-	-	*	21%	9%	40%	39%	33%	24%
Reading and Mathematics Including EOC	2025	38%	42%	<b>33%</b>	13%	17%	47%	-	*	-	56%	0%	9%	35%	29%	22%	12%
	2024	36%	40%	<b>40%</b>	40%	31%	47%	-	-	-	*	21%	9%	40%	39%	33%	24%
Reading Including EOC	2025	54%	57%	<b>56%</b>	38%	39%	70%	*	*	-	67%	8%	36%	55%	56%	48%	29%
	2024	54%	57%	<b>54%</b>	50%	49%	60%	-	-	-	*	24%	27%	55%	53%	46%	41%
Math Including EOC	2025	43%	47%	<b>38%</b>	13%	20%	56%	-	*	-	56%	15%	9%	40%	36%	26%	17%
	2024	40%	44%	<b>45%</b>	40%	37%	53%	-	-	-	*	31%	18%	45%	46%	38%	27%
<b>8th Graders</b>																	
Reading and Mathematics	2025	30%	31%	<b>19%</b>	14%	20%	19%	*	-	-	*	25%	0%	18%	19%	16%	25%
	2024	28%	29%	<b>11%</b>	0%	14%	9%	-	-	-	*	15%	*	10%	14%	9%	7%
Reading and Mathematics Including EOC	2025	44%	48%	<b>46%</b>	33%	39%	55%	*	-	-	60%	25%	18%	49%	41%	39%	33%
	2024	41%	45%	<b>35%</b>	22%	31%	38%	-	*	-	67%	15%	20%	36%	34%	25%	14%
Reading Including EOC	2025	59%	62%	<b>69%</b>	78%	64%	73%	*	-	-	80%	43%	64%	72%	64%	61%	57%
	2024	57%	60%	<b>67%</b>	67%	57%	75%	-	*	-	83%	23%	80%	66%	69%	59%	37%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2025	51%	54%	<b>55%</b>	33%	51%	63%	*	-	-	60%	36%	45%	58%	50%	50%	43%
	2024	49%	52%	<b>36%</b>	22%	33%	38%	-	*	-	67%	15%	20%	37%	35%	26%	17%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	40%	<b>35%</b>	24%	26%	48%	*	14%	*	43%	19%	19%	35%	36%	26%	17%
	2024	36%	39%	<b>31%</b>	22%	23%	41%	*	33%	*	38%	14%	22%	33%	29%	22%	17%
Reading and Mathematics Including EOC	2025	40%	43%	<b>39%</b>	26%	29%	51%	*	14%	*	47%	19%	21%	39%	39%	29%	19%
	2024	38%	42%	<b>34%</b>	25%	25%	43%	*	29%	*	42%	14%	24%	36%	32%	25%	18%
Reading Including EOC	2025	55%	57%	<b>58%</b>	51%	49%	69%	*	29%	*	65%	30%	47%	59%	58%	50%	38%
	2024	54%	56%	<b>56%</b>	43%	49%	64%	*	57%	*	63%	24%	41%	57%	55%	46%	39%
Math Including EOC	2025	46%	49%	<b>45%</b>	28%	35%	57%	*	14%	*	49%	25%	31%	45%	43%	35%	24%
	2024	45%	48%	<b>39%</b>	27%	29%	49%	*	29%	*	45%	20%	29%	39%	38%	29%	22%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2024-25 STAAR Progress (TAPR)**  
**FARMERSVILLE ISD (043904) - COLLIN COUNTY**

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
<b>School Progress - Annual Growth by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	70%	71%	<b>76%</b>	91%	69%	80%	-	*	*	82%	69%	80%	71%	84%	73%	69%	89%
	2024	67%	67%	<b>73%</b>	83%	73%	75%	-	*	*	58%	68%	86%	76%	69%	70%	70%	---
Grade 4 Mathematics	2025	65%	66%	<b>70%</b>	64%	66%	76%	-	*	*	55%	61%	75%	68%	73%	63%	57%	100%
	2024	60%	61%	<b>49%</b>	0%	43%	64%	-	*	*	25%	39%	57%	47%	54%	41%	45%	---
Grade 5 ELA/Reading	2025	69%	71%	<b>65%</b>	80%	62%	71%	-	*	*	69%	42%	71%	60%	75%	57%	51%	100%
	2024	70%	72%	<b>68%</b>	64%	63%	72%	-	*	-	83%	54%	67%	66%	72%	66%	61%	---
Grade 5 Mathematics	2025	67%	69%	<b>72%</b>	60%	72%	74%	-	*	*	71%	65%	79%	68%	78%	66%	68%	88%
	2024	65%	66%	<b>64%</b>	79%	62%	63%	-	*	-	83%	60%	50%	66%	62%	60%	58%	---
Grade 6 ELA/Reading	2025	64%	66%	<b>61%</b>	39%	52%	70%	-	-	-	69%	48%	50%	62%	59%	59%	46%	100%
	2024	61%	64%	<b>56%</b>	20%	50%	61%	*	*	-	83%	43%	40%	56%	54%	51%	49%	---
Grade 6 Mathematics	2025	56%	58%	<b>70%</b>	44%	70%	74%	-	-	-	63%	63%	83%	74%	62%	67%	69%	100%
	2024	48%	50%	<b>53%</b>	67%	45%	63%	*	*	-	50%	29%	55%	54%	53%	46%	39%	---
Grade 7 ELA/Reading	2025	64%	66%	<b>67%</b>	64%	56%	74%	*	*	-	88%	38%	77%	67%	65%	64%	50%	87%
	2024	66%	69%	<b>68%</b>	61%	65%	71%	-	-	-	*	42%	55%	71%	64%	64%	53%	---
Grade 7 Mathematics	2025	50%	55%	<b>51%</b>	21%	39%	62%	-	*	-	75%	46%	36%	55%	43%	40%	38%	80%
	2024	49%	53%	<b>60%</b>	33%	56%	66%	-	-	-	*	63%	50%	61%	57%	55%	46%	---
Grade 8 ELA/Reading	2025	72%	74%	<b>89%</b>	88%	83%	94%	*	-	-	100%	76%	95%	88%	91%	86%	85%	93%
	2024	69%	71%	<b>79%</b>	93%	75%	82%	-	*	-	83%	59%	100%	79%	81%	75%	57%	---
Grade 8 Mathematics	2025	68%	67%	<b>66%</b>	90%	69%	60%	*	-	-	*	61%	60%	60%	78%	64%	76%	-
	2024	66%	64%	<b>54%</b>	50%	53%	55%	-	-	-	*	50%	*	58%	46%	51%	44%	---
End of Course English I	2025	63%	64%	<b>47%</b>	50%	57%	38%	*	*	-	43%	30%	17%	50%	40%	49%	49%	58%
	2024	64%	65%	<b>68%</b>	50%	56%	76%	-	*	-	100%	29%	*	68%	68%	60%	46%	---
End of Course English II	2025	65%	64%	<b>59%</b>	60%	60%	58%	-	*	-	56%	46%	60%	58%	60%	58%	55%	67%
	2024	69%	70%	<b>73%</b>	*	68%	80%	-	*	-	64%	55%	50%	79%	59%	75%	70%	---
End of Course Algebra I	2025	74%	74%	<b>75%</b>	67%	84%	69%	*	-	-	*	67%	65%	77%	73%	78%	83%	93%
	2024	72%	72%	<b>63%</b>	40%	61%	68%	-	*	-	63%	42%	80%	65%	61%	59%	61%	---
All Grades Both Subjects	2025	65%	67%	<b>66%</b>	63%	65%	69%	40%	50%	92%	68%	58%	66%	66%	67%	63%	61%	86%
	2024	64%	65%	<b>64%</b>	53%	60%	70%	*	56%	*	70%	50%	60%	66%	62%	60%	54%	---
All Grades ELA/Reading	2025	67%	68%	<b>66%</b>	67%	63%	68%	*	56%	*	71%	54%	69%	65%	67%	64%	58%	83%
	2024	67%	68%	<b>70%</b>	62%	65%	74%	*	60%	*	79%	52%	64%	71%	67%	66%	57%	---
All Grades Mathematics	2025	64%	65%	<b>67%</b>	57%	67%	70%	*	40%	*	64%	62%	63%	68%	67%	63%	64%	91%
	2024	60%	62%	<b>58%</b>	44%	53%	64%	*	50%	*	58%	48%	55%	58%	56%	52%	49%	---
<b>School Progress - Accelerated Learning by Grade and Subject</b>																		
Grade 4 ELA/Reading	2025	40%	39%	<b>56%</b>	*	42%	62%	-	*	*	*	47%	*	58%	52%	49%	45%	-
	2024	38%	37%	<b>51%</b>	*	56%	33%	-	*	*	*	44%	*	54%	47%	57%	57%	---
Grade 4 Mathematics	2025	27%	27%	<b>30%</b>	20%	26%	37%	-	-	*	*	31%	*	32%	27%	30%	21%	-
	2024	26%	24%	<b>16%</b>	*	14%	33%	-	*	*	*	13%	*	17%	13%	10%	8%	---

Texas Education Agency  
**2024-25 STAAR Progress (TAPR)**  
**FARMERSVILLE ISD (043904) - COLLIN COUNTY**

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	28%	<b>17%</b>	*	7%	*	-	*	*	*	7%	*	18%	17%	12%	0%	-
	2024	35%	35%	<b>39%</b>	*	29%	60%	-	-	-	-	25%	*	43%	36%	38%	38%	---
Grade 5 Mathematics	2025	35%	35%	<b>34%</b>	*	29%	50%	-	*	*	33%	26%	*	36%	32%	20%	19%	-
	2024	41%	39%	<b>35%</b>	*	36%	31%	-	-	-	*	13%	*	38%	29%	34%	29%	---
Grade 6 ELA/Reading	2025	27%	26%	<b>20%</b>	*	13%	29%	-	-	-	*	10%	*	17%	29%	20%	17%	-
	2024	24%	24%	<b>16%</b>	*	19%	14%	-	*	-	-	13%	*	13%	20%	18%	13%	---
Grade 6 Mathematics	2025	33%	33%	<b>36%</b>	*	33%	50%	-	-	-	*	20%	*	38%	33%	33%	25%	-
	2024	27%	27%	<b>14%</b>	*	13%	14%	-	*	-	*	0%	20%	13%	15%	16%	13%	---
Grade 7 ELA/Reading	2025	25%	25%	<b>31%</b>	*	23%	55%	-	*	-	-	13%	20%	40%	18%	31%	26%	-
	2024	23%	23%	<b>34%</b>	*	33%	43%	-	-	-	*	15%	*	42%	23%	27%	27%	---
Grade 7 Mathematics	2025	16%	16%	<b>18%</b>	*	15%	25%	-	*	-	*	20%	14%	22%	11%	16%	12%	-
	2024	14%	14%	<b>17%</b>	*	8%	29%	-	-	-	*	14%	*	23%	10%	11%	0%	---
Grade 8 ELA/Reading	2025	40%	40%	<b>72%</b>	*	65%	92%	*	-	-	*	61%	*	72%	71%	71%	67%	-
	2024	34%	35%	<b>52%</b>	*	42%	57%	-	-	-	*	38%	-	57%	47%	50%	33%	---
Grade 8 Mathematics	2025	42%	40%	<b>49%</b>	*	56%	33%	-	-	-	*	33%	-	38%	67%	48%	65%	-
	2024	44%	42%	<b>44%</b>	*	47%	47%	-	-	-	*	8%	-	58%	10%	43%	33%	---
End of Course English I	2025	23%	24%	<b>24%</b>	-	25%	25%	*	-	-	-	15%	-	38%	15%	27%	27%	-
	2024	20%	20%	<b>14%</b>	*	*	*	-	-	-	*	*	-	*	20%	0%	*	---
End of Course English II	2025	29%	28%	<b>29%</b>	*	50%	0%	-	-	-	-	25%	*	30%	29%	31%	44%	-
	2024	29%	29%	<b>33%</b>	-	40%	33%	-	-	-	*	*	*	43%	20%	33%	*	---
End of Course Algebra I	2025	54%	54%	<b>57%</b>	*	74%	36%	*	-	-	-	40%	*	67%	47%	70%	71%	-
	2024	55%	55%	<b>61%</b>	*	67%	67%	-	-	-	*	40%	*	67%	56%	58%	67%	---
All Grades Both Subjects	2025	33%	33%	<b>38%</b>	38%	35%	43%	*	20%	*	39%	31%	39%	40%	35%	37%	35%	-
	2024	32%	32%	<b>34%</b>	28%	33%	41%	-	*	*	28%	21%	17%	38%	28%	33%	29%	---
All Grades ELA/Reading	2025	31%	31%	<b>41%</b>	47%	34%	50%	*	*	*	71%	32%	50%	45%	35%	39%	34%	-
	2024	30%	30%	<b>39%</b>	42%	37%	45%	-	*	*	25%	28%	17%	42%	34%	39%	34%	---
All Grades Mathematics	2025	35%	35%	<b>36%</b>	32%	36%	39%	*	*	*	18%	30%	29%	37%	35%	35%	35%	-
	2024	35%	35%	<b>30%</b>	18%	29%	37%	-	*	*	30%	13%	18%	35%	21%	27%	23%	---

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 --- First reported in 2025.

Texas Education Agency  
**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2025	75%	76%	<b>78%</b>	-	-	-	-	-	-	58%	53%	62%	55%	78%	82%	60%	90%	
	2024	75%	76%	<b>78%</b>	-	-	-	-	-	-	60%	66%	61%	57%	70%	81%	62%	93%	
At Meets Grade Level or Above	2025	50%	52%	<b>52%</b>	-	-	-	-	-	-	25%	23%	26%	24%	51%	57%	27%	68%	
	2024	48%	51%	<b>51%</b>	-	-	-	-	-	-	25%	34%	25%	23%	35%	55%	27%	70%	
At Masters Grade Level	2025	21%	24%	<b>21%</b>	-	-	-	-	-	-	5%	4%	5%	5%	14%	24%	6%	26%	
	2024	20%	23%	<b>17%</b>	-	-	-	-	-	-	4%	13%	4%	2%	12%	20%	5%	19%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2025	76%	76%	<b>80%</b>	-	-	-	-	-	-	57%	47%	64%	52%	83%	85%	60%	93%	
	2024	76%	77%	<b>82%</b>	-	-	-	-	-	-	63%	75%	67%	58%	78%	85%	66%	94%	
At Meets Grade Level or Above	2025	54%	56%	<b>60%</b>	-	-	-	-	-	-	29%	28%	33%	25%	71%	66%	33%	82%	
	2024	54%	56%	<b>61%</b>	-	-	-	-	-	-	34%	42%	36%	31%	41%	65%	35%	87%	
At Masters Grade Level	2025	23%	25%	<b>24%</b>	-	-	-	-	-	-	5%	6%	6%	3%	17%	28%	6%	33%	
	2024	22%	25%	<b>24%</b>	-	-	-	-	-	-	4%	17%	4%	2%	16%	27%	7%	29%	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2025	72%	74%	<b>73%</b>	-	-	-	-	-	-	57%	63%	60%	53%	68%	77%	58%	86%	
	2024	72%	74%	<b>72%</b>	-	-	-	-	-	-	59%	58%	63%	56%	68%	74%	61%	91%	
At Meets Grade Level or Above	2025	45%	48%	<b>43%</b>	-	-	-	-	-	-	20%	22%	20%	20%	36%	49%	21%	51%	
	2024	43%	47%	<b>38%</b>	-	-	-	-	-	-	16%	33%	15%	14%	29%	42%	18%	41%	
At Masters Grade Level	2025	20%	23%	<b>17%</b>	-	-	-	-	-	-	5%	3%	4%	5%	9%	20%	5%	16%	
	2024	17%	21%	<b>11%</b>	-	-	-	-	-	-	3%	17%	3%	1%	10%	13%	4%	7%	
<b>All Grades Science</b>																			

Texas Education Agency  
**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	78%	<b>86%</b>	-	-	-	-	-	-	64%	38%	67%	83%	83%	91%	66%	96%
	2024	75%	75%	<b>81%</b>	-	-	-	-	-	-	56%	63%	55%	*	67%	86%	57%	94%
At Meets Grade Level or Above	2025	47%	49%	<b>52%</b>	-	-	-	-	-	-	27%	8%	29%	50%	50%	57%	30%	67%
	2024	43%	45%	<b>52%</b>	-	-	-	-	-	-	22%	25%	20%	*	33%	57%	23%	77%
At Masters Grade Level	2025	17%	19%	<b>15%</b>	-	-	-	-	-	-	3%	0%	3%	17%	25%	18%	6%	8%
	2024	16%	18%	<b>10%</b>	-	-	-	-	-	-	0%	0%	0%	*	7%	12%	1%	6%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2025	77%	78%	<b>76%</b>	-	-	-	-	-	-	59%	*	54%	*	80%	78%	62%	87%
	2024	78%	80%	<b>79%</b>	-	-	-	-	-	-	55%	-	55%	*	44%	82%	53%	93%
At Meets Grade Level or Above	2025	50%	53%	<b>49%</b>	-	-	-	-	-	-	24%	*	20%	*	20%	53%	22%	70%
	2024	51%	53%	<b>53%</b>	-	-	-	-	-	-	28%	-	26%	*	33%	56%	29%	67%
At Masters Grade Level	2025	27%	30%	<b>27%</b>	-	-	-	-	-	-	8%	*	7%	*	0%	30%	7%	40%
	2024	27%	30%	<b>27%</b>	-	-	-	-	-	-	10%	-	11%	*	11%	30%	10%	26%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	67%	<b>66%</b>	-	-	-	-	-	-	58%	52%	63%	54%	70%	68%	60%	70%
	2024	64%	65%	<b>64%</b>	-	-	-	-	-	-	50%	64%	55%	44%	53%	67%	51%	72%
All Grades ELA/Reading	2025	67%	68%	<b>66%</b>	-	-	-	-	-	-	54%	34%	59%	53%	71%	68%	56%	72%
	2024	67%	68%	<b>70%</b>	-	-	-	-	-	-	54%	56%	58%	49%	53%	73%	54%	75%
All Grades Mathematics	2025	64%	65%	<b>67%</b>	-	-	-	-	-	-	63%	70%	68%	54%	68%	68%	63%	68%
	2024	60%	62%	<b>58%</b>	-	-	-	-	-	-	46%	72%	51%	39%	51%	60%	47%	65%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	33%	<b>38%</b>	-	-	-	-	-	-	34%	5%	41%	32%	44%	40%	34%	38%
	2024	32%	32%	<b>34%</b>	-	-	-	-	-	-	27%	29%	35%	20%	35%	37%	29%	*

Texas Education Agency  
**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	31%	<b>41%</b>	-	-	-	-	-	-	33%	0%	41%	31%	*	46%	34%	*
	2024	30%	30%	<b>39%</b>	-	-	-	-	-	-	33%	*	33%	32%	36%	41%	34%	-
All Grades Mathematics	2025	35%	35%	<b>36%</b>	-	-	-	-	-	-	34%	9%	41%	33%	33%	37%	34%	*
	2024	35%	35%	<b>30%</b>	-	-	-	-	-	-	21%	20%	36%	5%	33%	33%	23%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	97%	100%	99%	88%	100%	100%	100%	99%	98%	99%	99%	99%	100%
Included in Accountability	93%	93%	<b>93%</b>	89%	92%	95%	88%	93%	80%	95%	96%	93%	95%	90%	94%	92%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	8%	5%	4%	0%	7%	20%	5%	3%	4%	3%	8%	4%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	2%	0%	0%	0%	0%	0%	0%	1%	1%	1%	2%	5%
Not Tested	1%	1%	<b>1%</b>	3%	0%	1%	13%	0%	0%	0%	1%	2%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	3%	0%	1%	0%	0%	0%	0%	1%	1%	1%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	13%	0%	0%	0%	0%	1%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	95%	100%	98%	* 100%	* 100%	* 100%	98%	95%	99%	99%	99%	99%	100%
Included in Accountability	91%	91%	<b>92%</b>	88%	90%	94%	* 92%	* 97%	* 97%	95%	88%	93%	89%	92%	92%	86%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	7%	5%	4%	* 8%	* 3%	* 3%	3%	5%	3%	3%	8%	3%	3%
Not Included in Accountability: Other Exclusions	4%	4%	<b>2%</b>	1%	5%	0%	* 0%	* 0%	* 0%	0%	3%	3%	3%	2%	4%	10%
Not Tested	1%	1%	<b>1%</b>	5%	0%	2%	* 0%	* 0%	* 0%	2%	5%	1%	1%	1%	1%	0%
Absent	1%	0%	<b>1%</b>	5%	0%	1%	* 0%	* 0%	* 0%	2%	3%	1%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	* 0%	* 0%	* 0%	0%	2%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	* 100%	* 100%	* 100%	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	94%	<b>93%</b>	90%	94%	94%	* 89%	* 92%	* 92%	97%	94%	96%	96%	90%	95%	96%
Not Included in Accountability: Mobile	4%	4%	<b>6%</b>	10%	6%	4%	* 11%	* 8%	* 8%	3%	6%	3%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	* 0%	* 0%	* 0%	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	* 0%	* 0%	* 0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>1%</b>	0%	1%	1%	* 0%	* 0%	* 0%	0%	0%	0%	1%	0%	1%	0%
<b>Science</b>																
Assessment Participant	99%	99%	<b>99%</b>	97%	99%	100%	* *	* *	* *	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	<b>95%</b>	90%	95%	95%	* *	* *	* *	96%	96%	100%	96%	93%	96%	97%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	7%	4%	4%	* *	* *	* *	4%	3%	0%	4%	6%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	* *	* *	* *	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>1%</b>	3%	1%	0%	* *	* *	* *	0%	1%	0%	1%	1%	1%	0%

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	1%	3%	0%	0%	*	*	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	99%	99%	93%	100%	99%	*	*	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	95%	96%	87%	95%	98%	*	*	-	100%	98%	100%	97%	93%	97%	97%
Not Included in Accountability: Mobile	4%	4%	3%	7%	5%	2%	*	*	-	0%	0%	0%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	7%	0%	1%	*	*	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	1%	1%	7%	0%	1%	*	*	-	0%	2%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	94%	96%	85%	-	87%	82%	-	*	-	*	-	-	86%	*	89%	*
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	97%	99%	99%	*	96%	*	100%	99%	98%	99%	99%	99%	100%
Included in Accountability	92%	92%	93%	92%	93%	94%	*	93%	*	83%	92%	94%	95%	88%	93%	88%
Not Included in Accountability: Mobile	4%	5%	5%	5%	3%	5%	*	0%	*	17%	6%	4%	3%	8%	4%	5%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	3%	0%	*	4%	*	0%	1%	1%	1%	2%	2%	7%
Not Tested	1%	1%	1%	3%	1%	1%	*	4%	*	0%	1%	2%	1%	1%	1%	0%
Absent	1%	1%	0%	2%	0%	0%	*	0%	*	0%	1%	1%	0%	0%	0%	0%
Other	0%	0%	0%	2%	0%	1%	*	4%	*	0%	1%	1%	0%	1%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	99%	95%	99%	98%	*	92%	*	100%	98%	97%	99%	98%	99%	100%
Included in Accountability	91%	90%	91%	89%	91%	93%	*	83%	*	85%	90%	91%	94%	86%	91%	83%
Not Included in Accountability: Mobile	4%	5%	5%	5%	3%	5%	*	0%	*	15%	5%	4%	3%	9%	4%	5%
Not Included in Accountability: Other Exclusions	4%	4%	3%	0%	6%	0%	*	8%	*	0%	2%	1%	2%	3%	4%	11%
Not Tested	1%	1%	1%	5%	1%	2%	*	8%	*	0%	2%	3%	1%	2%	1%	0%
Absent	1%	1%	0%	3%	0%	0%	*	0%	*	0%	1%	1%	1%	0%	1%	0%
Other	0%	0%	1%	3%	0%	1%	*	8%	*	0%	1%	1%	0%	1%	1%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	99%	99%	100%	*	100%	*	100%	99%	98%	100%	99%	100%	100%
Included in Accountability	93%	93%	93%	93%	94%	94%	*	100%	*	84%	93%	93%	96%	88%	94%	89%

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	6%	4%	5%	*	0%	*	16%	5%	5%	3%	9%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	1%	1%	1%	0%	*	0%	*	0%	1%	2%	0%	1%	0%	0%
Absent	1%	1%	0%	1%	0%	0%	*	0%	*	0%	1%	2%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	99%	99%	96%	100%	99%	-	100%	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	94%	96%	98%	94%	-	100%	-	73%	92%	100%	96%	91%	96%	96%
Not Included in Accountability: Mobile	4%	5%	5%	0%	1%	5%	-	0%	-	27%	6%	0%	3%	8%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	4%	0%	1%	-	0%	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	4%	0%	0%	-	0%	-	0%	2%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	96%	95%	-	*	-	88%	93%	100%	97%	92%	95%	92%
Not Included in Accountability: Mobile	4%	4%	4%	6%	1%	4%	-	*	-	13%	8%	0%	3%	5%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	96%	97%	*	91%	100%	-	-	-	*	-	-	98%	88%	95%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	94.0%	<b>95.3%</b>	94.6%	95.4%	95.2%	* 97.0%		*	95.8%	94.6%	95.0%	95.8%
2022-23	93.3%	93.5%	<b>95.3%</b>	94.1%	95.4%	95.2%	* 94.5%		*	95.5%	94.2%	95.0%	95.8%
<b>Chronic Absenteeism</b>													
2023-24	19.0%	17.0%	<b>11.3%</b>	18.6%	9.8%	12.3%	0.0%	0.0%	*	9.9%	14.9%	13.3%	7.7%
2022-23	20.3%	18.9%	<b>11.0%</b>	16.2%	10.0%	11.5%	* 14.3%		*	10.1%	16.2%	12.7%	6.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	2.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	2.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	89.5%	<b>98.7%</b>	83.3%	98.4%	100.0%	*	-	-	100.0%	100.0%	98.7%	92.9%
Received TxCHSE	0.3%	0.2%	<b>0.7%</b>	16.7%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.3%	<b>0.7%</b>	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	1.3%	7.1%
Dropped Out	5.8%	7.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	91.1%	89.7%	<b>99.3%</b>	100.0%	98.4%	100.0%	*	-	-	100.0%	100.0%	98.7%	92.9%
Graduates, TxCHSE, and Continuers	94.2%	93.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
<b>Class of 2023</b>													
Graduated	90.3%	88.5%	<b>98.5%</b>	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Received TxCHSE	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.5%	<b>1.5%</b>	0.0%	0.0%	2.9%	*	*	-	0.0%	0.0%	2.9%	0.0%
Dropped Out	6.3%	7.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.6%	88.7%	<b>98.5%</b>	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	92.3%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	90.4%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	8.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	90.7%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.5%	91.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2022</b>													
Graduated	91.8%	89.4%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Received TxCHSE	0.4%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	9.1%	<b>2.9%</b>	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	92.2%	89.7%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	90.9%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	89.8%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Received TxCHSE	0.5%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	9.2%	<b>2.9%</b>	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	92.7%	90.3%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	90.8%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
<b>Class of 2021</b>													
Graduated	92.7%	90.5%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Received TxCHSE	0.5%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	8.5%	<b>2.3%</b>	*	4.1%	1.4%	-	*	-	*	0.0%	5.9%	*
Graduates and TxCHSE	93.2%	90.9%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Graduates, TxCHSE, and Continuers	93.7%	91.5%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	89.5%	<b>96.8%</b>	83.3%	95.4%	98.8%	*	-	-	100.0%	75.0%	94.9%	92.9%
Class of 2023	90.3%	88.5%	<b>97.8%</b>	85.7%	100.0%	97.1%	*	*	-	100.0%	92.3%	95.7%	100.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	14.4%	<b>15.2%</b>	20.0%	8.2%	20.3%	*	-	-	20.0%	66.7%	17.6%	15.4%
Class of 2023	4.3%	5.3%	<b>12.8%</b>	0.0%	17.3%	11.9%	*	*	-	0.0%	58.3%	13.4%	22.2%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	78.5%	77.2%	<b>81.5%</b>	80.0%	86.9%	77.2%	*	-	-	80.0%	11.1%	78.4%	69.2%
Class of 2023	84.3%	84.8%	<b>82.0%</b>	83.3%	76.9%	83.6%	*	*	-	100.0%	16.7%	77.6%	66.7%
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	91.6%	<b>96.7%</b>	100.0%	95.1%	97.5%	*	-	-	100.0%	77.8%	95.9%	84.6%
Class of 2023	88.6%	90.1%	<b>94.7%</b>	83.3%	94.2%	95.5%	*	*	-	100.0%	75.0%	91.0%	88.9%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	79.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	44.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	14.2%	<b>14.9%</b>	20.0%	8.1%	19.8%	*	-	-	20.0%	66.7%	17.1%	15.4%
2022-23	4.4%	5.4%	<b>12.4%</b>	0.0%	16.4%	11.9%	*	*	-	0.0%	46.7%	12.9%	22.2%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	75.6%	<b>81.8%</b>	80.0%	87.1%	77.8%	*	-	-	80.0%	11.1%	78.9%	69.2%
2022-23	82.5%	82.9%	<b>79.6%</b>	71.4%	72.7%	83.6%	*	*	-	100.0%	13.3%	74.3%	66.7%
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	89.8%	<b>96.8%</b>	100.0%	95.2%	97.5%	*	-	-	100.0%	77.8%	96.1%	84.6%
2022-23	86.8%	88.3%	<b>92.0%</b>	71.4%	89.1%	95.5%	*	*	-	100.0%	60.0%	87.1%	88.9%

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	154	100.0%	382,023	100.0%
<b>By Ethnicity:</b>				
African American	5	3.2%	48,064	12.6%
Hispanic	62	40.3%	200,942	52.6%
White	81	52.6%	101,714	26.6%
American Indian	1	0.6%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	5	3.2%	9,720	2.5%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	5	3.2%	46,183	12.1%
Foundation H.S. Program (Endorsement)	23	14.9%	42,042	11.0%
Foundation H.S. Program (DLA)	126	81.8%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	9	5.8%	35,935	9.4%
Economically Disadvantaged Graduates	76	49.4%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	13	8.4%	56,967	14.9%
At-Risk Graduates	50	32.5%	173,035	45.3%
CTE Completers	65	42.2%	127,800	33.5%

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2023-24	81.8%	86.1%	<b>97.4%</b>	100.0%	98.4%	96.3%	*	-	-	100.0%	100.0%	94.7%	92.3%
2022-23	76.3%	79.4%	<b>97.1%</b>	100.0%	94.5%	98.5%	*	*	-	100.0%	100.0%	95.7%	88.9%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2023-24	70.0%	76.7%	<b>89.5%</b>	80.0%	85.2%	92.6%	*	-	-	100.0%	100.0%	84.2%	84.6%
2022-23	61.9%	65.0%	<b>73.0%</b>	100.0%	65.5%	73.1%	*	*	-	100.0%	66.7%	71.4%	77.8%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2023-24	69.5%	76.3%	<b>95.4%</b>	100.0%	95.1%	96.3%	*	-	-	80.0%	100.0%	92.1%	100.0%
2022-23	62.8%	65.3%	<b>78.8%</b>	100.0%	70.9%	80.6%	*	*	-	100.0%	66.7%	78.6%	66.7%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2023-24	63.2%	70.4%	<b>85.6%</b>	80.0%	82.0%	87.7%	*	-	-	100.0%	100.0%	82.9%	84.6%
2022-23	54.3%	56.5%	<b>67.2%</b>	100.0%	61.8%	65.7%	*	*	-	100.0%	66.7%	70.0%	66.7%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2023-24	57.4%	65.5%	<b>81.0%</b>	80.0%	77.0%	84.0%	*	-	-	80.0%	100.0%	75.0%	84.6%
2022-23	48.4%	51.5%	<b>65.0%</b>	100.0%	60.0%	62.7%	*	*	-	100.0%	66.7%	68.6%	66.7%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2023-24	21.0%	26.2%	<b>18.3%</b>	20.0%	24.6%	13.6%	*	-	-	20.0%	0.0%	18.4%	7.7%
2022-23	20.4%	26.4%	<b>16.1%</b>	14.3%	14.5%	17.9%	*	*	-	20.0%	0.0%	11.4%	11.1%
<b>Associate Degree (Annual Graduates)</b>													
2023-24	3.1%	3.9%	<b>4.6%</b>	0.0%	3.3%	6.2%	*	-	-	0.0%	0.0%	2.6%	0.0%
2022-23	2.5%	2.0%	<b>6.6%</b>	14.3%	3.6%	7.5%	*	*	-	0.0%	0.0%	5.7%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2023-24	25.1%	24.1%	<b>34.0%</b>	20.0%	31.1%	35.8%	*	-	-	60.0%	0.0%	25.0%	0.0%
2022-23	23.6%	22.4%	<b>24.8%</b>	28.6%	12.7%	32.8%	*	*	-	20.0%	0.0%	12.9%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2023-24	5.7%	3.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	3.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2023-24	6.0%	5.8%	<b>4.6%</b>	0.0%	3.3%	4.9%	*	-	-	20.0%	87.5%	6.6%	15.4%
2022-23	5.6%	5.2%	<b>6.6%</b>	0.0%	1.8%	10.4%	*	*	-	20.0%	60.0%	2.9%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2023-24	38.1%	35.1%	<b>60.8%</b>	40.0%	67.2%	55.6%	*	-	-	80.0%	12.5%	61.8%	61.5%

Texas Education Agency  
**2024-25 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	35.9%	<b>52.6%</b>	28.6%	54.5%	52.2%	*	*	-	80.0%	66.7%	48.6%	22.2%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2023-24	34.9%	32.0%	<b>60.8%</b>	40.0%	67.2%	55.6%	*	-	-	80.0%	12.5%	61.8%	61.5%
2022-23	33.4%	33.1%	<b>48.9%</b>	28.6%	49.1%	49.3%	*	*	-	80.0%	33.3%	44.3%	22.2%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2023-24	1.1%	1.3%	<b>0.7%</b>	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	1.3%	0.0%
2022-23	0.8%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2023-24	2.7%	2.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.7%	2.5%	<b>3.6%</b>	0.0%	5.5%	3.0%	*	*	-	0.0%	33.3%	4.3%	0.0%
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2023-24	0.7%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.6%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2023-24	20.1%	16.4%	<b>37.0%</b>	40.0%	35.5%	38.3%	*	-	-	20.0%	11.1%	27.6%	0.0%
	2022-23	21.0%	18.2%	<b>26.3%</b>	28.6%	20.0%	28.4%	*	*	-	20.0%	6.7%	20.0%	0.0%
Mathematics	2023-24	21.3%	18.9%	<b>30.5%</b>	60.0%	27.4%	32.1%	*	-	-	0.0%	0.0%	22.4%	7.7%
	2022-23	19.9%	17.2%	<b>17.5%</b>	28.6%	10.9%	20.9%	*	*	-	0.0%	0.0%	15.7%	0.0%
Both Subjects	2023-24	12.7%	10.0%	<b>20.1%</b>	20.0%	17.7%	22.2%	*	-	-	0.0%	0.0%	13.2%	0.0%
	2022-23	12.5%	10.4%	<b>13.9%</b>	28.6%	9.1%	14.9%	*	*	-	0.0%	0.0%	12.9%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2023-24	26.6%	30.9%	<b>55.8%</b>	80.0%	56.5%	55.6%	*	-	-	40.0%	100.0%	63.2%	100.0%
	2022-23	18.2%	17.4%	<b>42.3%</b>	57.1%	50.9%	34.3%	*	*	-	60.0%	60.0%	52.9%	66.7%
Mathematics	2023-24	29.5%	34.1%	<b>57.8%</b>	60.0%	59.7%	55.6%	*	-	-	60.0%	100.0%	63.2%	84.6%
	2022-23	20.2%	18.9%	<b>41.6%</b>	57.1%	47.3%	34.3%	*	*	-	80.0%	66.7%	51.4%	66.7%
Both Subjects	2023-24	20.2%	25.3%	<b>44.2%</b>	60.0%	40.3%	46.9%	*	-	-	40.0%	100.0%	48.7%	84.6%
	2022-23	12.5%	12.4%	<b>39.4%</b>	57.1%	45.5%	32.8%	*	*	-	60.0%	60.0%	48.6%	66.7%
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2024	25.7%	32.6%	<b>24.9%</b>	15.4%	30.8%	20.5%	*	*	-	21.4%	4.0%	23.7%	15.2%
	2023	24.2%	30.0%	<b>14.1%</b>	15.4%	15.0%	12.5%	*	*	-	22.2%	0.0%	11.6%	8.0%
English Language Arts	2024	14.6%	19.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	18.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	13.5%	<b>14.3%</b>	0.0%	18.8%	11.4%	*	*	-	14.3%	0.0%	14.2%	6.1%
	2023	7.4%	10.4%	<b>6.2%</b>	7.7%	4.2%	6.9%	*	*	-	11.1%	0.0%	3.9%	0.0%
Science	2024	10.9%	15.0%	<b>16.4%</b>	7.7%	19.5%	13.9%	*	*	-	21.4%	0.0%	14.8%	6.1%
	2023	10.3%	12.9%	<b>4.6%</b>	7.7%	5.0%	3.8%	*	*	-	11.1%	0.0%	3.9%	0.0%
Social Studies	2024	13.7%	17.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	16.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2024	56.9%	59.7%	<b>56.1%</b>	*	53.7%	58.8%	-	*	-	*	*	52.5%	20.0%
	2023	53.3%	58.2%	<b>62.8%</b>	*	50.0%	70.0%	-	*	-	*	-	44.4%	*
English Language Arts	2024	48.8%	54.4%	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	59.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	55.3%	<b>76.6%</b>	-	76.0%	73.7%	-	*	-	*	-	75.0%	*
	2023	50.1%	55.2%	<b>63.2%</b>	*	40.0%	72.7%	-	*	-	*	-	33.3%	-
Science	2024	46.1%	49.0%	<b>25.9%</b>	*	15.4%	34.8%	-	*	-	*	-	24.0%	*
	2023	44.8%	50.1%	<b>50.0%</b>	*	33.3%	50.0%	-	-	-	*	-	33.3%	-

Texas Education Agency  
**2024-25 CCMR-Related Indicators (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	62.2%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	49.6%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2023-24	79.1%	84.4%	<b>60.4%</b>	60.0%	48.4%	70.4%	*	-	-	60.0%	0.0%	44.7%	7.7%
	2022-23	79.3%	86.3%	<b>65.0%</b>	71.4%	43.6%	80.6%	*	*	-	60.0%	26.7%	57.1%	33.3%
At/Above Criterion for All Examinees	2023-24	28.8%	32.7%	<b>36.6%</b>	*	23.3%	42.1%	-	-	-	*	-	23.5%	*
	2022-23	28.9%	32.9%	<b>36.0%</b>	60.0%	37.5%	33.3%	*	*	-	*	*	25.0%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2023-24	975	997	<b>1016</b>	*	1003	1022	-	-	-	*	-	977	*
	2022-23	978	997	<b>1022</b>	1032	990	1031	960	1055	-	1110	920	960	887
English Language Arts and Writing	2023-24	496	506	<b>516</b>	*	521	517	-	-	-	*	-	494	*
	2022-23	497	505	<b>517</b>	514	505	521	480	530	-	547	460	489	427
Mathematics	2023-24	479	490	<b>500</b>	*	482	506	-	-	-	*	-	483	*
	2022-23	482	492	<b>505</b>	518	485	510	480	525	-	563	460	472	460
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2023-24	19.3	20.1	<b>21.5</b>	-	*	21.3	-	-	-	-	-	-	-
	2022-23	19.2	20.0	<b>24.5</b>	-	17.0	25.0	-	-	-	30.0	-	17.0	-
English Language Arts	2023-24	19.0	19.9	<b>22.0</b>	-	*	22.0	-	-	-	-	-	-	-
	2022-23	18.8	19.8	<b>23.5</b>	-	14.5	24.0	-	-	-	30.5	-	14.5	-
Mathematics	2023-24	19.0	19.8	<b>20.0</b>	-	*	19.5	-	-	-	-	-	-	-
	2022-23	18.9	19.8	<b>23.5</b>	-	16.0	24.3	-	-	-	28.0	-	16.0	-
Science	2023-24	19.6	20.3	<b>21.5</b>	-	*	21.3	-	-	-	-	-	-	-
	2022-23	19.5	20.3	<b>26.7</b>	-	22.0	26.8	-	-	-	31.0	-	22.0	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency  
**2024-25 Other Postsecondary Indicators (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2023-24	45.7%	50.9%	<b>57.6%</b>	40.7%	59.0%	58.3%	*	100.0%	-	41.9%	26.9%	50.7%	44.2%
	2022-23	45.4%	49.1%	<b>51.3%</b>	42.3%	50.7%	51.9%	*	100.0%	-	47.8%	33.3%	45.3%	38.2%
English Language Arts	2023-24	17.8%	19.7%	<b>15.0%</b>	0.0%	11.7%	18.8%	*	33.3%	-	13.8%	0.0%	9.3%	2.4%
	2022-23	17.4%	18.5%	<b>14.8%</b>	12.5%	10.3%	16.9%	*	80.0%	-	27.3%	0.0%	8.0%	3.2%
Mathematics	2023-24	19.4%	22.9%	<b>20.1%</b>	16.7%	21.4%	19.9%	*	16.7%	-	14.3%	8.3%	19.0%	11.9%
	2022-23	19.5%	22.4%	<b>21.2%</b>	25.0%	17.8%	23.8%	*	20.0%	-	18.2%	13.0%	15.7%	8.1%
Science	2023-24	21.9%	24.0%	<b>39.7%</b>	33.3%	39.6%	40.9%	*	33.3%	-	32.1%	29.8%	35.7%	34.5%
	2022-23	21.5%	22.3%	<b>32.9%</b>	33.3%	34.7%	31.5%	*	60.0%	-	22.7%	35.6%	33.0%	29.0%
Social Studies	2023-24	24.5%	30.5%	<b>22.9%</b>	4.0%	20.9%	24.8%	*	66.7%	-	29.6%	0.0%	15.6%	3.9%
	2022-23	24.0%	28.8%	<b>13.9%</b>	15.0%	10.0%	15.5%	*	*	-	26.3%	0.0%	7.9%	1.9%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	45.0%	<b>41.4%</b>	50.0%	30.8%	45.2%	100.0%	-	-	100.0%	8.3%	36.0%	0.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	55.4%	<b>60.0%</b>	50.0%	60.0%	56.7%	100.0%	-	-	100.0%	0.0%	61.1%	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- \*\*\* TX IHE data not yet available.

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Total Students</b>	<b>2,392</b>	<b>100.0%</b>	<b>5,530,499</b>	<b>100.0%</b>	<b>2,397</b>	<b>100.0%</b>	<b>5,544,255</b>	<b>100.0%</b>
<b>Students by Grade</b>								
Early Childhood Education	5	0.2%	18,464	0.3%	10	0.4%	26,099	0.5%
Pre-Kindergarten	71	3.0%	249,407	4.5%	71	3.0%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	71	3.0%	205,680	3.7%	71	3.0%	205,961	3.7%
Kindergarten	160	6.7%	359,286	6.5%	160	6.7%	359,871	6.5%
Grade 1	172	7.2%	377,900	6.8%	172	7.2%	378,335	6.8%
Grade 2	178	7.4%	389,823	7.0%	178	7.4%	390,170	7.0%
Grade 3	167	7.0%	406,424	7.3%	167	7.0%	406,747	7.3%
Grade 4	189	7.9%	405,454	7.3%	189	7.9%	405,715	7.3%
Grade 5	158	6.6%	404,900	7.3%	158	6.6%	405,128	7.3%
Grade 6	166	6.9%	404,802	7.3%	166	6.9%	404,988	7.3%
Grade 7	187	7.8%	407,375	7.4%	187	7.8%	407,512	7.4%
Grade 8	174	7.3%	410,722	7.4%	174	7.3%	410,871	7.4%
Grade 9	221	9.2%	459,854	8.3%	221	9.2%	460,045	8.3%
Grade 10	181	7.6%	439,300	7.9%	181	7.6%	439,519	7.9%
Grade 11	185	7.7%	410,245	7.4%	185	7.7%	410,503	7.4%
Grade 12	178	7.4%	386,543	7.0%	178	7.4%	388,877	7.0%
<b>Ethnic Distribution</b>								
African American	136	5.7%	706,216	12.8%	136	5.7%	707,648	12.8%
Hispanic	1,035	43.3%	2,961,084	53.5%	1,036	43.2%	2,967,187	53.5%
White	1,082	45.2%	1,347,596	24.4%	1,086	45.3%	1,352,852	24.4%
American Indian	5	0.2%	18,175	0.3%	5	0.2%	18,224	0.3%
Asian	23	1.0%	307,983	5.6%	23	1.0%	308,431	5.6%
Pacific Islander	4	0.2%	8,729	0.2%	4	0.2%	8,744	0.2%
Two or More Races	107	4.5%	180,716	3.3%	107	4.5%	181,169	3.3%
<b>Sex</b>								
Female	1,151	48.1%	2,702,798	48.9%	1,152	48.1%	2,707,618	48.8%
Male	1,241	51.9%	2,827,701	51.1%	1,245	51.9%	2,836,637	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	1,353	56.6%	3,346,090	60.5%	1,353	56.4%	3,349,612	60.4%
Non-Educationally Disadvantaged	1,039	43.4%	2,184,409	39.5%	1,044	43.6%	2,194,643	39.6%
Section 504 Students	260	10.9%	375,297	6.8%	260	10.8%	375,601	6.8%
EB Students/EL	441	18.4%	1,343,669	24.3%	441	18.4%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	48	2.0%	122,515	2.1%				
Students w/ Dyslexia	241	10.1%	356,584	6.4%	241	10.1%	356,830	6.4%

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	9	0.4%	11,656	0.2%	9	0.4%	11,713	0.2%
Homeless	25	1.0%	77,954	1.4%	25	1.0%	78,060	1.4%
Immigrant	17	0.7%	193,676	3.5%	17	0.7%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	1,263	52.8%	3,683,060	66.6%	1,268	52.9%	3,689,382	66.5%
Military Connected	71	3.0%	229,259	4.1%	71	3.0%	229,370	4.1%
At-Risk	592	24.7%	2,960,262	53.5%	592	24.7%	2,963,913	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	397	16.6%	1,344,546	24.3%	397	16.6%	1,345,594	24.3%
Career and Technical Education	971	40.6%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	630	82.4%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	127	5.3%	483,301	8.7%	127	5.3%	483,373	8.7%
Special Education	389	16.3%	846,876	15.3%	394	16.4%	856,651	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>389</b>		<b>843,012</b>					
Students with Intellectual Disabilities	215	55.3%	407,120	48.3%				
Students with Physical Disabilities	60	15.4%	143,568	17.0%				
Students with Autism	53	13.6%	141,526	16.8%				
Students with Behavioral Disabilities	52	13.4%	137,182	16.3%				
Students with Non-Categorical Early Childhood	9	2.3%	13,616	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>293</b>	<b>13.5%</b>	<b>882,523</b>	<b>16.4%</b>				
African American	37	1.7%	180,657	3.3%				
Hispanic	109	5.0%	481,794	8.9%				
White	125	5.8%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	2	0.1%	27,084	0.5%				
Pacific Islander	2	0.1%	1,905	0.0%				
Two or More Races	18	0.8%	29,887	0.6%				
Special Ed Students who are Mobile	57	15.7%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	56	14.8%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	192	14.7%	645,101	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>196</b>	<b>12.5%</b>	<b>765,408</b>	<b>18.0%</b>				

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
<b>Retention Rates by Grade</b>				
Kindergarten	3.1%	1.3%	6.7%	3.6%
Grade 1	1.5%	1.9%	3.1%	3.0%
Grade 2	2.7%	1.1%	4.3%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	0.0%	0.4%	2.6%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.9%	7.3%	14.3%	11.0%

	District		State	
	Count	Percent	Count	Percent
<b>Data Quality</b>				
Underreported Students	0	0.0%	11,417	0.4%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary</b>		
Kindergarten	28.6	18.9
Grade 1	28.5	19.2
Grade 2	26.6	19.4
Grade 3	27.4	20.1
Grade 4	29.4	20.0
Grade 5	27.2	21.3
Grade 6	27.7	19.8
<b>Secondary</b>		
English/Language Arts	23.5	16.4
Foreign Languages	18.5	18.9
Mathematics	22.8	17.8
Science	23.5	18.9
Social Studies	25.2	18.9

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
<b>Total Staff</b>	<b>295.4</b>	<b>100.0%</b>	<b>764,857.7</b>	<b>100.0%</b>
Professional Staff	184.6	62.5%	487,682.3	63.8%
Teachers	136.4	46.2%	369,689.2	48.3%
Professional Support	27.5	9.3%	82,751.4	10.8%
Campus Administration (School Leadership)	9.6	3.2%	25,687.5	3.4%
Central Administration	11.0	3.7%	9,554.2	1.2%
Educational Aides	36.2	12.3%	81,972.7	10.7%
Auxiliary Staff	74.6	25.3%	195,202.8	25.5%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	1.0	n/a	583.0	n/a
Full-time Counselors	3.0	n/a	13,704.0	n/a
Part-time Counselors	3.0	n/a	1,298.0	n/a
<b>Total Minority Staff</b>	<b>59.2</b>	<b>20.0%</b>	<b>423,307.3</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	2.9	2.1%	47,165.6	12.8%
Hispanic	10.2	7.5%	114,597.9	31.0%
White	120.6	88.4%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	1.9	1.4%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.9	0.7%	4,812.6	1.3%
<b>Teachers by Sex</b>				
Males	39.3	28.8%	90,958.2	24.6%
Females	97.1	71.2%	278,731.0	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	1.5	1.1%	8,698.9	2.4%
Bachelors	89.3	65.5%	264,052.9	71.4%
Masters	43.9	32.2%	93,864.5	25.4%
Doctorate	1.7	1.2%	3,072.9	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	5.6	4.1%	26,999.3	7.3%
1-5 Years Experience	23.3	17.1%	104,446.4	28.3%
6-10 Years Experience	25.3	18.6%	72,857.4	19.7%
11-20 Years Experience	47.6	34.9%	101,940.9	27.6%
21-30 Years Experience	31.7	23.3%	52,207.3	14.1%
Over 30 Years Experience	2.8	2.1%	11,237.9	3.0%
Number of Students per Teacher	17.5	n/a	15.0	n/a

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Staff Information	District	State
<b>Experience of Campus Leadership</b>		
Average Years Experience of Principals	3.0	6.0
Average Years Experience of Principals with District	3.0	5.1
Average Years Experience of Assistant Principals	5.3	5.1
Average Years Experience of Assistant Principals with District	4.3	4.3
Average Years Experience of Teachers	14.2	11.2
Average Years Experience of Teachers with District	5.1	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>		
Beginning Teachers	\$57,925	\$55,689
1-5 Years Experience	\$61,896	\$59,266
6-10 Years Experience	\$64,230	\$62,607
11-20 Years Experience	\$73,091	\$66,353
21-30 Years Experience	\$82,492	\$70,976
Over 30 Years Experience	\$90,672	\$75,042
<b>Average Actual Salaries (regular duties only)</b>		
Teachers	\$71,461	\$63,751
Professional Support	\$97,887	\$75,909
Campus Administration (School Leadership)	\$90,893	\$88,786
Central Administration	\$136,426	\$118,447
Instructional Staff Percent	61.0%	64.8%
Turnover Rate for Teachers	21.4%	18.8%
<b>Staff Exclusions</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment</b>				
Recognized	11	\$6,201	12,718	\$5,567
Exemplary	26	\$12,421	16,951	\$11,062
Master	6	\$22,789	10,103	\$20,910

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 FARMERSVILLE ISD (043904) - COLLIN COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	23,158.4	6.3%
Career and Technical Education	14.3	10.4%	20,492.0	5.5%
Compensatory Education	0.9	0.7%	9,612.7	2.6%
Gifted and Talented Education	0.9	0.7%	5,840.0	1.6%
Regular Education	101.1	74.1%	255,127.2	69.0%
Special Education	13.7	10.0%	42,195.7	11.4%
Other	5.6	4.1%	13,272.1	3.6%

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)