

Hillsboro Independent School District
Hillsboro Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

Preparing Today's Students for Tomorrow's World

Core Beliefs

Hillsboro Junior High School's KEY to success is the belief that Knowledge Empower You. We believe that you can BE the CHANGE you want to see in the world. Students CHALLENGE themselves to be the best they can to be successful. Students and teachers set HIGH Expectations for the the year and work to reach those goals. HJHS is very ACCEPTING of all students and thrives on opportunities to hear Student Voice in making decisions. Students should NEVER give up on oneself and strive for excellence. GENUINE student ownership of their learning is essential for student success at HJHS utilizing a digital portfolio and student work samples. EVERYONE has Exceptional results when fully committed to being the change you want to see in the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hillsboro Junior High is a 6th- 8th grade Title 1 campus with an enrollment of 437. Our largest campus subgroup is our Economically Disadvantaged at 68%, with our second largest being our Hispanic population at 56%. Our African American population is at 16% while our White subgroup is 25%. We serve 9% of our students in the ESL program and 11% through Special Education services. We maintain an attendance rate of 96.6% which is above the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Economically-Disadvantaged population is approximately 9% higher than the state average. **Root Cause:** Economic climate in our community is not conducive to economic growth in our area.

Problem Statement 2: HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. **Root Cause:** Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.

Student Achievement

Student Achievement Summary

HJHS has been acknowledged by TEA and has Met Standard each year. Our campus utilizes research-based teaching strategies that focus on student engagement. Our goal is to provide students with personalized learning experiences that encourage critical thinking. Our 8th graders are 1:1 with Chromebooks which provides a technology rich environment where students can create products to demonstrate mastery. Teachers utilize CBA assessment results to monitor student progress and identify areas of intervention.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our AA students are performing well below the target rate established by TEA. **Root Cause:** HJHS needs to find productive ways to partner with AA families to help them become involved in the educational process.

Problem Statement 2: The majority of subgroups did not meet the accountability target established by TEA. **Root Cause:** Teachers and administrators need to be routinely monitoring CBAs to establish weak areas and address in interventions.

Problem Statement 3: The majority of subgroups did not meet the growth status established by TEA. **Root Cause:** Teachers need to be routinely monitoring student progress through CBAs and establishing goals for their students.

School Culture and Climate

School Culture and Climate Summary

HJHS embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. The district has built a culture of high expectations with embedded accountability that is of a positive nature rather.

HJHS supports the social and emotional development coupled with the academic growth of every child. Respect and acceptance are taught through the modeling of teachers. All students have a voice in setting the climate of the school by expressing new creative ideas, voicing concerns and discussing viable options, all while feeling comfortable and valuable.

School Culture and Climate Strengths

HJHS Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders, especially involving the students.
- Texas Schools to Watch program districts collaborate with HJHS to share frameworks of forward thinking practices that have impacted student success.
- Positive student/teacher collaboration on innovative projects and learning opportunities

HJHS Culture and Climate Needs

- Implement more components of Restorative Discipline
- Training for teachers for innovative teaching practices
- A collaborative approach utilized in the decision making process allows for transparency among stakeholders, especially involving the students.
- Texas Schools to Watch program districts collaborate with HJHS to share frameworks of forward thinking practices that have impacted student success.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

District and campus administrators seek out only the best and brightest to work with and nurture HJHS students. Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority. Administrators and teacher leaders collaborate to deliver these academies each summer.

All staff members have an awareness of the beliefs that define our vision as a district.

HJHS has developed a staff "Family" environment which promotes acceptance, collaboration, and allows for "risk taking" without feeling of failure.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- 100% Highly Qualified staff.
- Staff development through district summer academies.
- Quality administrators on each campus.
- Opportunities for collaborations and teamwork.
- Develop aspiring leaders through encouragement and opportunities to further their education.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: HJHS has a limited number of applicants for open positions. **Root Cause:** We need to recruit at the colleges and promote our campus in a positive manner on social media outlets.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best practice, the district continues to focus on the design of meaningful and authentic work aligned with the state standards. Rigorous coursework, and innovative strategies are an emphasis for our campus.

Intentional efforts have been made to increase the innovative use of technology in the classrooms across by adding the Digital Learning Space, Digital Design class and grouping 1:1 with Chromebooks in 8th grade.

Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

Departmental Chairs to guide teachers with lesson design, collaboration, and data analysis

Departmental Chairs also serve as instructional coaches

Grade Level Chairs encourage and provide the framework for cross curricular student work and opportunities for student presentations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The following students had limited grade level performance on STAAR: all students, AA, EL, and SPED. **Root Cause:** HJHS teachers do not administer regular CBAs to monitor and assess progress throughout the year.

Problem Statement 2: HJHS students are not making required student progress. **Root Cause:** Teachers need more training on how to effectively implement and monitor student growth with CBA data.

Parent and Community Engagement

Parent and Community Engagement Summary

JHS strives to achieve family and community partnerships that positively impact the success of all students.

HJHS has family opportunities through these organizations and events: Booster clubs, PTA, Meet the Eagles/Open House, Pep rallies, Fine Arts Showcases, athletic events, and awards assemblies. Parents are also involved as volunteers.

HJHS strives to communicate with the community and parents via multiple venues to reach as many as possible with daily, weekly and critical information.

HJHS strives to achieve family and community partnerships that positively impact the success of all students.

HJHS has family opportunities through these organizations and events: Booster clubs, PTA, WATCH Dogs, Meet the Eagles/Open House, 5 Pep rallies, Fine Arts Showcases, athletic events, and awards assemblies. Parents are also involved as volunteers.

Parent and Community Engagement Strengths

- Relationship with PTA, Booster Clubs, WATCH Dogs,
- Social Media- Twitter, Facebook, District App.
- Connections Publications.
- Relationship with local newspaper and radio.
- HJHS campus website.
- Skyward Parent Access Portal.
- Let's Talk.
- Provide translators at parent meetings and ARD's.
- Provide notes home in English and Spanish.
- Remind 101 parent information system
- Parent-Student-Teacher Conference day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement and participation needs improvement. **Root Cause:** Many parents feel intimidated or do not have a good perception of schools based on their own personal experience.

School Context and Organization

School Context and Organization Summary

Our Junior High leadership team includes the Principal, Assistant Principals, and Counselor. Weekly campus A-Team meetings are held after the Principal attends the District A-teaming. Our campus also has HJHS Design team meetings and faculty meetings each month. Our campus Design team plans PLC time for teachers to collaborate, on a regular basis, outside their normal planning time.

School Context and Organization Strengths

- Strong administrative leadership at the campus.
- Positive learning environment.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC's.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need more time to plan and collaborate during the school day. **Root Cause:** Scheduling conflicts and a lack of substitutes make it a difficult task.

Technology

Technology Summary

Digital learning is a priority at HJHS with classrooms connected locally, nationally and globally through technology. Our campus has 4 Chromebook mobile labs, an iPad lab, new Digital Learning Space in our Library and our Digital Design class are all beneficial to integrating tech into our classrooms daily. Our 8th grade students received a grant for 1:1 Chromebooks. Students use a wide range of web resources in concert to create, locate, store and share information through Google, Twitter, Facebook, Edmodo, and other educational applications. Students contribute to the learning of others through live broadcasts, Skype, and video conferences.

Technology Strengths

- Administrative use of technology for campus organizations and communication.
- Emphasis on the use of technology and applications in the classroom.
- All facilities have wireless access.
- Classrooms are equipped with ceiling mounted projectors, document cameras, and student access to various technologies and applications

Problem Statements Identifying Technology Needs

Problem Statement 1: Chromebooks are not being used in each classroom as an extension of learning. **Root Cause:** Teachers need more training on how to integrate Chromebooks and technology effectively into the classrooms daily.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.

Performance Objective 1: Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.

Evaluation Data Source(s) 1: Campus administration will perform regular classroom walkthroughs to monitor meaningful experiences and student engagement.

Campus administration will attend and actively participate in curricular teacher trainings.

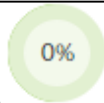
CBA data will be monitored to track student progress and data analysis meetings will be led by campus administration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Teachers will receive training on TEKS Resource System, Lead4ward, and supplemental materials to gain a deeper understanding of the tools and resources that should be used to provide our students with meaningful experiences.</p>	2.4	DCSI, Secondary Curriculum Facilitator, and Principal	Increased meaningful engagement in the classroom that results in increased CBA scores throughout the year.			
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Conduct a curriculum audit with JH staff.</p>	2.5	Principal, DCSI, Executive Director of C&I, and Secondary Curriculum Facilitator	Determine what materials are needed to plan effective lessons and utilize the resources to plan effective lessons 80% of the time.			
<p>Problem Statements: Student Achievement 2 Funding Sources: Federal, State, Local - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>3) CBA data analysis and data conferences with campus leadership and instructional teams to ensure data is used to inform instruction and monitor student growth,</p>	2.6	DCSI, Campus Leadership. Secondary Curriculum Facilitator, Teachers	Progressive increase in student growth on CBAs throughout the year. This will ultimately positively impact student growth on STAAR at the end of the school year.			
<p>Problem Statements: Student Achievement 3 Funding Sources: Federal, State, Local - 0.00</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: The majority of subgroups did not meet the accountability target established by TEA. **Root Cause 2:** Teachers and administrators need to be routinely monitoring CBAs to establish weak areas and address in interventions.

Problem Statement 3: The majority of subgroups did not meet the growth status established by TEA. **Root Cause 3:** Teachers need to be routinely monitoring student progress through CBAs and establishing goals for their students.

Curriculum, Instruction, and Assessment

Problem Statement 1: The following students had limited grade level performance on STAAR: all students, AA, EL, and SPED. **Root Cause 1:** HJHS teachers do not administer regular CBAs to monitor and assess progress throughout the year.

Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.

Performance Objective 1: Individuals and groups throughout the District embrace, support and act in accordance with the HISD beliefs.

Evaluation Data Source(s) 1: Campus administration will check campus and district website on a regular basis to verify that positive district and campus accomplishments have been posted.
 Campus administration will verify that open positions have been posted immediately on our district website and Region 12's website.
 Campus administration will verify that positive accomplishments have been posted on appropriate social media outlets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 7 1) HJHS will continue to recruit and hire the best candidates that embrace our district core beliefs. We will recruit at the college level and positively promote our district on our website and social media outlets.		Campus administration	Positively impact student behaviors and performance on CBAs and STAAR through increased teacher quality			
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00						

Performance Objective 1 Problem Statements:

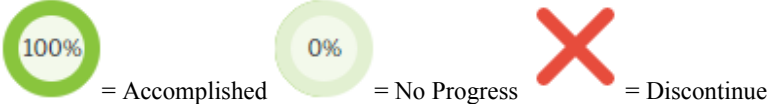
Staff Quality, Recruitment, and Retention
Problem Statement 1: HJHS has a limited number of applicants for open positions. Root Cause 1: We need to recruit at the colleges and promote our campus in a positive manner on social media outlets.

Goal 3: Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

Performance Objective 1: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

Evaluation Data Source(s) 1: Campus administrations will make sure that translators are provided for parent meetings. Counselor will be responsible for providing snacks at parent meetings and coordinating childcare with high school club sponsor. Positive phone call documentation will be turned into campus administration.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 5 1) Develop ways to help our parents and families feel welcome on our campus by providing Spanish translators as needed, providing food and childcare during meetings, and encourage positive phone calls home from teachers.	3.1	Campus administration and teachers	Increased parental involvement			
Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00						
						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parental involvement and participation needs improvement. Root Cause 1: Many parents feel intimidated or do not have a good perception of schools based on their own personal experience.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will receive training on TEKS Resource System, Lead4ward, and supplemental materials to gain a deeper understanding of the tools and resources that should be used to provide our students with meaningful experiences.
1	1	2	Conduct a curriculum audit with JH staff.
1	1	3	CBA data analysis and data conferences with campus leadership and instructional teams to ensure data is used to inform instruction and monitor student growth,
2	1	1	HJHS will continue to recruit and hire the best candidates that embrace our district core beliefs. We will recruit at the college level and positively promote our district on our website and social media outlets.
3	1	1	Develop ways to help our parents and families feel welcome on our campus by providing Spanish translators as needed, providing food and childcare during meetings, and encourage positive phone calls home from teachers.

State Compensatory

Budget for Hillsboro Junior High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611900041930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,800.00
199116119HB041930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,000.00
21111611900041930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$76,400.00
19911614100041930000	6141 Social Security/Medicare	\$1,580.00
21111614100041930000	6141 Social Security/Medicare	\$1,095.00
19911614200041930000	6142 Group Health and Life Insurance	\$6,840.00
21111614200041930000	6142 Group Health and Life Insurance	\$80.00
19911614300041930000	6143 Workers' Compensation	\$740.00
21111614300041930000	6143 Workers' Compensation	\$465.00
19911614400041930000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,315.00
19911614500041930000	6145 Unemployment Compensation	\$260.00
21111614500041930000	6145 Unemployment Compensation	\$160.00
19911614600041930000	6146 Teacher Retirement/TRS Care	\$3,905.00
21111614600041930000	6146 Teacher Retirement/TRS Care	\$1,960.00
6100 Subtotal:		\$238,600.00
6200 Professional and Contracted Services		
21111621900041930000	6219 Professional Services	\$12,500.00
19995622300041930000	6223 Student Tuition - Other Than Public Schools	\$15,000.00
6200 Subtotal:		\$27,500.00

6300 Supplies and Services		
19911639900041930000	6399 General Supplies	\$6,500.00
21111639900041930000	6399 General Supplies	\$15,000.00
6300 Subtotal:		\$21,500.00
6400 Other Operating Costs		
21113649900041930000	6499 Miscellaneous Operating Costs	\$5,000.00
6400 Subtotal:		\$5,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hillsboro ISD conducts a continual comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. Data is gathered and analyzed throughout the year, a comprehensive effort is always made to target specific needs each school year. Administrators and teachers collected data and in collaboration with teacher leaders and others root causes were identified and written as needs and reported to the improvement planning team. All appropriate data has been disaggregated and analyzed, and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Hillsboro ISD has created a schoolwide CIP protocol that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals.

The five steps that our district follows include:

1. Establishing our district improvement committee/campus improvement committees;
2. Clarifying our district's/campus beliefs;
3. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the administrative planning team and collecting reflections and feedback; sharing information with improvement team

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The improvement planning process is used as one district/campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common

language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in our district or campuses to continually improve the effectiveness of our schoolwide program.

2.2: Regular monitoring and revision

The CIP follows regular required reviews in December, March, and June.

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

We translate school information into Spanish because it is needed to communicate effectively with our largely Hispanic student population.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how technology is used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students

2.5: Increased learning time and well-rounded education

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, or curriculum based assessments. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

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

All campuses and each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The District Family Engagement Policy is posted on the district website.

3.2: Offer flexible number of parent involvement meetings

Our district and campuses understands that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in attempt to increase our parental involvement, each campus offers several activities that may include- Watch DOGS, PTA, and Booster Clubs. Parent surveys are distributed at the end of each year and the feedback gathered from these survey's charges us to think about how activities/projects impact busy home lives and consider parent's opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

Campus Funding Summary

Federal, State, Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums



Targeted Improvement Plan

District Name:	Hillsboro Independent School District	County District Number:	109-904	Superintendent Name:	Vicki Adams
Campus Name:	Hillsboro Junior High	Campus Number:	041	District Coordinator of School Improvement:	Angela Boyd
PSP:	Marsha Ridlehuber	Educational Service Center:	Region 12	School Principal:	Patrick Harvell

Vision: Hillsboro Junior High commits to providing a rigorous academic environment that students find both challenging and supportive, as we embrace diversity, empower all stakeholders, and expect excellence.

Problem Statement #1:	The following subgroups had limited grade level performance in reading and math: *All Students (36% R; 30% M) *AA (17% R; 10% M) *EI (17% R; 10% M) *ED (31% R; 26% M) *SPED (20% M)	Annual Goal #1:	Each subgroup will improve their met grade level performance in reading and math in order to meet or exceed Domain III academic achievement targets. *All Students (R-46%; M-40%) *AA (R-25%; M-20%) *EI (R-25%; M-25%) *ED (R-36%; M-36%) *SPED (M-25%)
Root Cause #1:	The campus lacks a consistent process for implementing and monitoring the effective use of curriculum resources to plan and deliver quality, aligned instruction.	Strategy #1:	The campus will audit and oversee the usage of curriculum resources and monitor the implementation of lesson design and delivery to ensure alignment to state standards thus positively impacting student achievement.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Conduct a curriculum audit with JH staff.	September	District curriculum resources	Principal, DCSI, Secondary Curriculum Facilitator	Account for what materials are available on the campus; what materials are being utilized; what other materials are needed. Teachers will utilize these resources to plan and deliver effective lessons 80% of the time.		Select	
	Purchase needed supplemental resources, materials and equipment.	September to October	Federal Comprehensive monies	DCSI, Federal Programs Director, Principal	Teachers have the needed resources to implement and deliver TEKS aligned instruction on a daily basis.		Select	
	Conduct TEKS Resource System training; Lead4Ward training and TIER I and supplemental materials training with campus teachers.	August to October	Lead4ward materials, Supplemental materials, TEKS Resource System	DCSI, Secondary Curriculum Facilitator; Teachers (Fry, Green, Stepp)	Teachers will gain a deeper understanding of the tools/resources provided by Lead4ward and TEKS Resource System. Teacher lesson plans document utilization of these resources on a weekly basis.		Select	
	Develop and implement an agenda and note taking document for use in lesson planning meetings.	October to November	Samples of agendas and note-taking guides, Eduphoria Forethought	DCSI, Secondary Curriculum Facilitator, Principal	Teachers and leadership collaborate weekly in the development of lesson plans.		Select	

Vision: Hillsboro Junior High commits to providing a rigorous academic environment that students find both challenging and supportive, as we embrace diversity, empower all stakeholders, and expect excellence.								
Intermediate: (Implementation)	Weekly lesson plans turned in prior to instruction and reviewed by campus admin; leadership team involved in lesson planning meetings.	October to May	Lesson plans and note-taking templates, Curriuclum documents, TEKS Resource System, Lead4Ward	DCSI, Campus Leadership, Secondary Curriculum Facilitator, Teachers	Teachers are providing quality aligned instruction to students based upon lesson plans 90% of time.		Select	
	Conduct classroom observations and walk-throughs and provide feedback to teachers. Reading and math classroom walk-throughs on a weekly basis; all other content areas on a bi-weekly basis.	October to May	Eduphoria walk-through templates	DCSI, Campus Leadership, Secondary Curriculum Facilitator	Feedback and recommendations are implemented in the classroom as documented by a second walkthrough 80% of the time.		Select	
	CBA analysis and data conferences with campus leadership and instructional team to ensure data is used to inform instruction and to monitor student performance growth.	September to April	CBA results, data analysis sheet from DMAC/Lead4Ward	DCSI, Campus Leadership, Secondary Curriuclum Facilitator, Teachers	CBA's continuously show a 10% increase in students performance (analyzed student by student).		Select	
	Adminsitration of the interim assessmnet or STAAR released.	December and February	STAAR released tests and STAAR interim assessments	DCSI, Campus Leadership, Secondary Curriculum Facilitator, Teachers	10% increase in the fall and a 15% increase in the spring in the number of students who perform at the approaches and meets levels on the interim assessment. Results for students at the masters level indicates that they are on track to maintain that level.		Select	
Long-Term: (Results)	Adminster state assessment and MAP testing.	September 1, 2018 to June 1, 2019	Local and State assessment data	DSCI, District Leadership, Campus Leadership, Classroom Teachers	There is a 10% increase in the number of Spring 2019 STAAR assessments that are at or above the meets grade level. The campus meets at least 10 of the 18 indicators in Domain III Academic Achievement.		Select	
							Select	
Vision Status			Vision Metrics					

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #2:	The following subgroups had limited growth in reading and math: *All Students (61% R; 61% M) *EI (52% R; 53% M) *AA (50% R; 52% M) *ED (59% R; 59% M) *SPED (50% R; 48% M)	Annual Goal #2:	Each subgroup will increase their % of growth in reading and math in order to meet or exceed Domain III growth status targets: *All Students (R-66%; M-71%) *EI (R-64%; M-68%) *AA (R-62%; M-67%) *ED (R-64%; M-68%) *SPED (R-59%; M-61%)
Root Cause #2:	The campus lacks a consistent system for administering on-going classroom based assessments and progress monitoring assessments utilizing data to plan instruction for struggling students.	Strategy #2:	The campus will utilize an RTI/SST process to provide targeted interventions to struggling students and monitor student academic growth.

Vision: Hillsboro Junior High commits to providing a rigorous academic environment that students find both challenging and supportive, as we embrace diversity, empower all stakeholders, and expect excellence.								
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Train teachers in the use of daily/weekly formative assessments.	September to October	DMAC, TEKS Resource System Lead4Ward, TEKS aligned curriculum, supplemental programs and materials	Secondary Instructional Facilitator, Principal, DCSI	Teachers consistently (90%) use formative assessments at least weekly to assess the need for intervention or re-teach.		Select	
	Train teachers in the use of supplemental materials to address student learning needs.	September to November	DMAC, TEKS Resource System Lead4Ward, TEKS aligned curriculum, supplemental programs and materials	DSCI, Secondary Instructional Facilitator, Principal	Lesson plans document the use of TIER II instruction and supplemental materials 100% of the time by the end of November. Tier II pull-out instruction is fully implemented based on data.		Select	
	Review and implement the RTI process to ensure understanding of all stakeholders' roles and their impact on learning.	September to November	SST guidelines and intervention logs	District RTI Coordinator, Principal, Counselor	The SST meets at least every 4 weeks to monitor student progress.		Select	
Intermediate: (Implementation)	Continue to fully implement the RTI process including frequent SST meetings.	December to April	Teacher intervention/progress notes and intervention logs	Principal, District RTI Coordinator, Counselor, Teachers	The SST meets at least every 3 weeks to monitor student progress and make instructional adjustments.		Select	
	The master schedule includes coordinated intervention time and activities for at-risk students that will focus on assessed individual needs.	September to May	NWEA MAP data, Interim Assessment, CBAs, Intervention teacher data	DSCI, Secondary Instructional Facilitator, Principal, District RTI Coordinator, Teachers	90% of students participating in RTI will show consistent growth on CBAs and interim assessments.		Select	
	Training, modeling and implementation with special ed and regular ed teachers on the co-teaching model.	October to January	Region 12 training, Sped staff, lesson planning	DSCI, Secondary Instructional Facilitator, Principal, SPED/Federal Programs Director	80% of sped students participating in co-teaching will show consistent growth on CBAs and interim assessments.		Select	
Long-Term: (Results)	Utilize 2019 STAAR data and NWEA MAP data to evaluate the effectiveness of the campus RTI process and interventions.	April to June	Dissagregated STAAR and MAP data	DSCI, Secondary Instructional Facilitator, Principal, District RTI Coordinator, Teachers	90% of students participating in interventions and the RTI process will show 1+ year's growth on STAAR and/or NWEA MAP for reading and math.		Select	
							Select	

Vision Status	Vision Metrics
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End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #3:		Annual Goal #3:	
Root Cause #3:		Strategy #3:	

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)							Select	
							Select	
							Select	
							Select	

Vision: Hillsboro Junior High commits to providing a rigorous academic environment that students find both challenging and supportive, as we embrace diversity, empower all stakeholders, and expect excellence.							
							Select
Intermediate: <i>(Implementation)</i>							Select
							Select
							Select
Long-Term: <i>(Results)</i>							Select
							Select
Vision Status			Vision Metrics				



ESC Region 12 ID&R PLAN 2018-2019



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.</p>
B. Other		
II. IDENTIFICATION & RECRUITMENT		
<p>A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.</p>	<p>Staff: MEP recruiters</p>	<p>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 3 days of parent signature</p>
<p>F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p>	<p>Staff: Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p>G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.</p>
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Hillsboro ISD

Priority for Service (PFS) Action Plan

Filled Out By: Polo Vielma / Tonya Ramos

Region: 12

Date: 7 -19 -18

School Year: 2018 - 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):


To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

Objective(s):

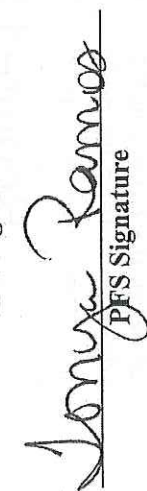
Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

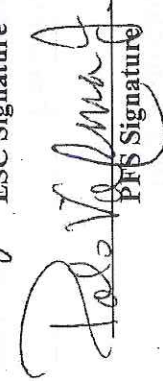
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	August - May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August - May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials


 LEA Signature _____ Date Completed 9/11/18


 ESC Signature _____ Date Received _____


 PFS Signature _____ Date Completed 7/19/18


 PFS Signature _____ Date Completed 07/19/18

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

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<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>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	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>	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>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>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>