Vision for School Leadership

PRINCIPAL HANDBOOK

2020 - 2021
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SECTION 1: District Information
**District Vision, Mission, and Goals**

Dedication runs strong throughout the Dallas Independent School District with more than 19,000 employees working toward realizing our vision of becoming the best urban district in the United States. To truly impact the lives of students and govern our day-to-day actions, the Dallas Board of Trustees adopted its core beliefs and Principles of Public Service for the district to follow. These principles and beliefs serve as a guidepost to everything we do.

**Vision**

Dallas ISD seeks to be a premier urban school district.

**Mission**

Educating all students for success.

**Student Outcome Goals**

1. Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2024.
2. Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40.0% to 56.0% percent by 2024.
3. Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024.
4. The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024.
5. Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2024.

**About Dallas ISD**

The Dallas Independent School District sits in the heart of a large, diverse and dynamic region with a metropolitan population of 6.5 million people in the 12 counties in North Central Texas. Dallas ISD comprises 384 square miles and encompasses the cities of Dallas, Cockrell Hill, Seagoville, Addison, Wilmer and parts of Carrollton, Cedar Hill, DeSoto, Duncanville, Farmers Branch, Garland, Grand Prairie, Highland Park, Hutchins, Lancaster and Mesquite. The district is the second-largest public school district in the state, and the 14th-largest district in the nation.

We are proud of our award-winning schools, outstanding teachers and staff, hard-working students and committed parents and volunteers. The school district serves approximately 155,000 students in pre-kindergarten through the 12th grade, in 230 schools, employing nearly 20,000 dedicated professionals.

Dallas ISD has seen continual gains in student achievement, and strives to help ensure the success of every student. Upon graduation, more district graduates are college and career ready, primed to be productive, contributing members to the community.
Board of Trustees

The Board of Trustees establishes the policies by which schools operate. In carrying out the task of setting policy, the board identifies needs and establishes priorities for the school system, allocates financial and human resources among the priority areas, and evaluates school performance.

**Educating All Students For Success**

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<th>President</th>
<th>1st Vice President</th>
<th>2nd Vice President</th>
<th>Board Secretary</th>
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<td>Dan Micciche</td>
<td>Edwin Flores</td>
<td>Karla Garcia</td>
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| Dustin Marshall                    | Maxie Johnson                  | Joyce Foreman                | Ben Mackey                  |
| District 2                         | District 5                    | District 6                   | District 7                  |
| Term Expires 2020                   | Term Expires 2022              | Term Expires 2020            | Term Expires 2022           |
| North and Near East Dallas         | Oak Lawn, West Dallas,        | Southwest Dallas             | North Central              |
|                                   | Wilmer, Hutchins and          |                               | Oak Cliff and parts of     |
|                                   | portions of East              |                               | West Dallas                |
|                                   | Oak Cliff                     |                               |                             |

Love Field, Northwest Dallas, and Central Dallas
District Organizational Chart
The District Organizational Chart is maintained by our Human Capital Management division. The chart is updated daily. [http://www.dallasisd.org/Page/32186](http://www.dallasisd.org/Page/32186)

District Information Sheets
The first link provides a pdf of schools, including addresses, phone numbers, and their administrators. The second link provides a pdf of schools organized by Trustee District.


Directory of Schools
Enrollment Guides (Elementary and Secondary) [http://www.dallasisd.org/Page/45853](http://www.dallasisd.org/Page/45853)

School Leadership
The School Leadership web page provides links to a variety of vital information. Information updates, including calendars, principal resources, campus operational procedures, among other information can be found on this page.

Networks
School Leadership structure is designed to foster and support professional learning networks. The Network organizational chart can be accessed through the following link on the School Leadership web page.  
[https://www.dallasisd.org/Page/53711](https://www.dallasisd.org/Page/53711)

Resources
The following resources and links can be found on the School Leadership web page.  

- **Weekly Administrative Information Packet (WAIP).** The WAIP provides District and campus-level information and action items. Information is compiled weekly and posted at a single access point. *It is strongly recommended that principals and their office managers access the WAIP each Friday to ensure that information is communicated effectively and action item deadlines are met.*  
  [https://sites.google.com/a/dallasisd.org/weekly-administrative-information-packet/](https://sites.google.com/a/dallasisd.org/weekly-administrative-information-packet/)

- **Laserfiche Forms.** This link is used by campus administrators and office managers to provide information and request permission for the following campus activities: [http://forms.dallasisd.org/](http://forms.dallasisd.org/)
  - Campus Field Trip Proposal (Field trips are not permitted at this time)
  - Request for Snacks and Food Products
  - Senior Activity Proposal
  - Fundraiser Permission and Financial Recap Form
  - Capitol Equipment Removal
  - Request for Administrative Substitute

- **Incident Reporting Form.** This interactive link is to be used by campus administrators to report critical incidents to the School Leadership office. Your District EAD (user name) and password are required to access the portal.  
● **Office Manager Handbook.**
  [https://docs.google.com/document/d/1qaZ4gR9vNmPV1xfvYn7vavUEYu9t1pd85NXzudpyv6A/edit](https://docs.google.com/document/d/1qaZ4gR9vNmPV1xfvYn7vavUEYu9t1pd85NXzudpyv6A/edit)

● **Monthly Maps.** - Principal. These documents provide a monthly guide for campus administrators and office managers related to upcoming events, meetings, action items, and deadlines.
  [https://www.dallasisd.org/Page/49056](https://www.dallasisd.org/Page/49056)

● **Field Trips.** This link provides information, procedures, guidelines, and links to required forms for student field trips. [https://www.dallasisd.org/Page/37300](https://www.dallasisd.org/Page/37300)  (Field trips are not permitted at this time. Virtual field trips are allowed)

**2020 – 2021 Calendars**
The **ABOUT** channel on the Dallas ISD homepage provides links to District and School Calendars, Datebook, Contract Start/End Dates, Testing Calendar, etc. [https://www.dallasisd.org/calendars](https://www.dallasisd.org/calendars)
SECTION 2: Overview
Non-negotiables, Responsibilities, & Procedural Expectations
From the Wallace Foundation,
A recently published Wallace Perspective report that takes a look back at the foundation’s research and field experiences finds that five practices in particular seem central to effective school leadership (The Wallace Foundation, 2012):

1. Shaping a vision of academic success for all students, one based on high standards;
2. Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;
3. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
5. Managing people, data and processes to foster school improvement.

When principals put each of these elements in place — and in harmony — principals stand a fighting chance of making a real difference for students. ([http://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf](http://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf))

Principal Non-Negotiables

- Share the Education Evolution Guide to ensure every effort is being made to take appropriate precautions to safeguard the health and well-being of our school family.
- Prioritize student and staff health, safety and well-being as a top priority.
- Set and maintain a clear focus on student achievement at all times.
- Set and articulate clear expectations for all staff on instructional quality, attendance and professionalism.
- Be a relentless and passionate leader.
- Model the highest level of professionalism.
- Support all teachers and staff in the pursuit of excellence.
- Ensure a safe and clean school environment at all times.
- Adhere to district policy and administrative procedures.

Responsibilities

The essential functions include, but are not limited to, the following fundamental duties:

- Serve as the instructional leader for the building by setting clear goals; managing the delivery of curriculum; allocating resources to instruction; ensuring that teachers get the training, support and direction they need to deliver quality instruction to every student; coaching and evaluating teachers and related activities.

- Lead the utilization of multiple forms of student-level data and student work available to increase student achievement and identify student interventions including utilizing data to identify areas for instructional improvement, to refine and adapt instructional practices, and to determine appropriate strategies across all grades and content areas.

- Focus staff on closing achievement gaps between subgroups of students; build staff capacity to effectively and consistently use student data to drive instructional decisions.

- Manage school staff; assign staff to focus on specific goal areas; establish a structure and groups for encouraging professional learning; create a culture of on-going learning; effectively select and orient new staff; and clearly define expectations for staff performance regarding instructional strategies, classroom management, established policies and procedures as well as communication with the public.
访教室定期；观察和收集数据，以做出必要和适当的调整，以满足学区和学校的目标和目标，包括课程、最佳教学实践、文化素养及其相关因素。

促进共享领导和战略授权；培养来自内部的领导者，并创造机会让工作人员领导；建立一个领导团队和教师领导者，参与学校运营和战略规划的分析。

通过分析学校的强项和弱项，基于多个数据来源和工作人员和社区反馈，制定战略规划；开发行动计划并为学校制定目标，基于分析；引导工作人员关注这些计划。

为学校制定行动计划，并制定与学区和学校目标相一致的专业发展行动计划；制定暂时计划，考虑到那些最能解决学习需求的活动，以实现目标。

计划和管理一个财政上负责任的预算是为了包括监视和支持地方、州和联邦规则、政策和程序及其维护准确和最新的记录和文件，以支持学生的成就；确保战略分配并公平使用财务和人力资本资源来实现教学目标和支持工作人员的需要；评估资金和项目决定的成功。

遵守预算和采购指南，并证明对学区预算和活动基金的负责任的财政控制。

为所有利益相关者建立组织结构和实践，以促进有效和高效的校园运作，促进学生成就。

制定行动计划并修改计划和程序，以提高所有校区的努力。利用组织技能来解决和决策必要的问题，以改善学校的运营系统。

设计并参与专业发展以提高专业技能和知识，基于学生的成就，校区、学区和州的需求。

定期监测所有教师在课堂上的表现，并提供路径和专业发展，以通过改进教学实践提高学生的表现。

设计开放、清晰和有效的沟通方式，确保教师与家庭沟通学生进步和具体支持其子女学习的方式；利用来自学校工作人员、家长、学生和社区团体的反馈来改善学校范围内的过程；适应使材料对工作人员、家长、学生和社区团体有意义和吸引的方式。

以使能、支持的方式传达和推广高标准的员工和学生表现；适当的赞扬和认可。调解和促进各方的冲突，包括教师、员工、学生和家长的冲突。

开发一个管理系统，以鼓励学生积极行为、自尊和一个支持性的环境，以促进最大化的学生成就。

规划和管理一个财政上负责任的预算是为了包括监视和支持地方、州和联邦规则、政策和程序及其维护准确和最新的记录和文件，以支持学生的成就；确保战略分配并公平使用财务和人力资本资源来实现教学目标和支持工作人员的需要；评估资金和项目决定的成功。

遵守预算和采购指南，并证明对学区预算和活动基金的负责任的财政控制。

为所有利益相关者建立组织结构和实践，以促进有效和高效的校园运作，促进学生成就。

设计开放、清晰和有效的沟通方式，确保教师与家庭沟通学生进步和具体支持其子女学习的方式；利用来自学校工作人员、家长、学生和社区团体的反馈来改善学校范围内的过程；适应使材料对工作人员、家长、学生和社区团体有意义和吸引的方式。

以使能、支持的方式传达和推广高标准的员工和学生表现；适当的赞扬和认可。调解和促进各方的冲突，包括教师、员工、学生和家长的冲突。

开发一个管理系统，以鼓励学生积极行为、自尊和一个支持性的环境，以促进最大化的学生成就。
- Promote activities that ensure positive student conduct and fair, equitable discipline practices.

- Review discipline data to plan, revise, and monitor practices and procedures appropriately.

- Provide knowledge and support of district initiatives with communication to all stakeholders regarding the initiatives to include facilitation of change processes and communication on the progress of change processes as appropriate; provide focus and rationale for district initiatives and provide periodic updates as needed.

- Lead efforts to design or provide opportunities for family and community involvement at the school; create a school-wide culture that makes the school feel accessible to families and the communities.

- Participate in community events and/or meetings to become known in the community and become knowledgeable about issues facing the community. (Virtual meetings at this time)

**Procedural Expectations**

**Absences and Off Campus**
- Call your Executive Director (ED) when off campus for more than one hour.
- Call your ED and send your ED's administrative assistant an Outlook appointment when reporting personal absences in advance.
- Call your ED for emergency absences (for example, a last-minute absence due to illness).

**Budgets, Fundraisers, and Grants**
- Comply with district procedures, policies, guidelines, timelines, and deadlines ( mishandling of funds/monies can lead to severe consequences).
- Approve your own purchase orders (do not have anyone else approve for you).
- Store financial paperwork in a secure location (deposit cash daily).
- Fundraisers must be submitted 30 days in advance.
- **Written approval is required prior to the onset of the fundraiser.** If you have submitted, but have not received approval, it is your responsibility to follow up with the ED administrative assistant to determine status.

**Campus Events**
- Send a personal invitation to Board members via an email to the Board Relations Office and copy the ED.
- Keep campus website and calendar updated weekly.
- Submit special event information to the Communication’s Office.
- Send Campus Communication to Students, Parents, and Community
- Include confidentiality and non-discrimination statements on all communications.
- Proofread for errors in grammar, mechanics and spelling in both English and Spanish.
- Use the official campus letterhead.
- Communicate professionally—verbal and written.

**Data Entry and Record Management**
- Ensure all student data is accurately entered and submitted on time: attendance, federal lunch applications, grades, admissions, withdrawals, etc.
- Ensure accuracy of special program codes (i.e. SPED, ESL, GT).
- Address coding errors in a timely manner.
- Attain 100% error-free goal.

**Discipline**
- Develop and monitor supervision (duty) plan before, during, and after school.
- Develop a clear and consistent discipline plan and enforce execution of plan with fidelity.
Ensure that every adult on campus knows the supervision (duty) and discipline plan.
Ensure that everyone executes the supervision (duty) and campus discipline plan and consistently communicates/reinforces the campus plan with students.
Ensure that students are respectful, dressed per code, and in classes—not hallways.
Ensure that discipline referral data is entered weekly.
Include referring teacher information on discipline entries when applicable.

Analyze referrals/other discipline data for recurring patterns and revise plans, including holding crucial conversations with staff to resolve problem areas.
Ensure that all staff writes only factual information on referrals.
Remind staff that all documentation can be requested (ORR) or subpoenaed.
Speak to parents in addition to sending the written referral (document conversation).
Leave emotions and opinions out of the statements.

Emails and Weekly Memoranda
- Check email daily and maintain adequate mailbox space to allow for daily delivery.
- Review Weekly Administrative Information Packet (WAIP) every Monday for information, actions, and timelines.
- Read the Weekly Bulletin from your ED or the Deputy Chief.
- Remind staff that emails can be requested (ORR) or subpoenaed.

Professional Dress and Work Day
- Dress professionally at all times.
- Hold the administrative/leadership team accountable for modeling professional dress at all times.
- Principals must arrive at least 30 minutes before the first bell for students to be admitted to the building and should remain at least 30 minutes after the dismissal bell.
- Ensure that your administrator supervisory schedule includes an administrator on duty for the entirety of all UIL activities/ campus events (day or evening), per DISD Athletics Department guidelines.
SECTION 3:
Human Capital Management
**Human Capital Management**  
The Human Capital Management (HCM) department leads transformation by focusing on the greatest asset in our District—*our people*. We know that people matter. In order for Dallas ISD to meet aggressive goals, HCM strives to ensure we have a highly effective teacher in every classroom, effective leaders at every school, and effective staff in all non-instructional positions.

HCM is here to assist you with your questions and concerns. Please reach out to us at the numbers or email below. For more detailed contact information, view [How Can HCM Help?](#)

**Information Systems for Support of Employee Management**

- **Career Management System (CMS) - Cornerstone Platform**  
  *Cornerstone* is the system of record for all Teacher Excellence Initiative (TEI) documentation and professional development transcripts.

  For direct access to Cornerstone [https://dallasisd.csod.com](https://dallasisd.csod.com)

  *Recommended Use: Access this resource as needed to input, review, and monitor teacher SPOT and Extended observations, and Summative evaluation; staff 3R evaluation process information; personal professional development registration and review of transcripts; and a variety of HCM reporting requirements.*

- **Critical Incident Reporting**  
  The Critical Incident Reporting System and is the reporting system is now restricted to principals and assistant principals and requires EAD login for access. The reporting system includes incidents involving teachers and staff, including but not limited to:
  - injury to student, staff, other
  - major illness of student, staff, or other
  - death of a student or employee

  In situations that would attract media attention but do not call for assistance from Central Control, administrators (principals or assistant principals) must still complete the Critical Incident Reporting Form as directed by School Leadership. Office managers no longer have access to submit School Leadership’s Incident Reporting Forms. [Click here](#) to see WAIP memo from School Leadership

  *Recommended Use: As needed for reporting of critical incidents related to staff, as well as other incidents detailed under the Operations section of the Principal Handbook.*

- **Curriculum Central (Teaching and Learning)**  
  This is Dallas ISD’s online curriculum and instruction resource link. Information is organized across several channels in Curriculum Central for a one-stop link to all resources relating to curriculum and instruction for principal use in teacher SPOT observations, feedback and coaching, and review and monitoring of professional learning community planning.  

  [https://sites.google.com/a/dallasisd.org/ccentral/](https://sites.google.com/a/dallasisd.org/ccentral/)

  *Recommended Use: Access this resource daily*
● **Dashboards**  [http://dashboards.dallasisd.org](http://dashboards.dallasisd.org)

The dashboard is a reporting tool that unifies various district databases containing data related to performance and operations into one, easy-to-use format.

**Recommended Use:** Access this resource daily


**Recommended Use:** Access this resource as needed to review and monitor campus and student level data for formative and summative assessment results, historical assessment information, enrollment demographics by campus and sub-population, and reporting requirements.

● **Monthly Maps.** - Principal. These documents provide a monthly guide for campus administrators and office managers related to upcoming events, meetings, action items, and deadlines. [https://www.dallasisd.org/Page/49056](https://www.dallasisd.org/Page/49056)

**Recommended Use:** Have your Office Manager enter all items into your calendar with notification reminders for deadlines and other critical events. Access this resource daily

● **Oracle**

Oracle is a software application the district uses to manage Procurement, Finance and Human Capital Management business functions.

[https://staff.dallasisd.org/home/teacher-resources/](https://staff.dallasisd.org/home/teacher-resources/)

**Recommended Use:**
- Weekly: monitoring of employee clock-in and out activity, absences, and overtime/comp time accrual
- Bi-monthly and Monthly: review and approval of payroll
- Annually: Acknowledgement of District Policies and contract acceptance
- As Needed: I-Expense review and approval

● **Specialized Data Management Support (SDMS)  **  *Special Education/SST/504*

  ○ SDMS supports [EdPlan™](#), a comprehensive technology for managing special programs by automating and streamlining data collection and management.
  ○ [EasyEP™](#) is the EdPlan module Dallas ISD uses to manage special education compliance by documenting services, information and timelines.
  ○ [FIE Writer™](#) is the EdPlan module used by Dallas ISD staff to assist in the evaluation and assessment process for students in special education.
  ○ [SST™](#) is the EdPlan module used to document referrals to special education.
  ○ [§504™](#) is the EdPlan module used to manage the §504 process by documenting and tracking §504 plans and accommodations.

**Recommended Use:** Access this resource as needed to review and monitor campus and student level data for supports and service documentation, compliance, deadlines, and other resources.

**Recommended Use:** Access this resource daily
Annual Policy Acknowledgement
In compliance with state and federal laws, Dallas ISD requires that all employees complete an Annual Policy and Compliance Acknowledgement at the beginning of every school year. Human Capital Management requests that supervisors verify that all their direct reports comply with the acknowledgement requirements by the expected deadline, communicated annually. Board policy information on annual notification can be found at https://pol.tasb.org/Policy/Download/361?filename=DGB(LOCAL).pdf

Using their EAD username and password, employees will log into the Annual Policy and Compliance Acknowledgement application at http://PolicyAcknowledgement.dallasisd.org/ to acknowledge the following:

- Employee Handbook
- Annual Employee Notification of District Policies
- Conflict of Interest Notice
- State Board for Educator Certification (SBEC) Reporting Notice
- Confidentiality Requirements

Upon completion, a receipt will be sent to the employee’s District email. More information is available at https://www.dallasisd.org/Page/41690

Benefits
The Benefits department can assist with

- Enroll in benefits as a new employee.
- Change your benefits if you have a “special enrollment event,” such as having a baby, getting married, or your spouse loses his/her employer’s health coverage.
- Learn more about requesting and taking a leave of absence.
- Get answers to your benefits-related questions.

Information on benefits enrollment, options, changes, providers, and forms can be accessed at https://www.dallasisd.org/benefits

Compensation
Our Dallas ISD Compensation Programs are designed to ensure that each component of our rewards program promotes an atmosphere that attracts, motivates and retains high performing employees and provides support to the organizational mission of educating all students for success.

The function of the Compensation Department is to direct the strategic planning, design, implementation, administration and communication of all district compensation programs. By researching and evaluating the organizational needs of the district and assessing market trends, we proactively ensure that our compensation programs are competitive and align with our district's philosophy! https://www.dallasisd.org/Page/2151

Compliance Videos
Dallas ISD employees are critical to promoting a safe and healthy environment for students. Compliance training ensures all staff are prepared and knowledgeable of Board policies, federal and state mandates as well as health and safety practices. ALL central and campus staff are required to complete Compliance training by an annually designated deadline. Please reference the Weekly Administrative Information Packet (WAIP) in August for more information. https://www.dallasisd.org/Domain/148

Employee Dress Code
All employees are expected to adhere to the district’s dress code as outlined in https://pol.tasb.org/Policy/Download/361?filename=DH(REGULATION).pdf
Employee Grievance
To initiate a grievance, the employee must complete and submit an Employee Grievance Form. https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/441/EmployeeGrievanceForm.pdf

Employee Handbook
The employee handbook provides information that will help with questions and paves the way for a successful year. https://www.dallasisd.org/Page/41758

Campus Visitors
Campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors. Approved partnerships that provide direct student contact or specific district function may NOT visit more than one campus per day.

Employee Relations
Services, Support, and Solutions is an operations division of Human Capital Management that provides the following services:

- **Benefits**: Ensures that the District's benefits programs are cost-effective and competitive
- **Employee Relations**: Oversees grievances and employee conduct
- **Policy and Compliance**: Facilitates personnel (D series) policy actions
- **Benefits Review Committee**: Oversees issues related to the American Disabilities Act

Information and resources are available at https://www.dallasisd.org/domain/8949

Employee Resources

Employee Travel for Professional Development/Conferences
When staff members travel to conferences, there are steps that need to be taken by both the office manager and the traveler to ensure student learning continues during their absence and all district policies are followed. A detailed packet has been prepared which includes a checklist for the office manager with sample per diem rates, a mileage chart and hotel tax exempt form. Also included is a checklist for the traveler and an I-Expense handout they may use to request their advance or reimbursement in Oracle. Click here for the conference travel packet.

Please note, out-of-state travel requires pre-approval by TEA and must be submitted on the application prior to services rendered. To request approval, complete the Google form at:

Out-of-State travel - https://goo.gl/forms/6405iD4XicZVkJdJe2
Excellence Initiatives (Evaluation System for Principals, Assistant Principals, Teachers, Counselors, and Librarians)

Dallas ISD is committed to improving the quality of instruction by placing an effective teacher in front of every child, an effective principal at every campus, and effective staff in all roles across the District. Our efforts to transform Dallas ISD have focused on investing in our people and developing our human capital. In particular, we have fundamentally changed how we assess principal, assistant principal, counselor and teacher effectiveness. Evaluations are now tied to student achievement results and other key performance metrics. Compensation for principals, assistant principals, and teachers is tied to overall effectiveness.

In Dallas, we recognize the important role of principals, assistant principals, counselors and teachers in raising student achievement results and building and sustaining a positive and supportive school culture. As a result of the Excellence Initiatives (PEI, APEI, SCEI and TEI), Dallas ISD has for the first time an objective way to measure effectiveness. The combination of multiple measures presents a holistic view of employees within Dallas ISD.

The commitment of Dallas ISD to transform evaluation systems into Excellence Initiatives provides Dallas ISD with the human capital information needed to best support the ambitious four student achievement goals outlined by the Board of Trustees. As a district, the Excellence Initiatives provide a fair, accurate, and rigorous way to identify and reward those having the biggest impact with our students as well as the information to grow and develop as we seek to continually improve the quality of instruction. [https://www.dallasisd.org/Domain/7954]

- **Principal Excellence Initiative (PEI)**
  Principals need to demonstrate leadership and vision, and they must be prepared to make tough decisions. These attributes will be assessed using the principal evaluation rubric. Operationally, a school leader’s main purpose is to improve the quality of instruction and raise student achievement. Increased student proficiency is what matters most and encapsulates all of the performance measurements of an effective principal. The Dallas ISD’s evaluation of principals will rely on a combination of performance measurements and student achievement results.

PEI Performance Rubrics, Check Point Overviews, Evaluation Calendar, and other information can be found at [https://www.dallasisd.org/Page/41972]
Principal Excellence Initiative (PEI) Worksheet

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**Assistant Principal Initiative (APEI)**

While principals may be the key to reform, it is clear, too, that a principal must build a strong leadership team to transform a school. In Dallas, assistant principals are also instructional leaders whose main responsibilities mirror closely those of the principal. Assistant principals are accountable for raising student achievement results, coaching teachers in order to improve the quality of instruction, and building and sustaining a positive and
supportive school culture. Because the role of the assistant principal is very similar to that of the principal, the AP evaluation system will be based on many of the same performance and achievement metrics.

The APEI Guidebook, Performance Rubric, Evaluation Calendar, and other information can be accessed at https://www.dallasisd.org/Page/41973

- **Teacher Excellence Initiative (TEI)**
  Dallas ISD seeks to identify, encourage, and reward effective teachers by prioritizing and supporting academic excellence. TEI defines and evaluates excellence through three lenses: *performance, student achievement and student experience surveys* that encourage and reward excellence in the classroom and beyond.

  These three components, *performance, student achievement and student perception surveys*, are aligned with the Measures of Effective Teaching project and other research. The weights given to the evaluation components in TEI were decided with much input from Dallas ISD teachers and principals. The evaluation is based on a 100-point scale.

  Extensive information, Guidebooks, Performance Rubrics, and other resources can be found at https://tei.dallasisd.org/home/resources/

- **School Counselor Excellence Initiative (SCEI)**
  Through the application of a comprehensive, data driven school counseling program, counselors promote achievement and access to rigorous education that leads to closing achievement, opportunity, and attainment gaps.

  The SCEI Guidebook, Evaluation Calendar, and other resources are available at https://www.dallasisd.org/Page/41974

- **School Librarians Professional Development and Appraisal System (LPDAS)**

  **Evaluation Systems and Processes for Campus Based Professional and Support Staff**


- **Balanced Scorecard**
  In Dallas ISD, all staff play a key role in raising student achievement by supporting and empowering the work of our campuses. To raise student achievement in Dallas ISD, each of the district’s 20,000 employees must be working toward a shared vision, focused on the same outcomes, and striving for excellence. The 3R is a tool for defining, supporting excellence for campus-based professional and support staff.

  The 3R (Balanced Scorecard) is the evaluation system for campus-based employees including, but not limited to, the following:

  - Campus Instructional Coach
  - Community Liaison
  - Registrar
  - Data Controller
  - School Clerk
Exiting Employees
Forward thinking managers track the circumstances of an employee exiting as well as the outgoing perceptions of those employees. A strong exiting process ensures that vital knowledge is not lost to the organization when people leave and shortens the learning curve of new people joining the organization.

Per Dallas ISD Policy, all exiting employees are required to submit an official Notice of Separation (S54 Form). Dallas ISD no longer accepts the paper Notice of Separation (S54 Form). The electronic Notice of Separation (S54 Form) is accessible online through Oracle. https://www.dallasisd.org/Page/28102

Expense Reimbursement
Oracle is the system to
https://www.dallasisd.org/site/default.aspx?PageType=3&ModuleInstanceId=32738&ViewId=C9E0416E-F0E7-4626-A7B-C14D59F72F85&RenderLoc=0&FlexDataId=32081&PageId=26389

Job Description Database
Provides job descriptions for all district jobs. https://www.dallasisd.org/Page/13922

Leave of Absences
Policies regarding employee leave of absences are found at https://pol.tasb.org/Policy/Code/361?filter=DEC
Additional information and resources are available through the Dallas ISD Benefits Department. https://www.dallasisd.org/benefits

Payroll
The Payroll Department publishes a Payroll Bulletin by the 15th of each month and distributes to all timekeepers and approvers. It is important to understand the items on the bulletin. You will need to have a clear understanding of what the deadlines are, to whom (which employees) they apply and what data is necessary to meet the deadlines. If you are unsure, contact your Payroll Specialist.

The Payroll Homepage is available at https://www.dallasisd.org/Page/1144
Contact information is accessed at https://www.dallasisd.org/Page/32798

Planning Time - Collaborative Planning
Guidelines regarding teacher planning time are found in Board Policy DL https://pol.tasb.org/Policy/Download/361?filename=DL(LEGAL).pdf

Professional Development
Professional development is provided by a variety of departments throughout the district. Cornerstone is the platform for professional development registration and management of training transcripts. Virtual professional development opportunities are organized by topic, mode of training, and through an interactive calendar. The Professional & Digital Learning web page is found at https://www.dallasisd.org/Page/41423
The Cornerstone Platform link is https://dallasisd.csod.com

Professional Organizations
Professional associations are important for educators to stay up-to-date on current educational topics and trends. Professional organizations for school administrators include:

**A.A.S.A.** - American Association of School Administrators This professional organization was founded in 1865, for more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders. AASA members are the chief education advocates for children. The members advance the goals of public education and champion children’s causes in their districts and nationwide. They help shape policy, oversee its implementation and represent the school district to the public at large, as well as set the pace for academic achievement.

**T.A.S.A.** - Texas Association of School Administrators TASA serves as the professional association for Texas’ top public school administrators. TASA provides the critical networking opportunities so important to members, bridging the natural gaps caused by distance and diversity, and facilitating sharing and collaboration. To support public schools TASA promotes legislative and policy advocacy efforts, professional learning offerings, and targeted communications for support of superintendent and other school leaders in all aspects, from the day-to-day operations of their districts to the more philosophical work of transforming public education.

**T.C.P.E.A.** - Texas Council of Professors of Educational Administration TCPEA is committed to creating and maintaining a site that offers useful information and resources, as well as a place where TCPEA members can collaborate and showcase their work. This is a partnership organization with TASA.

**A.S.C.D.** – (formerly the Association for Supervision and Curriculum Development), it was founded in 1943. ASCD is a global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

**Learning Forward** - Is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.

**N.A.E.S.P.** - The National Association of Elementary School Principals (NAESP), founded in 1921, is a professional organization serving elementary and middle school principals and other education leaders throughout the United States, Canada, and overseas.

**Substitute Employees**
Beginning April 9, 2018, Dallas ISD Substitute Staffing will move to a new access request link for campus Absent Management System users. The goal for the new access request link is to capture campus user data to ensure system user accuracy and data entry integrity. The request link is available 24/7 and is monitored daily by the district Substitute Staffing Coordinator. All system users will have a unique ID and PIN, which must be kept confidential.

Information and system user tutorials are available at https://www.dallasisd.org/Domain/160
SECTION 4:
Campus Leadership
Principals are responsible for establishing and maintaining a shared vision of success. This responsibility is reflected, in part, in the development and success of shared leadership responsibilities. The Principal Excellence Initiative (PEI) evaluation system notes this in several domains.

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**Campus Leadership Roles and Responsibilities**

- **Campus Leadership Designee**
  School Leadership has developed a list of campus designees that in previous years have been requested by various departments. Schools may update the form throughout the year. Please make sure you have submitted your campus names for these important assignments in this link:
  https://docs.google.com/spreadsheets/d/1ACwc71t9nb94CflW0Hm17Th_qkhFB1glVvxh4rCJtA/edit?usp=sharing

**Required Committees**

- **Attendance Committee (Student Activities)** Meeting next week to determine guidelines for AFC
  According to Texas State law, each student must be in attendance 90 percent of the days the class is offered. The implementation of the Attendance for Credit Initiative is to ensure that all students are in attendance 90 percent of the time a class is offered to certify successful accrual of credit or final grade.
**Purpose**
Students who are passing their classes, but have excessive absences, will have the opportunity to regain credit or final grade for their classes by completing a principal's plan.

**Determination of Credit**
The Attendance Review Committee will review all documents for approval. Students will need 90 percent attendance rate, make-up work for academic seat time, and a passing grade of 70% or above in each class. An administrator signature is required for final approval.

For information and access to policy, procedures and forms: [https://www.dallasisd.org/Page/39088](https://www.dallasisd.org/Page/39088)

- **Board of Control**
The Board of Control is designed to assist the principal in ensuring activity funds are managed in accordance with district approved guidelines and procedures, Board Policies and TEA guidelines. It also assists the principal in the monitoring of the operations and maintenance of the activity funds.

**Committee Members**
- Principal (or designee)
- Activity funds bookkeeper
- One parent/community member (if available)
- Teachers/sponsors
  - A minimum of five for secondary schools
  - A minimum of three for elementary and alternative schools

**Responsibilities**
- Review all requests for purchases, payments for service, advance payments and reimbursements
- Review all receipts and deposit slips
- Review all Fundraiser Permission and Financial Recap forms and evaluate the fundraiser profitability
- Review all transfers

**Meetings**
Principals shall determine the number of BOC meetings, but FASC highly recommends a minimum of one meeting per month. The suggested quorum at each meeting is three members for Elementary schools and five members for Secondary schools. An agenda, minutes and sign-in sheet should be prepared for each meeting. The agenda should be distributed to members two days prior to the meeting. The agenda, minutes, sign-in sheets and a copy of reviewed documentation should be retained with other activity fund records.

Information on policies and procedures related to campus Activity Funds can be found at [https://www.dallasisd.org/Page/47879](https://www.dallasisd.org/Page/47879)

- **Coordinated Approach To Child Health (CATCH)**
CATCH (Coordinated Approach To Child Health) is a school-based health program designed to promote physical activity and healthy food choices and prevent tobacco use. CATCH transforms a child’s environment, culture, and society by coordinating child health efforts across all aspects of the educational experience: classroom, food services, physical education, and family. Proven to reverse childhood obesity in numerous studies, and adopted by more than 8,500 schools in the United States and abroad, it is the most widespread and researched coordinated school health program in the world. For 25 years, the CATCH Programs have guided kids on how to be healthy for a lifetime and it is now the #1 health promotion and childhood obesity prevention program available. Check out [CATCH USA](https://catchusa.org) and [CATCH Texas](https://catchtexas.org) for more information.
Dallas ISD has adopted the CATCH Program as their Coordinated School Health Program for all elementary and middle schools. Each school had a “team” of four trained in the CATCH Program. Team members could have included a classroom teacher, physical education teacher, nurse, counselor, cafeteria manager, parents, community liaison, or administrator.

More information can be accessed at https://www.dallasisd.org/Page/27383

- **Gifted and Talented Selection Committee: Admission, Review, and Evaluation (ARE)**
  A potential G/T student is nominated by a teacher, counselor, administrator, parent, community member, peer, or a student can self-nominate. Test scores for the State of Texas Assessments of Academic Readiness (STAAR) and ITBS/Logramos (now TerraNova/SUPERA) are also used to determine eligibility. Each campus has a ‘Selection Committee’ chaired by a G/T teacher. The committees consist of at least four professional educators who received training in the nature and needs of G/T students.

  For information and access to policy, procedures and forms: https://www.dallasisd.org/Page/50436

- **Grade Placement Committee (GPC)**

  Governor Greg Abbott announced that the grade promotion requirement related to the State of Texas Assessment of Academic Readiness (STAAR) test for students in grades 5 and 8 has been waived for the upcoming school year.  

  The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 & 8. It was enacted by the 76th Texas Legislature in 1999 & modified by the 81st Texas Legislature in 2009.

  As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

  Students in grades 5 and 8 have three opportunities to pass the STAAR reading test and three opportunities to pass the STAAR mathematics tests. If a student does not pass one or both tests, the school must give the student additional instruction after each testing opportunity, and the student must participate in that instruction. Parents will be notified if their child does not pass a STAAR test that is required for promotion.

  If a student has not passed after the second testing opportunity, a grade placement committee (GPC) is formed. The GPC, which consists of the principal, teacher, and parent or guardian, will create an instructional plan based on the individual needs of the student. Parents’ Role in the Process A student who is unsuccessful on the STAAR reading and/or mathematics test, after the third testing opportunity will be retained automatically.

  However, the student’s parents may appeal the decision to have their child repeat the grade by submitting a request to the GPC within five working days of receiving the retention notice. The GPC may decide to promote a student to the next grade, but only if everyone on the committee agrees that the student is likely to succeed in the next grade.
Even if the GPC decides to promote the student, the student must participate in the required additional instruction in order to be promoted. Parents may request a waiver of the third testing opportunity if they do not want their child to test. If the waiver is approved, the student is automatically retained, but the parents may still appeal the retention. A student must participate in all additional instruction required by the GPC, even if the third testing opportunity is waived.

For information and access to policy, procedures and forms: [https://www.dallasisd.org/Page/39091](https://www.dallasisd.org/Page/39091)

- **Language Proficiency Assessment Committee (LPAC)**
  The LPAC plays a pivotal role in the education of EL (English learner) students. The LPAC’s role extends beyond the responsibilities established under the Texas Administrative Code, 19 TAC Chapter 89, Subchapter BB, Commissioner’s Rules Concerning State Plan for Educating Limited Proficient Students. As an advocate for the EL student, the LPAC becomes the voice that initiates, articulates, deliberates, and determines the best instructional program for the student. It functions as a link between the home and school in making appropriate decisions regarding placement, instructional practices, assessment, and special programs impacting the EL student.

  For information and access to policy, procedures and forms: [https://www.dallasisd.org/Page/28773](https://www.dallasisd.org/Page/28773)

- **Placement Review Committee**
  As part of the Campus Management Plan, a 3 member committee is established which consists of one (1) member selected by the principal; two (2) members selected by the campus faculty; and one (1) alternate selected by the campus faculty.

  The Placement Review committee is convened (as needed) to review teacher requests to remove a student. Ensure that request is supported by appropriate documentation which includes the disruptive classroom behavior; the teacher’s motivation strategies; notes regarding the parent conference; counseling services; behavioral interventions; and the request letter.

  Contact the Student Services department for more information. [https://www.dallasisd.org/Domain/159](https://www.dallasisd.org/Domain/159)

- **Site-Based Decision-Making**
  A **process for decentralizing decisions to improve the educational outcomes** at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to **improve student achievement**.

  [https://www.dallasisd.org/Page/27007](https://www.dallasisd.org/Page/27007)

  **Composition**
  - School Personnel/Employees
  - Parents
  - Students (where appropriate)
  - Community Members
  - Business Representatives

  **Roles and Responsibilities**
  In accordance with the administrative procedures established under Section 11.251 (b), the campus-level committee shall be involved in decisions in the areas of:

  Planning, Budgeting, Curriculum, Staffing Patterns, Staff Development, School Organization
SECTION 5: Instructional Leadership
Principals are responsible for establishing and maintaining a high quality, comprehensive program of instruction. This responsibility is reflected in the Principal Excellence Initiative (PEI) evaluation system.

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2. Establishes goals and clarifies purpose                                    |
|                         | 2. Leads Change                                  | 1. Leads Change (2X)                                                      |
|                         | 3. Maximizes human potential                     | 1. Maximizes potential                                                    |
|                         | 4. Demonstrates other leadership skills           | 1. Communicates well and practices sense-making (2X)  
2. Makes effective decisions  
3. Demonstrates broad perspective                                               |
| Instructional Program   | 1. Maintains a comprehensive program of instruction | 1. Establishes a Standards-based and Aligned curriculum (2X)  
2. Provides staff with tools to grow teachers  
3. Develops a Program of Instruction that Meets the Needs of All Students          |
|                         | 2. Improves the quality of instruction            | 1. Provides Effective Instructional Feedback (2X)  
2. Improves the Quality of instruction (3X)  
3. Conducts Effective Formal Observations and Evaluations (2X)                |
|                         | 3. Provides for Assessment of instruction         | 1. Ensures Student Proficiency is Progress Monitored and Accurately Assessed |
| Staff Development       | 1. Develops Staff                                | 1. Provides effective professional development  
2. Develops leadership capacity and density                                     |
|                         | 2. Facilitates individual growth                  | 1. Facilitates individual growth of teachers                               |
|                         | 3. Hires quality staff                           | 1. Recruits and hires effective teachers (2X)  
2. Retains proficient teachers                                                  |
| Effective Management    | 1. Manages resources effectively                 | 1. Manages personnel and Material Resources  
2. Aligns budget with instructional Program and Staff Development              |
|                         | 2. Time Management                               | 1. Develops effective school and class schedules                           |
|                         | 3. School Climate                                | 2. Manages individual time well                                             |
| Professional Responsibilities | 1. Maintains positive relations with district and community | 1. Maintains positive relations with district personnel  
2. Builds positive relations with parents and school stakeholders (2X)          |
|                         | 2. Behaves professionally                        | 1. Acts and communicates professionally (2X)                               |
|                         | 3. Grows professionally                          | 1. Maintains personal professional development  
2. Contributes to the profession                                                |

**Campus Needs Assessment (CNA)**

State and federal law both outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253 related to campus planning state that “the plan must include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance...Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system.”

**Campus Instructional Plan (CIP)**

Per Texas Education Code and Dallas ISD Board Policy, each campus annually develops, reviews, and revises their improvement plan. [https://pol.tasb.org/Policy/Download/361?filename=BQ(LEGAL).pdf](https://pol.tasb.org/Policy/Download/361?filename=BQ(LEGAL).pdf)

Campus Improvement Plans are completed, revised, and assessed through the Plan 4 Learning Platform. The process begins mid second semester of each year for the following year. Campus goals, action steps, and progress monitoring is reviewed throughout the school year as part of the principal evaluation process.
Development of the annual Campus Improvement Plans begins with the Comprehensive Needs Assessment (CNA) process. The checklist is used to guide the needs assessment process.

### Instructional Resources and Systems

- **Unified Classroom**
  Unified Classroom gives teachers and campus administrators real-time insights into each student’s performance, allowing teachers to deliver instruction tailored to the needs of each individual student.

- **Curriculum Central**
  This is Dallas ISD’s online curriculum and instruction resource link. Information is organized across several channels in Curriculum Central for a one-stop link to all resources relating to curriculum and instruction for principal use in teacher SPOT observations, feedback and coaching, and review and monitoring of professional learning community planning. [https://sites.google.com/a/dallasisd.org/ccentral/](https://sites.google.com/a/dallasisd.org/ccentral/)

- **PowerTeacher Pro**
  PowerTeacher Pro is used for the teacher gradebook and attendance.

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**CNA & CIP CHECKLIST**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>CLEARLY EVIDENT</th>
<th>NOT EVIDENT</th>
</tr>
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<tbody>
<tr>
<td><strong>1</strong> Comprehensive Needs Assessment (All CNA elements provided below are required)</td>
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<tr>
<td>a. Demographics</td>
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<td>Grade span</td>
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<td>Staff Quality</td>
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<td>Enrollment size</td>
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<td>Breakdown by ethnicity</td>
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<td>List of strengths</td>
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<td>Areas of needs</td>
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<tr>
<td>b. Student Achievement (Math, Reading, Science, SS, Writing)</td>
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<tr>
<td>Identify data source (e.g., STAAR, Benchmarks, DOK, DCC)</td>
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<tr>
<td>List of strengths - quantitative measurement</td>
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<td>Areas of needs - quantitative measurement</td>
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<td>c. Perception</td>
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<tr>
<td>1) School Culture and Climate</td>
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<tr>
<td>Identify data source (e.g., culture and climate surveys)</td>
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<td>List of strengths — quantitative measurement</td>
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<td>Areas of needs — quantitative measurement</td>
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<td>2) Family and Community Involvement</td>
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<td>Identify data source (e.g., surveys)</td>
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<td>List of strengths</td>
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<td>Areas of needs</td>
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<tr>
<td>d. Processes and Programs</td>
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<tr>
<td>1) Curriculum, Instruction, and Assessment (Overview)</td>
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<tr>
<td>Identify data source (e.g., STAAR, Benchmarks, DOK, DCC)</td>
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<td>Areas of needs</td>
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<tr>
<td>2) School Content and Organization</td>
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<td>Identify data source (e.g., master schedules, class loads)</td>
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<tr>
<td>List of strengths</td>
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<td>Areas of needs</td>
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<td>3) Technology</td>
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<td>Identify data source (e.g., inventory list, technology)</td>
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<tr>
<td>4) Recruitment and Retention</td>
<td></td>
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<tr>
<td>Identify data source (e.g., # of new/expertise, retention index)</td>
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</tbody>
</table>
**Specialized Data Management Support (SDMS)  Special Education/SST/504**

SDMS supports EdPlan™, a comprehensive technology for managing special programs by automating and streamlining data collection and management.

- **EasyIEP™** is the EdPlan module Dallas ISD uses to manage special education compliance by documenting services, information and timelines.
- **FIE Writer™** is the EdPlan module used by Dallas ISD staff to assist in the evaluation and assessment process for students in special education.
- **SST™** is the EdPlan module used to document referrals to special education.
- **§504™** is the EdPlan module used to manage the §504 process by documenting and tracking §504 plans and accommodations.

**Evaluation and Accountability**

**MyData Portal**

MyData Portal exists to support Dallas ISD's schools in making substantive instructional decisions to educate their students for success. MyData Portal, together with Dallas ISD's Curriculum Central, provide educators with demographic information, curriculum tools, and current and historical assessment data for use in an inquiry-based process for the continuous improvement of teaching and learning.

**Professional Development**

For information regarding professional development teacher requirements and links to professional development opportunities throughout the school year for all teachers and staff [https://www.dallasisd.org/Page/41423](https://www.dallasisd.org/Page/41423)

Professional development sessions and information is housed in the Cornerstone platform. For direct access to Cornerstone [https://dallasisd.csod.com](https://dallasisd.csod.com)

**District Level Support and Departments**

The district Departments Directory can be accessed at [https://www.dallasisd.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=62&DirectoryType=6](https://www.dallasisd.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=62&DirectoryType=6)

**Curriculum Central**

Use the Dallas ISD online curriculum and instruction resource link to locate and review information related to district and campus level teaching and learning initiative, resources, and templates. Information is organized across several channels in Curriculum Central for a one-stop link to all resources relating to curriculum, instruction, and student support. [https://sites.google.com/a/dallasisd.org/ccentral/](https://sites.google.com/a/dallasisd.org/ccentral/)

To view links to district departments relating to curriculum and instruction go to [https://sites.google.com/a/dallasisd.org/curriculum-departments/](https://sites.google.com/a/dallasisd.org/curriculum-departments/)

**Departments links include:**

- Advanced Academic Services, Gifted and Talented
- Bilingual and ESL
- Career and Technology Education
- Computer Science and Technology
- Early Learning (PreK-2)
- Health Education
- Instructional Support Services (RTI)
- Library & Media Services
- Mathematics
- Physical Education
- Reading Language Arts
Campus Initiatives and Special Programs

- **Early Learning**
  - **Why Pre-K?** 90% of human brain development happens before age 5. In other words, waiting until Kindergarten to start teaching our kids is already too late. By registering your child in Dallas ISD’s Pre-K program, you give them the gift of a brighter future. As adults, they also end up earning higher incomes, on average, than similar students who do not register in Pre-K. [http://www.prekdallas.org/en/homepage/](http://www.prekdallas.org/en/homepage/)

- **Office of Innovation and Transformation (OTI)**
  - Kids are unique individuals. They learn in different ways. They aspire to different careers. They are interested in different subjects. For these reasons and more, Dallas ISD's Office of Transformation & Innovation (OTI) is creating new Transformation Schools, which offer specialized academic programming (similar to Magnet Schools but without the academic entry requirement), so that current and prospective DISD students can attend a "best-fit school" that aligns with their specific interests, aspirations, and preferred learning styles.

  - **Transformation Schools**
    - Transformation Schools offer specialized academic programming, similar to Magnet Schools but do not have any academic entry requirements. They are created as brand new schools that showcase a single, school-wide "anchor model" around which all teaching and learning happens, such as a Science/Technology/Engineering/Math (STEM) model, a performing and visual arts model, or a Montessori model.

    Transformation Schools are open enrollment for all students, and there are no attendance boundaries. Students who apply are selected to attend through a blind, randomized lottery. Transportation will be provided within DISD boundaries.

    The Office of Transformation & Innovation also facilitates the creation of Innovation Schools for existing neighborhood schools that wish to redesign their school-wide "anchor model". Innovation Schools stay at their current campus, maintain their school identity, and keep their traditional attendance boundaries.

  - **Choice Schools**
    - Currently in Dallas ISD, choice manifests primarily through a number of magnet schools that are some of the best in the entire country. However, the admission criterion precludes many students from attending. Over the coming years, the Dallas ISD Office of Transformation and Innovation will help expand Public School Choice options for all students, regardless of their academic abilities.

    The recently completed Public School Choice competitive proposal processes have ushered in 24 Choice Schools ranging from those that anchor teaching and learning under a Personalized Learning model to a Leadership school to schools that are driven by a Science, Technology, Engineering, Art, and Mathematics (STEAM) framework. Future Choice Schools offered by Dallas ISD will include a variety of instructional approaches and content/themes.

    More information can be found at [https://www.dallasisd.org/Page/35220](https://www.dallasisd.org/Page/35220)
● **Early College High Schools | P-TECHs | Collegiate Academies**

Dallas ISD is expanding opportunities for students, thanks to an exciting partnership with Dallas College. In addition to the 5 traditional Early College High Schools, there are 18 P-TECHs *Pathways to Technology Early College High School (P-TECH)*, and 5 collegiate academies (campuses waiting on state designation for ECHS). These early college programs will enable students with the opportunity to:

- Earn an Associate’s degree (i.e., AAS, AA, or AS) tuition free while in high school.
- Earn as many as 60 hours of tuition-free college credit as a high school student.
- Eliminate thousands of dollars in college tuition costs by earning college credit hours while in high school.
- Start college at a four-year university already having completed two years in high school, thereby earning a four-year degree in less time than their peers.
- Enter the job market with work-ready skills upon completion of high school.
- Become familiar with the effort required to successfully complete college-level coursework.

These early college programs are designed to serve incoming ninth-grade students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each early college will accept 100 ninth-grade students per year. The early college model begins in ninth grade, and students will only be accepted into the program as freshmen. They will move together as a cohort as they progress through high school.

Each P-TECH will also have a higher education partner, industry partners, and offer their own academic pathways leading to Associate’s degrees. The career pathways available to students will range from health sciences, information technology, law enforcement, business administration, engineering, education, and others.

More information is available at [https://www.dallasisd.org/collegiateacademies](https://www.dallasisd.org/collegiateacademies)

● **Magnet Program**

Magnet schools offer specialized programming. Each year there is an application “window” for students interested in attending a magnet school, but not yet accepted. The number of seats available for each magnet program will be identified before the application process begins.

Seats will be awarded to District students based on the following formula:
- 30 percent of the seats awarded district wide by rank-ordering of applicants based on overall criteria score, without consideration of feeder pattern or sibling status

- 70 percent of the seats awarded within the comprehensive high school feeder patterns (adjusted proportionally for student population) by rank-ordering of applicants based on overall criteria score, subject to sibling rule or preference

More information is available at [https://www.dallasisd.org/magnets](https://www.dallasisd.org/magnets)

● **Dual Language**

Dual Language is the Board-approved bilingual program for Dallas ISD. It is the most powerful school reform model for high academic achievement that supports the development of bilingualism, biliteracy, and biculturalism for all participating students. Dual Language is a biliteracy program that provides instruction in English and Spanish.
The primary goals of a Dual Language program are bilingualism and biliteracy, high academic achievement and socio-cultural competence. Dallas ISD boasts the largest Dual Language Program in the nation.

- **One-Way Dual Language** (PK-5th)
  One-Way Dual Language is currently offered at 135 elementary campuses in Dallas Independent School District. Through the Dual Language Program, English Learners (ELs) are provided full access to the curriculum as they develop biliteracy and bilingualism. Dallas ISD is committed to ensuring academic success for ELs through instruction in his or her primary language as they acquire English.

- **Two-Way Dual Language** (PK-5th)
  Dallas ISD is creating global citizens everyday by providing our students with the opportunity to learn two languages. English speakers can learn Spanish and Spanish speakers can learn English within a program called the “Two-Way Dual Language Program.” In this program, students will learn to read, write, and think in both languages, helping students to:
  - Become biliterate
  - Become bilingual
  - Propel them into their roles as global citizens

- **Secondary Dual Language** (6th-12th)

Information about the district’s dual language program can be found at [https://www.dallasisd.org/duallanguage](https://www.dallasisd.org/duallanguage)
SECTION 5:
Climate and Culture
School culture is important to the success of the school and it is the principal’s responsibility to establish procedures that result in a collaborative environment with principal-teacher interactions, supporting teacher-teacher interactions, which will improve the teacher-student interactions (Letihwood, Seashore, Anderson, and Wahlstrom, 2004).

School climate refers to the school’s effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students’ ability to learn. (ACSD, http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx)

Assessment and Evaluation of Campus Climate

- **Climate Survey**
  Administered twice each year (fall and spring), campus employees have an opportunity to anonymously provide feedback regarding their school’s climate and culture. The survey results are used by Dallas ISD to improve as an organization, gain integral feedback from school-based employees, and align systems to student outcomes.

  The Climate Survey has three purposes:
  - To contribute to consistent organizational improvement
  - To gain integral feedback from school based employees
  - To align systems to student outcomes.
While overall results provide a broad picture of district change, the Climate Survey is primarily intended to provide individual campuses with feedback that could identify areas of success as well as opportunities for improvement. Campus-level results are distributed to building principals, feeder pattern Executive Directors, and School Leadership management after each administration, and are used to initiate and guide discussions among central and campus administrators and staff.

- **Student Experience Survey**

  As a component of the Teacher Excellence Initiative (TEI), the Dallas Independent School District (Dallas ISD) conducted a student experience survey in grades 3-12. The survey asked questions about students’ experiences in the classroom with specific teachers. The district conducted this survey to:
  1. better understand the experiences and instructional needs of its students and
  2. evaluate and improve teacher effectiveness in the District.

  **Background and Goals**
  The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey since 2014-15. The survey includes questions related to five topics:
  - Expectations and Rigor
  - Student Engagement
  - Classroom Environment
  - Supportive Relationships
  - Pedagogical Effectiveness

  The sampling process randomly assigned surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys

- **Parent Survey**

  The annual survey, administered during the first part of the summer, is a part of a broader effort by the Dallas ISD Office of Family and Community Engagement (OFCE) to give parents the tools and information necessary to be more engaged in their children’s education.

**CORE 4**

Dallas ISD is 20,000 staff members strong, and each one is vital to the work being accomplished in the district. Through the district’s commitment to exemplary customer service, each member is focused on serving 157,000 students and their families by delivering professional, high quality service in everything we do.

At the heart of great customer service for each district employee are the four tenets of customer service—**the Core 4: focused, fast, flexible, and friendly**. These principles, also, are key to forging a positive culture within the organization as they are applied, internally, colleague to colleague, as well as to students, families, taxpayers, and the entire community.

It is a strong commitment that goes beyond the conversation about what exemplary customer service looks like to becoming the norm for the way we operate in the district every day.

Information on how you can integrate Core 4 at your campus is available at [https://www.dallasisd.org/core4](https://www.dallasisd.org/core4)
Recruitment Strategies

- **Campus Bridge Camp** – *(August 2020 - Virtual Experience)*
  - PreFocus on transition years 5th to 6, and 8th to 9th
  - Parent engagement opportunities
  - Topics and activities to acclimate students to the school/grade level
  - ALL secondary campuses are expected to host a bridge camp.

- **Open House** – *Will be virtual by the classroom teacher, however:*
  - Elementary schools will need to schedule student device distribution and orientation technology sessions.
  - Secondary schools will distribute devices/hotspots as needed.
  - All schools must set up training sessions for parents and students on device usage as needed; Hold orientation sessions in the large area with spacing and masks requirement or in small groups by the campus teacher.

- **Welcome Back Postcards**
  - Elementary schools will receive postcards to welcome students and their families to the 2020-2021 school year. Teachers will personalize the postcards and the campus will mail to students prior to the first day of school.

- **Graduate Together**
  - To facilitate a sense of community in Dallas ISD, elementary schools will receive t-shirts to distribute to the highest grade level on the campus (5th or 6th grade) that will transition to the feeder middle and high school. The t-shirts are to be placed in the backpacks during the technology distribution during Open House.

- **Fall Touchpoint**
  - Schools will receive swag items such as a backpack and t-shirt to distribute to the transition grades at elementary schools (5th /6th grade) and 8th grade at middle schools.
  - Schools will receive brochures about middle and high schools to distribute to families of students in transition grades.

- **Spring Touchpoint**
  - Schools will receive swag items such as a lanyard or USB Drive to distribute to the transition grades at elementary schools (5th /6th grade) and 8th grade at middle schools.

Recruitment Strategies

- **Recruitment Team**
  - Organize a group of at least six staff members to serve as the recruitment team for your campus.
  - This team will be responsible for organizing recruitment activities/events as well as the point person for any prospective family questions/visits. Members should include staff who have the ability to provide information to parents.

  - **Discover Dallas ISD** – *(Saturday, November 7, 2020)*
Welcoming Environment
The first impression of your campus is vital. Use the checklist below *each month* to ensure your campus is “guest ready” at all times. Ask a close friend or professional colleague (from outside your staff) to serve as a “secret shopper” for critical feedback.

**Building Entrance**
- Ensure the front entrance is clearly visible from the exterior either through signage, structure, landscape, pathway or other methods.
- Position a welcome sign (in several languages) near the front door.
- Properly place prominent signs directing guests to sign in at the office; make sure the sign is visible in/near the parking lot and as soon as you enter the building.
- Place staff photos with names near the entrance to allow students, staff and guests to become familiar with the staff.
- Clearly mark the school day hours and office hours.
- Have a bulletin board with community and school information that is bright and well maintained.

**Main Office**
- Ensure that the main office is organized.
- Ensure signage at all entrances clearly directs parents and visitors of school protocols and directions to the main office.
- Maintain a waiting area in or near the main office with adult-size furniture.
- Immediately greet all people who come into the office.
- Staff the office with people who speak languages that reflect students, families and the school community.
- Ensure Rapter visitor check-in system is operational each morning.
- Ask parents and guests to sign in.
- Provide name badges to guests that indicate they are a parent, volunteer, guest, or other.
- Staff should inform the office when parents or other guests will be visiting, so they are prepared to greet the visitors and direct them to their destination.

**Throughout the Building**
- Place signage throughout the building for directions to frequently visited areas such as the cafeteria, restrooms, library, meeting rooms, etc.
- Mark all rooms with names or numbers for easy navigation.
Visibly display student work and commit to changing displays regularly so that all students get time in the spotlight; all student work displayed should include the academic standard being taught. Student work should be no older than 2 weeks.

Staff should have identification badges visible at all times.

Staff should greet all visitors, guests, etc. to inquire if assistance is needed as well.

Make sure hallways, classrooms, and restrooms are well lit, free of debris and clutter, and inviting.

Registration and Enrollment

Registration and enrollment is often the initial opportunity to welcome parents and students to your school. What is your school’s first impression for students, parents, and other visitors?

School customers come in all sizes and shapes, from the involved PTA mom and dad to the local business owner and the retired couple down the street. Some are more likely than others to come in contact with schools: parents of current students, parents of prospective students, volunteers, business partners, and perhaps voters on election day. How can schools best serve their customers? The ultimate measure of service is, of course, the quality of the product. Goodwill can never replace a good education. Certain supporting practices, however, may either advance or hinder the core educational mission.


- Ensure that your expectations are very clear and frequently communicated for:
  - Customer service
  - Greetings
  - “Look” of the office (eating at desks, cleanliness, professional)
  - Hours of operation (convenient for parents and students)
  - Employee behavior
  - Phone etiquette

- Ensure that your campus has detailed online registration and enrollment processes for beginning and throughout the school year.

- Ensure that multiple staff members can assist with online registration and enrollment. Parents should never have to return multiple times to complete the registration and enrollment process.

- Publicize online registration and enrollment processes and support options.

- Ensure that multiple staff members can provide school tours during the school day.
SECTION 6:
Student Support
From the Gates Foundation,
We believe that all lives have equal value and that every person should have the chance to live a healthy and productive life. We know that a high-quality public education is a bridge to opportunity like no other in this country—particularly when it comes to good jobs and career paths, social mobility, and personal growth and fulfilment.
(http://k12education.gatesfoundation.org/what-we-do/)

Dallas ISD has seen continual gains in student achievement, and strives to help ensure the success of every student. Upon graduation, more district graduates are college and career ready, primed to be productive, contributing members to the community.

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<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
<th>Indicator</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>Establishes and maintains a shared vision of success</td>
<td>1. Guides staff to a shared vision 2. Establishes goals and clarifies purpose</td>
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<td></td>
<td>Leads Change</td>
<td>1. Leads Change (2X)</td>
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<td></td>
<td>Maximizes human potential</td>
<td>1. Maximizes potential 2. Inspires staff</td>
</tr>
<tr>
<td></td>
<td>Demonstrates other leadership skills</td>
<td>1. Communicates well and practices sense-making (2X) 2. Makes effective decisions 3. Demonstrates broad perspective</td>
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<tr>
<td>Instructional Program</td>
<td>Maintains a comprehensive program of instruction</td>
<td>1. Establishes a Standards-based and Aligned curriculum (2X) 2. Provides staff with tools to grow teachers 3. Develops a Program of instruction that meets the Needs of All Students</td>
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<td></td>
<td>Improves the quality of instruction</td>
<td>1. Provides effective Instructional Feedback (2X) 2. Improves the quality of instruction (2X) 3. Conducts effective Formal Observations and Evaluations (2X)</td>
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<td>Provides for Assessment of instruction</td>
<td>1. Ensures Student Proficiency is Progress Monitored and Accurately Assessed</td>
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<td>Staff Development</td>
<td>Develops staff</td>
<td>1. Provides effective professional development</td>
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<td></td>
<td>Facilitates individual growth</td>
<td>2. Develops leadership capacity and density 1. Facilitates individual growth of teachers</td>
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<td></td>
<td>Hires quality staff</td>
<td>1. Recruits and hires effective teachers (2X) 2. Maintains a safe and orderly learning environment (2X)</td>
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<td></td>
<td>Manages resources effectively</td>
<td>1. Manages personnel and Material Resources 2. Aligns budget with instructional Program and Staff Development</td>
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<td>1. Maintains personal professional development 2. Contributes to the profession</td>
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**Attendance and Truancy Reduction (Student Activities)**

- **Attendance Committee**
  Attendance committee monitors the progress of all students, considers and makes decisions regarding petitions to the principal's plan, recommends restoration or denial, and communicates all decisions to students, parents, and staff. Prior to the printing of report

- **Attendance for Credit (Principal’s Plan)**
  According to Texas State law, each student must be in attendance 90 percent of the days the class is offered. The implementation of the Attendance for Credit Initiative is to ensure that all students are in attendance 90 percent of the time a class is offered to certify successful accrual of credit or final grade.

**Purpose**
Students who are passing their classes, but have excessive absences, will have the opportunity to regain credit or final grade for their classes by completing a principal's plan.

- **Truancy Reduction**
The Attendance Improvement and Truancy Reduction Department is committed to serving and supporting the students of Dallas ISD by removing barriers which prevent students from attending school regularly. We work collaboratively with students, families, community stakeholders and district resources to improve attendance and enhance student success.

Additional information can be found at [https://www.dallasisd.org/Page/39088](https://www.dallasisd.org/Page/39088)

**Academic Support Systems**

- Grade Placement Committee (GPC)
- LPAC
- Reconnection Program (High School only)
- Multi-tiered System of Support (MTSS)
- Special Education: Admission, Review, and Dismissal (ARD)
- Talented and Gifted: Admission, Review, and Exit (ARE)

**Child Abuse Reporting**

**Help Line: (888) 572-2873**

Dallas ISD employees must report all cases of suspected child abuse or neglect immediately. The failure to report by any person with such knowledge constitutes a Class A Misdemeanor.

Failure to report by school personnel shall be considered good cause for termination of employment. Teachers, administrators, or other employees who make a report in good faith are immune from civil or criminal liability.

Policies, procedures, and required training information can be accessed at [https://www.dallasisd.org/domain/3547](https://www.dallasisd.org/domain/3547)

It is the Child Protective Services' (CPS) position that school personnel should not be investigating allegations or suspicions of abuse or neglect. This is a Department of Family and Protective Services's responsibility.

As soon as the school employee has pertinent information concerning the alleged or suspected abuse or neglect, a report must be made.

All cases of alleged Child Abuse and Neglect must be reported immediately to: CPS and/or Law Enforcement

**Child abuse reporting procedures can be accessed at** [https://www.dallasisd.org/Page/44511](https://www.dallasisd.org/Page/44511)

**Counseling Program**

[Counseling Program](https://www.dallasisd.org/counselingservices)

Professional school counselors attend to student issues and concerns, enabling them to focus on learning and academic achievement. Professional school counselors must provide a systematic, planned approach for helping all students acquire the skills necessary for successful academic, career, social, and emotional development. Texas law requires school counselors to deliver guidance lessons and appropriate interventions. The Developmental Guidance and Counseling Program (TEC, 33.005) integrates four key components.
# Four Components of a Developmental Guidance and Counseling Program

<table>
<thead>
<tr>
<th>Guidance Curriculum</th>
<th>Individual Academic Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselors teach ALL students basic life skills identified as essential for academic and personal success:</td>
<td>School counselors help students transition, plan, and manage their educational and career plans:</td>
</tr>
<tr>
<td>- Self-confidence</td>
<td>- Academic counseling</td>
</tr>
<tr>
<td>- Motivation to achieve</td>
<td>- Vanguard, academy, and magnet school applications</td>
</tr>
<tr>
<td>- Decision-making, goal-setting, planning, and problem-solving skills</td>
<td>- TAG placement</td>
</tr>
<tr>
<td>- Communication skills</td>
<td>- 4-year plans</td>
</tr>
<tr>
<td>- Cross-cultural effectiveness</td>
<td>- Course selections</td>
</tr>
<tr>
<td>- Responsible behavior</td>
<td>- AP placement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsive Services</th>
<th>System Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselors assist students with immediate personal concerns, crises, or problems that may be challenges to academic success:</td>
<td>School counselors coordinate many programs designed to support students and families.</td>
</tr>
<tr>
<td>- Short-term individual counseling</td>
<td>- Referrals to SST</td>
</tr>
<tr>
<td>- Small group counseling</td>
<td>- Parent education workshops</td>
</tr>
<tr>
<td>- Academic concerns</td>
<td>- Teacher/administrator consultation</td>
</tr>
<tr>
<td>- School-related concerns</td>
<td>- Staff development for educators</td>
</tr>
</tbody>
</table>

## Social Emotional Learning

**SEL** builds the skills, knowledge, and attitudes that both students and adults need to be successful in school, work, and life. They include things such as knowing and controlling your emotions, teamwork, understanding others, making positive choices, and resilience. Campuses must implement a comprehensive SEL program by offering daily activities to support students' well being.

## Enrollment

**Fact Sheet: Information on the Rights of All Children to Enroll in School**

All children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their actual or perceived race color, national origin, citizenship, immigration status, or the status of their parents/guardians. School districts that either prohibit or discourage, or maintain policies that have the effect of prohibiting or discouraging, children from enrolling in schools because they or their parents/guardians are not U. S. citizens or are undocumented may be in violation of Federal law.

Students ages 5 to 21 who have not graduated from high school are entitled to a free public education in Dallas schools if they meet the age requirements for enrollment on Sept. 1. Students over the age of 21 can enroll into a Dallas ISD High School if required by law. They must reside within the district’s attendance boundaries and provide satisfactory evidence of required immunizations or apply for an out of district transfer. For more information on out of district applications visit [www.dallasisd.org/studenttransfers](http://www.dallasisd.org/studenttransfers).

Students receiving special education services may continue to be enrolled in school until they are 22 years of age on or before Sept. 1 of the current school year.

- To be enrolled in a prekindergarten program, a child must be at least 4 years of age on or before Sept. 1 of the current school year and meet one of the following criteria:
○ be unable to speak and comprehend English
○ come from a family whose income, according to the standards set by the State Board of Education, is at or below the subsistence level established by the state of Texas and according to federal guidelines
○ be eligible for services for the homeless
● Federal law ensures that all students have equal access to basic public education regardless of race, color, national origin, citizenship, immigration status, or the status of their parents or guardians.


Registration and enrollment policies and procedures for students/families who are homeless can be found at [https://www.dallasisd.org/domain/109](https://www.dallasisd.org/domain/109)

**Grading**
Policies governing grading processes and procedures
● average required for credit \( EI \)
● computation of averages \( EIA, EIC \)
● dyslexic students \( EHB, EIE \)
● end-of-course (EOC) assessments \( EI, EIA, EIC, EKB, FMH \)
● finality of \( DGBA, FNG \)
● guidelines \( EIA \)
● grade point average (GPA) \( EIC \)
● partial credit \( EI \)
● recording/reporting to parents \( EIA \)

**Promotion and Retention**
● **Curriculum Helping Accelerate & Move Pupils Successfully (CHAMPS) - Middle School ONLY**
  MS CHAMPS program, formerly named AIMS (Acceleration Instruction for Middle School) is designed for over-age 8th grade students to gain high school credits while completing their middle school requirements. Participating students can enter high school with up to 4.5 high school credits. The MS CHAMPS program will allow students the opportunity to engage in a blended learning environment by using the online curriculum provided by Apex Learning. The program will follow a model of a school-within-a-school environment in which the staff will collaborate to address the educational needs of the student. The facilitator will act as the team lead who serves as the liaison and advocate between campus administration and the Districtwide Student Initiatives staff for the whole child.

  Program information is available at [https://www.dallasisd.org/Page/50021](https://www.dallasisd.org/Page/50021)

● **Grade Placement Committee (GPC) \( EIE \)**
  The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 & 8. It was enacted by the 76th Texas Legislature in 1999 & modified by the 81st Texas Legislature in 2009.

  As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.
Students in grades 5 and 8 have three opportunities to pass the STAAR reading test and three opportunities to pass the STAAR mathematics tests. If a student does not pass one or both tests, the school must give the student additional instruction after each testing opportunity, and the student must participate in that instruction. Parents will be notified if their child does not pass a STAAR test that is required for promotion.

If a student has not passed after the second testing opportunity, a grade placement committee (GPC) is formed. The GPC, which consists of the principal, teacher, and parent or guardian, will create an instructional plan based on the individual needs of the student. A student who is unsuccessful on the STAAR reading and/or mathematics test, after the third testing opportunity will be retained automatically.

Parents’ Role in the Process
However, the student’s parents may appeal the decision to have their child repeat the grade by submitting a request to the GPC within five working days of receiving the retention notice. The GPC may decide to promote a student to the next grade, but only if everyone on the committee agrees that the student is likely to succeed in the next grade.

Even if the GPC decides to promote the student, the student must participate in the required additional instruction in order to be promoted. Parents may request a waiver of the third testing opportunity if they do not want their child to test. If the waiver is approved, the student is automatically retained, but the parents may still appeal the retention. A student must participate in all additional instruction required by the GPC, even if the third testing opportunity is waived.

For information and access to policy, procedures and forms: https://www.dallasisd.org/Page/39091

- Individual Graduation Committee (IGC) - High School ONLY
SB 149 has revised the state’s assessment graduation requirements for students enrolled in the 11th or 12th grade for the 2014-2015, 2015-2016, or 2016-2017 school years. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). Under the legislation, a student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment http://tea.texas.gov/interiorpage.aspx?id=25769821114(corrected link)

Student Code of Conduct
The Student Code of Conduct is required by state law and is intended to promote a positive learning environment and safe schools. https://www.dallasisd.org/scoc

The document is provided in English and en español. A quick reference guide is also available in English and en español.

Student Level Data Systems
- PowerSchool
The Dallas Independent School District’s student information system, Chancery, will be replaced with the PowerSchool student information system. PowerSchool provides a unified solution for our Parents, Teachers, and Administration staff. This new system enhances our current school administration, classroom instruction and family engagement tools. PowerSchool SIS is the student information system of record for the 2019-2020 school year. Student Information System users can login to PowerSchool by going to https://www.dallasisd.org/Page/51443
• **Truancy: Student Management System (SAMS)**
The Attendance Improvement and Truancy Reduction Department is committed to serving and supporting the students of Dallas ISD by removing barriers which prevent students from attending school regularly. We work collaboratively with students, families, community stakeholders and district resources to improve attendance and enhance student success.

For direct access to the SAMS system: [https://www.dallasisd.org/Page/47007](https://www.dallasisd.org/Page/47007)

• ** Discipline: Student Discipline System (SDS)**
The Student Discipline System is the electronic platform that administrators utilize to complete discipline referrals and track student discipline data. Any district employee who receives notice that a student has or may have experienced bullying shall immediately make a report on the district’s Student Discipline System.

**Student Records Compliance**

• **PEIMS**
The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information. The data collected through the PEIMS electronic collection method has:

  A standard set of definitions, codes, formats, procedures, and dates for the collection of data published as the PEIMS Data Standards;
  ● Standard edit procedures;
  ● An established database design;
  ● A production system to format and load data into the TEA enterprise database; and
  ● Written documentation describing the numeric and alphanumeric values stored in the database published as the Data Documentation.

For the PEIMS electronic collection, school districts submit their data via standardized computer files, as defined by the PEIMS Data Standards

District information and assistance with PEIMS reporting: [https://www.dallasisd.org/Page/43462](https://www.dallasisd.org/Page/43462)

• **University Interscholastic League (UIL):**
The purpose of the UIL is to organize and properly supervise contests that assist in preparing students for citizenship. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants.

  While compliance with all UIL policies and procedures is critical for all school levels, it is imperative that high school principals closely monitor campus processes and procedures to ensure UIL reporting is accurate and on time so that eligibility is maintained in both athletics and academics.

UIL Athletics: [https://www.dallasisd.org/Domain/11798](https://www.dallasisd.org/Domain/11798)
UIL Academics: [https://www.dallasisd.org/Page/48276](https://www.dallasisd.org/Page/48276)

• **Records Management**
Student Records (and transcripts) Services: [https://www.dallasisd.org/domain/158](https://www.dallasisd.org/domain/158)
Records Management: [https://www.dallasisd.org/districtwiderecordsmanagement](https://www.dallasisd.org/districtwiderecordsmanagement)
**District Level Support and Departments**
The following departments provide a wide variety of supports and services for campus administrators, staff, and students.

**Student Services**
Student Services exists to help students acquire those skills, attitudes, values, and experiences that will motivate them to resist destructive behaviors, make responsible decisions, seek positive opportunities for growth and learning, and envision a future that includes higher education and a fulfilling career. [https://www.dallasisd.org/Page/1380](https://www.dallasisd.org/Page/1380)

- **Athletics**
  It is the mission of the Dallas Independent School District Department of Athletics to offer interscholastic athletics programs which develop tomorrow's leaders by instilling discipline, integrity, and sportsmanship in each student athlete. [https://www.dallasisd.org/Domain/11798](https://www.dallasisd.org/Domain/11798)

- **Parent Advocacy and Student Success**
  Department Links: [https://www.dallasisd.org/Page/48796](https://www.dallasisd.org/Page/48796)
  - Attendance Improvement and Truancy Reduction
  - Extended Learning
  - Parent Advocacy
  - Student Hearings
  - Student Transfers

- **Psychological and Social Services**
  We believe that by addressing the physical, emotional, and social issues that a child may experience, learning will be improved. Psychologists, Licensed Specialists in School Psychology (LSSPs) and Licensed Master Social Workers (LMSWs) from the department work with students that may need help. We deal with issues such as anxiety, depression, inability to sleep, unfounded fears, abuse, and poor study habits.

  Staff also help with classroom management and school-wide issues to improve the functioning of a class or campus.

  *Information students share with PSS staff is private and confidential. It is not entered into the general school record.*

  Additional information and resource links are found at [https://www.dallasisd.org/domain/3989](https://www.dallasisd.org/domain/3989)

- **Student Activities** [https://www.dallasisd.org/Domain/156](https://www.dallasisd.org/Domain/156)

- **Student Discipline**
  Provide growth toward excellence while encouraging self-discipline, self-respect and good citizenship. [https://www.dallasisd.org/Domain/157](https://www.dallasisd.org/Domain/157)
• **Student Initiatives**  
The District-wide Student Initiatives department provides leadership, vision and direction to support the School Leadership Department through planning, organizing, directing and supporting the implementation of the following programs:  
https://www.dallasisd.org/Domain/14248  
  ● CHAMPS  
  ● Attendance for Credit  
  ● Evening Academy  
  ● Graduations  
  ● Operations  
  ● Reconnection Centers  
  ● Student Success Initiatives  
  ● Teen School Board

• **Health Services**  
Through advocacy, disease prevention, health promotion, and removing health barriers to learning, the department of health services advance the well-being, academic success and lifelong achievement of students.  
https://www.dallasisd.org/Domain/108

• **Youth and Family Centers**  
https://www.dallasisd.org/Domain/168  
  ○ Mental Health: The Youth and Family Centers provide mental health care for all Dallas ISD students and their families.  
  ○ Physical Health: Parkland Health and Hospital System at the Youth and Family Centers provides services to all Dallas County Residents ages 4-21 years.

• **Student Advocacy and Outreach**  
https://www.dallasisd.org/Page/48795#calendar75837/20180703/month  
The collective programs found in Student Advocacy and Youth Outreach exists to provide assistance with student safety and physical/emotional well-being, which are believed to be the strongest complement to core academic skills. Student Advocacy and Youth Outreach collaborates with outside agencies, non-profit organizations and work with our internal teams to meet our annual goals and objectives.

We provide services in the areas of homeless education, child abuse, drug intervention, LGBTQ, school social work, school psychologists, as well as provide schools with support during times of crisis.

*Programs:*  
  ● After 8 to Educate Program  
  ● Child Abuse & Domestic Violence Office  
  ● Drug Intervention Program  
  ● The Frazier House  
  ● Homeless Education Program  
  ● LGBTQ & Out For Schools Program  
  ● Psychological and Social Services
SECTION 7: Operations Management
Campus operations management is a vital function of the principalship. Leadership and management are often viewed as two different roles, but the most effective leaders know how to blend the two. Successful principals learn to seamlessly blend their roles as managers and leaders and understand the importance of both tasks.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>1. Establishes and maintains a shared vision of success</td>
<td>1. Guides Staff to a Shared vision</td>
</tr>
<tr>
<td></td>
<td>2. Leads Change</td>
<td>2. Establishes goals and clarifies purpose</td>
</tr>
<tr>
<td></td>
<td>3. Maximizes human potential</td>
<td>1. Leads Change (2X)</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrates other leadership skills</td>
<td>2. Maximizes potential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Inspires Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Communicates well and practices sense-making (2X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Demonstrates broad perspective</td>
</tr>
<tr>
<td>Instructional Program</td>
<td>1. Maintains a comprehensive program of instruction</td>
<td>1. Establishes a Standards-based and Aligned curriculum (2X)</td>
</tr>
<tr>
<td></td>
<td>2. Improves the quality of instruction</td>
<td>2. Provides effective instructional feedback (2X)</td>
</tr>
<tr>
<td></td>
<td>3. Provides for Assessment of instruction</td>
<td>2. Improves the quality of instruction (3X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Conducts Effective Formal Observations and Evaluations (2X)</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1. Develops Staff</td>
<td>1. Ensures Student Proficiency is Progress Monitored and Accurately Assessed</td>
</tr>
<tr>
<td></td>
<td>2. Facilitates individual growth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Hires quality staff</td>
<td></td>
</tr>
<tr>
<td>Effective Management</td>
<td>1. Manages resources effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Time Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. School Climate</td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>1. Maintains positive relations with district and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Behaves professionally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Grows professionally</td>
<td></td>
</tr>
</tbody>
</table>

Navigating District Information Resources

Information regarding district operating policies and procedures are accessed through a variety of channels and departments.

- **District Website**
  - Use the DEPARTMENTS channel for direct link to department web pages and resources.
  - Use the STAFF channel to filter search for information related to campus and central office staff resources and information, including evaluation systems and links to professional development information.
  - The BOARD OF TRUSTEES channel provides links to Board Policy, meetings, and agendas.
  - The SCHOOLS channel provides options for locating schools, addresses, phone numbers, and individual campus websites. In addition, there are multiple choices for viewing school information, such as feeder patterns, Trustee districts, School Report Cards and accountability summaries.
  - Use the ABOUT channel for general district information. This is where you can find district calendars.

- **District Intranet (inet) My Dallas ISD**
  - [https://inet.dallasisd.org/depts/index.html](https://inet.dallasisd.org/depts/index.html)
My Dallas ISD (inet) can only be accessed from district campuses and central office buildings. The intranet resource is used to post forms, calendars, department handbooks and guidelines, and direct links to department web pages.

**Approval of Use/Rental of District Facilities**

Dallas ISD uses an online system named SchoolSpace to process facility rental requests. The system allows the entire rental process to be conducted online: from the submission of rental requests, to their approval, and even the payment of rental fees. [https://www.dallasisd.org/Page/1283](https://www.dallasisd.org/Page/1283)

The Real Property Management department is responsible for authorizing the use of district facilities for non-district events/activities by both school-support organizations (e.g. PTA's, parent clubs, booster clubs) and non-school organizations (e.g. churches, community groups, governmental entities, athletic organizations). [Click here for guidelines regarding the use of district facilities.](https://www.dallasisd.org/Page/1283)

**Board Policy**

Dallas Independent School District board policy is maintained on the Texas Association of School Boards' server at [http://pol.tasb.org/Home/Index/361](http://pol.tasb.org/Home/Index/361)

**Building Access and Security**

Access control cards, also known as building access cards, are issued by Melissa Manning, Dallas ISD Emergency Operations. All correspondence should be directed to Ms. Manning at [mjuarez@dallasisd.org](mailto:mjuarez@dallasisd.org).

**Critical Incident Reporting System/Child Abuse and First Report of Injury**

Examples of items (but not limited to) that must be reported:

<table>
<thead>
<tr>
<th>School Leadership Required Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Injury to Student, Staff, Other</td>
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<tr>
<td>● Major Illness of Student, Staff, or Other</td>
</tr>
<tr>
<td>● Death of a Student or Employee</td>
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<tr>
<td>● Missing Student</td>
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<td>● Bomb Threat</td>
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<td>● Weapon on Campus</td>
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<tr>
<td>● Gas Leak, Power Outage, etc.</td>
</tr>
<tr>
<td>● Bus Accident</td>
</tr>
<tr>
<td>● Anything Newsworthy</td>
</tr>
</tbody>
</table>

The Critical Incident Reporting System is restricted to principals and assistant principals and requires EAD log in to access.
In situations that would make media attention but do not call for assistance from Central Control, administrators (principals or assistant principals) must still complete the new Critical Incident Reporting Form as directed by School Leadership. Office managers no longer have access to submit School Leadership's Incident Reporting Forms. Click here to see WAIP memo from School Leadership

**Note:** To report an employee injury, click here: First Report of Injury To report visitor injuries, submit name, contact number and circumstances to the Risk Management Office.

**Facilities**
  - HVAC  [https://www.dallasisd.org/Domain/16861](https://www.dallasisd.org/Domain/16861)
  - Grounds and Athletic Fields  [https://www.dallasisd.org/Domain/120](https://www.dallasisd.org/Domain/120)
  - Policy and Procedure  [https://www.dallasisd.org/Page/47122](https://www.dallasisd.org/Page/47122)
  - Contact Information  [https://www.dallasisd.org/Page/47123](https://www.dallasisd.org/Page/47123)
- Custodial  [https://www.dallasisd.org/Domain/87](https://www.dallasisd.org/Domain/87)
  - SchoolDude is the application used by campus administrators and custodians to request and monitor work orders. To access the SchoolDude Account Login go to  [https://md.schooldude.com/?productid=MD](https://md.schooldude.com/?productid=MD)
  - Contact Information  [https://www.dallasisd.org/Page/47100](https://www.dallasisd.org/Page/47100)

**Financial Management**
It is the principal’s responsibility to prepare the school budget, a record of projected revenue and expenditure. The budget is vital, because it helps to ensure that the school achieves its goals. The budget should also define time periods within objectives should be met.

It is principal's responsibility to account for the school's revenue and how it is spent. In Dallas ISD, the Budget Allocation User Interface (BAUI) is a web based application used to request a transfer of funds between budget accounts or to complete staffing and non-position budget worksheets during budget development. To access BAUI:  [http://vfmwp.dallasisd.org:8090/apexp/f?p=614:101](http://vfmwp.dallasisd.org:8090/apexp/f?p=614:101)

The principal will work closely with their office manager and financial clerk (high schools and middle schools) to ensure that financial management of campus budgets follows all district policy and procedures.
**Managing Budgets**

To access the current Budget Manual go to [https://inet.dallasisd.org/handbooksguidelines/budgetman.htm](https://inet.dallasisd.org/handbooksguidelines/budgetman.htm)

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## UNDERSTANDING BUDGETS

### Overview

Most campuses have four types of funds in their budget (some campuses may have more, others may have less):

- **211 - Title 1 Funds**, used primarily for instructional supplies for classroom teachers, parents, and staff development. (see Special Revenue Funds Overview)
- **199 - General Operating Funds**, used primarily for teachers such as loop teachers (or specials teachers), office staff, counselors, etc. to purchase supplies. Also for tutoring, extra duty pay, employee travel and more.
- **461 and 865 - Activity Funds**, used primarily for clubs and student groups, etc. (see Activity Funds Overview)

Grant funds (such as 211 - Title 1) have an earlier deadline than any other funds, so it is recommended that these funds be spent first, which allows for students to use these funds as soon as possible.

Proper coding is essential for Dallas ISD. It is important to use the correct line code at all times. Understanding the makeup of a line code will help you identify which line code is needed based on what you are purchasing and for whom. A cheat sheet has been created for your reference. [https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/78/DISD%20Chart%20of%20Accounts%20Cheat%20Sheet%202018%2006%2011.pdf](https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/78/DISD%20Chart%20of%20Accounts%20Cheat%20Sheet%202018%2006%2011.pdf)

It is recommended that you run a BAUI Funds Available Report each week to identify current balances and which line codes fall into Supplemental Pay Accounts, Restricted Accounts and/or Controllable Accounts.

It is also important to maintain a positive balance in each account at all times. You do not want to generate negative balances in your budget. Additionally, pre-planning for expenditures such as tutoring and other extra duty pay is a necessity. See budget planning samples on page 32.

Once the amount of money needed has been determined and a specific expenditure has been identified, check the reports to ensure sufficient funding is available. If there isn’t enough money in the proper line code, a budget transfer may be needed. You will initiate the transfer in BAUI, taking into consideration the Cross Function Transfer Deadlines.
MAKING PURCHASES

General Reminders:

- **Disclaimer:** No payments will be made for work performed or goods delivered before a purchase order is issued by the Department of Procurement Services. Vendors who commence work before they have received a valid purchase order do so at their own risk.

- Awarded suppliers are listed on the DallasISD website on the Procurement Services link. View District Wide Awarded Contracts by selecting the associated category code.

- The M/WBE Program requirements are applicable to all bidders/proposers. All bidders/proposers, including minority and women-owned companies, are required to complete, sign and attach these forms to any procurement document totaling $50,000 or more (a single transaction or fiscal year aggregate). If the completed and signed M/WBE Compliance Guidelines & Forms are not attached by the due date, responses to the procurement documents will be considered non-responsive.

- **Invoicing or Payment Inquiries:** If you have a question or discrepancies regarding invoices or payments, please contact the Account Payable department at (972) 925-3362 or acctpayable@dallasisd.org. Please send all invoices directly to Accounts Payable at acctpayable@dallasisd.org.

- **Procurement Services 'No Gifts' Guidelines:** Dallas ISD Procurement employees are not allowed to accept gifts from suppliers. This includes (but not limited to) trinkets, tickets, electronics and meals. If you ordinarily send tokens of appreciation to your customers, the District respectfully asks that you please refrain from sending any items to District employees or offices.

Purchasing Department - Contact Information

For additional information, forms, handbooks, and other resources, access the Dallas ISD intranet (Inet) at https://inet.dallasisd.org/forms/index.html

E-rate

**What is E-rate?** The E-Rate program is administered by the Universal Service Administrative Company (USAC), an independent/not-for-profit corporation designated as the administrator of the Federal Universal Service Fund by the Federal Communications Commission (FCC).

The E-Rate program provides affordable telecommunications and Internet access services to connect schools and libraries to the Internet. This support goes to service providers that provide discounts on eligible services to eligible schools, school districts, libraries, and consortia of these entities.

**Mission Statement**

The mission of the Dallas ISD E-Rate Program is to conduct all E-Rate activities in accordance with federal laws, state laws, local laws, and the Dallas ISD E-Rate Compliance Policy, plus oversee an ongoing awareness and training program for all Dallas ISD E-Rate personnel.
A **Hotline (1-800-530-1608)** has been established to allow Dallas ISD employees and other persons to anonymously report any known, alleged, or suspected non-compliance. The Dallas ISD Hotline is available 24 hours a day, 7 days a week, and includes prompts in English and Spanish.

**E-rate General Information**  
https://www.dallasisd.org/Page/20714

**FAQ about E-Rate**  
https://www.dallasisd.org/Page/20714

**To Report a Gift or Donation**  
https://www.dallasisd.org/Page/12535

**Field Trips**

Schools are allowed to take students on field trips with prior approval from the appropriate supervisor. For approval purposes, the Field Trip Proposal form and supporting documentation are to be retained on campus and submitted electronically for approval. Field trips have been classified in the following manner:

- Instructional Trips
- Non-Instructional Trips
- UIL Competitions
- District-Sponsored Extracurricular Activities
- Senior Activities
- School/District-Sponsored Activities

Field trips and other off-campus activities require careful planning. Please direct field trip questions to School Leadership. See district policy [FMG (REGULATION)].

A comprehensive listing of required forms, checklists, and field trip guidelines is available on the School Leadership website.  
https://www.dallasisd.org/Domain/148

**Please note**, educational field trips using grant funds, require pre-approval by TEA and must be submitted on the application **prior** to services rendered. Additionally, the grant funded field trip template must be completed and signatures secured **prior** to taking the trip.

**Food and Child Nutrition Services (FCNS)**

The meals and services of FCNS are an important part in Dallas ISD's Coordinated School Health program and we collaborate with both district and community partners to promote overall wellness in and out of school. We also work closely with community organizations that focus on hunger, food access, and promoting a healthy school environment for all. Our break meals program is a huge initiative designed to address the issue of hunger in Dallas.

During the summer, Thanksgiving, winter, and spring breaks, kitchens across Dallas ISD remain open to feed anyone under the age of 18, regardless of where they live or are enrolled. In 2017 - 2018, FCNS received the Dallas Summer Supper Council's Excellence in Summer Meals award, presented by United Way of Metropolitan Dallas and the Texas Hunger Initiative, for displaying best practices as we continue to grow our break meals program and better serve the community.

Another focus of FCNS is supporting local agriculture. We aim to procure the freshest produce from Texas farms, and to educate students on the nutrition and science of fresh fruits and vegetables. FCNS was recently recognized by the Texas Department of Agriculture for continued dedication to supporting Texas farms with the Best of the Bunch award. Programs such as Harvest of the Month continually introduce the students of Dallas ISD to foods and information they might not be exposed to otherwise, and instill a love of delicious, healthy foods and learning at an early age.

- **FCNS General Information**  
  https://www.dallasisd.org/childnutrition

- **FCNS - Principal Resources**, including after school and Saturday meal applications, handbooks, and appropriate use of the school’s kitchen  
  https://www.dallasisd.org/Page/934
Media Requests and Information
Dallas ISD's News and Information Division, under the Communication Services umbrella, is responsible for advancing the vision and mission of the district by ensuring effective, timely, and interactive communications with the students, families, staff members, and community interests of the district.

- **Media Requests**
  If you have a media request*, a member of News and Information would be happy to assist you in crafting your story.

  In order to request interviews involving Dallas ISD students, teachers or staff, media are asked to contact the News and Information team in advance via email or by phone to secure the location and interview subjects for the appropriate story.

- **Media Protocols**
  *Media should refrain from contacting Dallas ISD students, teachers or staff without FIRST receiving approval from our media team, and is asked not visit campuses prior to receiving approval.*

  Dallas ISD’s policies regarding media can be found by clicking the appropriate link:

  - Working with media ([GBBA](https://www.dallasisd.org/Page/18807))
  - Public information requests ([GBAA](https://www.dallasisd.org/Page/18554))
  - School visits ([GKC](https://www.dallasisd.org/Page/935))

Technology
- **Information Technology**
  [https://www.dallasisd.org/informationtechnology](https://www.dallasisd.org/informationtechnology)

- **Digital Technology Classroom Tools**
  [https://www.dallasisd.org/Domain/7273](https://www.dallasisd.org/Domain/7273)
  - FAQ - Digital Classroom Equipment ([https://www.dallasisd.org/Page/18807](https://www.dallasisd.org/Page/18807))
  - Technical Help ([https://www.dallasisd.org/Page/18554](https://www.dallasisd.org/Page/18554))
  - Remedy Force for Technical Help
  [https://bmcservicedesk.na48.visual.force.com/apex/StdSelfServiceHome?sfdc.tabName=01rU0000000UAhp](https://bmcservicedesk.na48.visual.force.com/apex/StdSelfServiceHome?sfdc.tabName=01rU0000000UAhp)

- **Approved Online Learning Platforms** - Zoom, Google Classroom, Microsoft Teams

- **Purchasing**
  Technology purchases are made through Procurement Services. [https://www.dallasisd.org/Page/1272](https://www.dallasisd.org/Page/1272)

  For additional information, forms, handbooks, and other resources, access the Dallas ISD intranet (Inet) at [https://inet.dallasisd.org/forms/index.html](https://inet.dallasisd.org/forms/index.html)

- **Acceptable Use**
  - **Staff**
    Acceptable use of technology policies can be found through Board Policy [BBI, CO, DH](https://www.dallasisd.org/Page/935)
  - **Students**
Information and policies regarding student acceptable use of technology are located in the district’s Student Code of Conduct. Available electronically from the PARENTS/STUDENTS channel on the Dallas ISD homepage.

https://www.dallasisd.org/domain/8674

- **RemedyForce**  Online Information technology Assistance
  District employees experiencing technical issues with both hardware and software applications will need to log in to submit a “ticket”. Remedyforce tickets are routed to appropriate service technicians.
  To submit a Remedyforce ticket users can use any district computer (desktop or laptop) and click on the following icon on the desktop.

- **Police Department**
  The Dallas ISD Police Department is organized by distinct areas of operation. These divisions collaborate internally and with other agencies to provide enforcement activities for the district. The focused roles of each division provide for a more streamlined and effective police force.
  https://www.dallasisd.org/Page/45792

  The department is comprised of the following divisions:
  - Campus Police Division
  - Police Patrol Division
  - Traffic Enforcement
  - Criminal Investigations Division
  - Internal Affairs
  - Gang Unit
  - Police Communications
  - Emergency Management

Dallas ISD Police Community Outreach reflect the City of Dallas and our connection to what brings people to live in this amazing City; including the schools and our department. Our main focus is to ensure that our students, parents, and colleagues are familiar with what Dallas ISD Police has to offer. Community Outreach programs and information can be found at https://www.dallasisd.org/Page/52023

- **PowerSchool Student Information System (SIS)**
  The Dallas Independent School District’s student information system, Chancery, will be replaced with the PowerSchool student information system. PowerSchool provides a unified solution for our Parents, Teachers, and Administration staff. This new system will enhance our current school administration, classroom instruction and family engagement tools. PowerSchool SIS will become the student information system of record for the 2018-2019 school year.

  Student Information System users can login to PowerSchool by going to https://www.dallasisd.org/Page/51443

  - **Campus Administration & Data Support**
    Campus Data Support managers and coordinators provide direct support to school and central office staff in the maintenance and use of accurate and timely computer-based student information applications.
School Administration Services functions as a service department to all Dallas ISD schools, departments and to the general public in the areas of end user support, training and student record management. IT - School Administration Services comprises: Elementary and Secondary Learning Units, Application Training and Support and Student Records.

- **Application training and Support (ATS)**
  Application Training and Support provides training, documentation and support for the student information applications and Oracle finance applications.

  ATS provides small group, hands-on computer application training sessions and end user support to school staff, administrators, professional staff, support staff, and clerical support staff for the Oracle financial (payroll, purchasing and biometric clock functions) and student information system (ChancerySMS).

**Raptor – Visitor Management System - Protocol**
For training on the general use and protocol of the Raptor system, please contact David Garcia, Dallas ISD Emergency Management Coordinator at dagarcia@dallasisd.org.

If the Raptor system indicates a match for a visitor with a sex offender status, the following protocols apply:
- The visitor should NOT be permitted to remain on the campus UNLESS they have rights of guardianship over the student.
- The visitor who still has guardian rights over the student MUST be escorted at all times by a campus staff member
- A visitor who does NOT have active guardian status of a student should be escorted off the campus by a staff member immediately.

**Records Management - Archiving School Records**
Information and training on records management compliance policies and procedures, content management, archive processes, and department contacts can be found at [https://www.dallasisd.org/Page/7124](https://www.dallasisd.org/Page/7124)

**Safety Drills/Campus Emergency Operations Plan**
Principals are required to submit an annual Campus Emergency Management Plan. For access to plan requirements, guidelines, protocols, and critical dates and deadlines use the following link [https://www.dallasisd.org/Page/859](https://www.dallasisd.org/Page/859)

Each campus is required to identify a staff member as Safety Coordinator. Principals must submit the CEOP by August 2020.

**Transportation**
Transportation is provided for students residing more than two miles from magnet schools who are accepted into the magnet program and live within the Dallas ISD attendance boundary zone. Students will be notified of their respective pick-up point prior to the opening of school for the upcoming year. Students are responsible for their own transportation to the pick-up points. To secure a bus stop at the start of the school year, elementary or middle school students must include an elementary school pick-up site on their application. High school applicants must include a high school pick-up site on their application. Out of district students will be responsible for their own transportation.

General information and contacts [https://www.dallasisd.org/Page/1411](https://www.dallasisd.org/Page/1411)
- **Bus Routes**
- **Special Education Students**
SECTION 8: Communication, Parents, and Community
Managing communications effectively is a key dimension of leadership. This is stressed in Kiwi Leadership for Principals (Ministry of Education) and in Tātaiaiko: Cultural competencies for teachers of Māori learners (Education Council). The cultural competencies of Wānanga and Whanaungatanga contain useful behavioural indicators and outcomes specific to leaders that can be applied in all situations.

Effective communication underpins the knowledge, skills and dispositions principals require to have a direct and indirect influence on student outcomes, as identified in the Best Evidence Synthesis on leadership.

Taking time to review your communications strategy and ideas will be time well spent. Many problems, in and out of schools, can be directly traced to the effectiveness of your and your school's communications – whether information was communicated or not, what was communicated, how it was communicated, and who communicated it. Taking time to think about what you want to say will also ensure you maintain your integrity and professionalism, that of your school, and of the wider educational community.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>1. Establishes and maintains a shared vision of success</td>
<td>1. Guides Staff to a Shared Vision</td>
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<tr>
<td></td>
<td>2. Leads Change</td>
<td>2. Establishes goals and clarifies purpose</td>
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<td></td>
<td>3. Maximizes human potential</td>
<td>1. Maximizes potential</td>
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<td></td>
<td>4. Demonstrates other leadership skills</td>
<td>2. Inspires Staff</td>
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<tr>
<td></td>
<td></td>
<td>3. Communicates well and practices sense-making (2X)</td>
</tr>
<tr>
<td>Instructional Program</td>
<td>1. Maintains a comprehensive program of instruction</td>
<td>1. Establishes a Standards-based and Aligned curriculum (2X)</td>
</tr>
<tr>
<td></td>
<td>2. Improves the quality of instruction</td>
<td>2. Provides staff with tools to grow teachers</td>
</tr>
<tr>
<td></td>
<td>3. Provides for Assessment of instruction</td>
<td>3. Develops a Program of instruction that Meets the Needs of All Students</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1. Develops Staff</td>
<td>1. Provides effective instructional Feedback (2X)</td>
</tr>
<tr>
<td></td>
<td>2. Facilitates individual growth</td>
<td>2. Improves the Quality of instruction (3X)</td>
</tr>
<tr>
<td></td>
<td>3. Hires quality staff</td>
<td>3. Conducts effective formal observations and Evaluations (2X)</td>
</tr>
<tr>
<td>Effective Management</td>
<td>1. Manages resources effectively</td>
<td>1. Manages personnel and Material Resources</td>
</tr>
<tr>
<td></td>
<td>2. Time Management</td>
<td>2. Aligns budget with instructional Program and Staff Development</td>
</tr>
<tr>
<td></td>
<td>3. School Climate</td>
<td>1. Develops effective school and class schedules</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>1. Maintains positive relations with district and community</td>
<td>2. Manages individual time well</td>
</tr>
<tr>
<td></td>
<td>2. Behaves professionally</td>
<td>1. Maintains a safe and orderly learning environment (2X)</td>
</tr>
<tr>
<td></td>
<td>3. Grows professionally</td>
<td>2. Builds positive relations with parents and school stakeholders (2X)</td>
</tr>
</tbody>
</table>
**District Level**

Dallas ISD's News and Information Division, under the Communication Services umbrella, is responsible for advancing the vision and mission of the district by ensuring effective, timely, and interactive communications with the students, families, staff members, and community interests of the district.

If you have a media request*, a member of News and Information would be happy to assist you in crafting your story. [https://www.dallasisd.org/domain/11319](https://www.dallasisd.org/domain/11319)

**Media Protocols**

In order to request interviews involving Dallas ISD students, teachers or staff, media are asked to contact the News and Information team in advance via email or by phone to secure the location and interview subjects for the appropriate story.

**Media should refrain from contacting Dallas ISD students, teachers or staff without FIRST receiving approval** from our media team, and is asked not to visit campuses prior to receiving approval.

- **Dallas ISD Connect** [https://www.dallasisd.org/Page/40262](https://www.dallasisd.org/Page/40262)

  The Dallas ISD Connect Contact Center or call center is a single point of contact for employees, constituents and the general public at large, providing information which allows them to find a resolution to their questions or concerns. Calls are received in Dallas ISD Connect via three phone lines.

  - **Main Phone Line** *(972) 925-3700*
    This line is dedicated to directory and district assistance information.

  - **Employee Phone Line** *(972) 925-4200*
    This line is dedicated for employees to help answer questions regarding general benefit questions, paycheck concerns, personnel records and substitute concerns and inquiries.

  - **Constituent Phone Line** *(972) 925-5555*
    This line is dedicated to providing our parents and constituents with a point of contact to address issues and concerns.

- **Messaging and Marketing**

  The team develops and implements strategic marketing plans in a variety of media. To further the mission of Dallas ISD, we also collaborate on qualifying projects initiated by campus clients, providing consulting, guidance, project management, and creative services in:

  - Campaigns
  - Graphics
  - Brochures
  - Logos
  - Photography
  - Print
  - Social Media
  - Video
  - Web
  - Event planning
Project timelines vary and as much advance notice as possible is highly recommended for production. Please use the inquiry form below to outline the project. After submitting a request (https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/11583/MarketingProjectRequestForm.pdf), you will be contacted within two business days for a follow-up discussion. If you have any questions, please email your request to MarketingRequests@dallasisd.org.

● The Hub
The Hub is home to the latest news, features and videos about Dallas ISD. Visit today to take a deep-dive into how your school district is changing lives and preparing students to graduate college and career ready. Click the link to see more. Sign-up to receive our news. https://thehub.dallasisd.org/

- Check out our latest news releases and media advisories or sign-up to join our mailing list using this link.
- Follow us on our Twitter information Account
- Get the latest news pitches and breaking news on Twitter at @DallasISD Media
- Share your news
- Complete our easy-to-use online news submission form and help us spread the word about student achievement, staff milestones and more.

● Social Media
Dallas ISD currently has a presence on six social media platforms - Facebook, Twitter, Flicker, Instagram, Pinterest and YouTube. These pages are updated by Communication Services and are the only official pages sanctioned by the Dallas Independent School District. https://www.dallasisd.org/Page/40896

Facebook
Twitter
Flickr
Pinterest
Instagram
YouTube

● Translation and Interpretation Services
Translation and interpretation services are available FREE of charge to Dallas ISD schools and departments.
Translation Services in the Communications Department of the Dallas Independent School District provides language support to schools and parents to assist in communicating academic information and promote participation in all school-related activities. [https://www.dallasisd.org/translationservices](https://www.dallasisd.org/translationservices)

**District Templates and Communication Guidelines**
The Dallas Independent School District’s Branding and Style Guide is designed to assist writers and designers who create letters, newsletters, reports, presentations and publications. It contains information and examples to help writers and creators of printed and electronic collateral (letters, reports, publications, PowerPoint presentations, websites, etc.) maintain the integrity of the district’s brand. [View/Download Style Guide](#)

**Parent and Community Engagement** [https://www.dallasisd.org/Page/1134](https://www.dallasisd.org/Page/1134)
The mission of the Office of Family and Community Engagement is to successfully develop and implement programs to engage parents and the community in collaborative parent-school-community partnerships aimed at continually improving the academic performance of students. We also support federal and local compliance policies related to parent involvement.

- **Parent Portal** [https://www.dallasisd.org/Page/1154](https://www.dallasisd.org/Page/1154)
  Parent Portal provides parents/guardians with many key benefits.

- **Parent Teacher Association (/PTA/PTSA)**
  One of the greatest assets of PTA is the vast network of support available to our members and leaders. Whether you’re new to a leadership position and need training or you’re a member who is looking for guidance on how to become more involved and help your campus, PTA offers the unique benefit of support at the local, state and national levels. PTA understands that with all of us working together, we can make every child’s potential a reality. [https://www.dallasisd.org/Page/9183](https://www.dallasisd.org/Page/9183)

- **PTO Today**
  PTO Today helps parent leaders make school leaders great by providing them the resources they need from PTO start up information to school event ideas. PTOs are single-school groups that are independent of the PTA and that operate under their own bylaws and by and large concern themselves with the goings-on at their building or in their town only. [http://www.ptotoday.com/](http://www.ptotoday.com/)

- **SchoolMessenger System**
  The district call-out system to provide campus and district level information.

- **Site-Based Decision Making (SBDM)**
  A process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. [https://www.dallasisd.org/Page/27007](https://www.dallasisd.org/Page/27007)

- **PREP University Workshop Series for Families**
  The Office of Family and Community Engagement invites you and your family to attend the Parent Resource and Empowerment Program (PREP) University Family Workshop Series. These workshops are FREE to all parents. PREP University workshops empower parents with strategies and resources to support children academically, emotionally and socially.
Volunteer and Partnership Services
For more information and access to materials and other resources [https://www.dallasisd.org/domain/10416](https://www.dallasisd.org/domain/10416)

School Leadership
School Leadership provides a variety of communication forums to assist principals in managing communications for teachers/staff, students, and parents. Links to information can be found on the School Leadership web page at [https://www.dallasisd.org/Domain/148](https://www.dallasisd.org/Domain/148)

Resource links on the School Leadership webpage include:
- **Weekly Administrative Information Packet (WAIP)**
- **Monthly Maps**
- **Weekly Newsletter (via email each week)**