

## School District Training Chart

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A variety of staff development trainings are required or recommended for school employees. The requirements are scattered throughout statutes and policies. Some are mandated by law; others are recommended as risk management practices. This chart organizes the requirements and recommendations into a series of lists, organized by topic. Some requirements and recommendations appear under more than one topic to assist the reader.

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<b>Student Discipline</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Use of Restraint with Special Education Students</i></p> <p>Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(d); FOF(LLEGAL)</p>	<p>A core team on each campus including principal or designee and general or special education personnel likely to use restraint, including in an emergency.</p>	<p>As needed and within 30 school days following the use of restraint by untrained personnel called upon to use restraint in an emergency.</p>	<p>District</p>	<p>Districts must provide training for school employees, volunteers, or independent contractors on the use of restraint. A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.</p> <p>Personnel who are called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint. The training on the use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.</p> <p>All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and use of restraint.</p>
<p><i>Use of Time-Out with Special Education Students</i></p> <p>Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(h); FOF(LLEGAL)</p>	<p>General or special education personnel who implement time-out based on a student's individualized education plan (IEP) and/or behavior intervention plan (BIP).</p>	<p>As needed and within 30 school days of an employee being assigned the responsibility for implementing time-out.</p>	<p>District</p>	<p>Districts must provide training for school employees, volunteers, or independent contractors on the use of time-out. General or special education personnel who implement time-out based on requirements in a student's IEP or BIP must be trained in the use of time-out. Newly identified personnel who are called upon to implement time-out based on requirements in a student's IEP or BIP must</p>

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				<p>receive training within 30 school days of being assigned the responsibility.</p> <p>Training on the use of time-out must be provided as part of a program that addresses a full continuum of positive behavioral intervention strategies and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.</p> <p>All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.</p>
<p><i>Student Discipline</i></p> <p>Tex. Educ. Code §§ 37.0181, .002; DMA(LLEGAL)</p>	<p>Every principal or other appropriate administrator who oversees student discipline.</p>	<p>At least once every three years.</p>	<p>District. May be provided in coordination with regional education service centers and through use of distance learning methods.</p>	<p>Every principal or other appropriate administrator who oversees student discipline must attend professional development training regarding alternative settings for behavior management, specifically, training regarding the distinction between a principal's use of discipline management techniques when a student is sent to the principal's office in order to maintain effective discipline in a classroom and a teacher's discretion to remove an unruly student from class and not have the student return without the teacher's consent. The appropriate</p>

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				administrator is required to attend the professional development training at least once every three years. The training may be provided in coordination with regional education service centers and through use of distance learning.
<p><i>Disciplinary Alternative Education Program (DAEP)</i></p> <p>Tex. Educ. Code § 37.008(a-1); 19 Tex. Admin. Code § 103.1201(h)(2), (i); FOCA(LLEGAL)</p>	District staff at each DAEP.	As needed. Employees must receive training on established procedures for reporting abuse, neglect, or exploitation of students on an annual basis.	District	<p>District staff at each DAEP must participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:</p> <ol style="list-style-type: none"> <li>1. Training on the education and discipline of students with disabilities who receive special education services;</li> <li>2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and</li> <li>3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.</li> </ol> <p>DAEP staff must also be prepared and trained to respond to health issues and emergencies.</p>

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<p><i>Juvenile Case Managers</i></p> <p>Tex. Code Crim. Proc. art. 45.056(f); FED(LEGAL)</p>	District juvenile case manager(s).	Some training before service begins and some training during service.	District	<p>The board of a district that employs a juvenile case manager must adopt and implement appropriate educational pre-service and in-service training standards for juvenile case managers and training in:</p> <ol style="list-style-type: none"> <li>1. The role of the juvenile case manager;</li> <li>2. Case planning and management;</li> <li>3. Applicable procedural and substantive law;</li> <li>4. Courtroom proceedings and presentation;</li> <li>5. Services to at-risk youth under Family Code Chapter 264, Subchapter D;</li> <li>6. Local programs and services for juveniles and methods by which juveniles may access those programs and services; and</li> <li>7. Detecting and preventing abuse, exploitation, and neglect of juveniles.</li> </ol>
<p><i>Student Searches</i></p> <p>U.S. Const. amend. IV; FNF(LEGAL)</p>	Recommended for employees who have the authority to search students and/or their belongings.	As needed	If provided, district or outside provider chosen by district.	Training on constitutional limitations and students' rights and responsibilities in regards to searches is recommended for employees who have authority to search students or their belongings.
<p><i>Positive behavior intervention and support strategies, including class room management, district discipline policies, and the Student Code of Conduct</i></p>	Optional staff development.	As needed	Must be developed and approved by the campus-level committee as part of staff development training.	Districts must provide staff development training and may include training in positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

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Tex. Educ. Code § 21.451(d)(1)(B); DMA(LLEGAL); BQB(LLEGAL); BQA(LLEGAL)				Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BQB(LLEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BQA(LLEGAL).

<b>Special Education</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>General Education Teacher Implementing IEP</i></p> <p>Tex. Educ. Code § 21.451(d)(2), (e)-(f); DMA(LEGAL)</p>	<p>Educators who do not possess the knowledge and skills necessary to implement the individualized education program (IEP) developed for a student receiving instruction from the educator.</p>	<p>The district may determine the time and place at which the training is delivered.</p>	<p>District. This training is part of staff development training.</p>	<p>Staff development must include evidence-based training, as defined by Section 8101, Every Student Succeeds Act (20 U.S.C. § 7801), that relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions and is designed for educators who work primarily outside the area of special education.</p> <p>The district must provide this training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the IEP developed for a student receiving instruction from the educator.</p> <p>The district may determine the time and place at which the training is delivered.</p> <p>In developing or maintaining such training, the district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the</p>

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				training is provided at the campus or district level.
<p><i>Use of Restraint with Special Education Students</i></p> <p>Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(d); FOF(LLEGAL)</p>	<p>A core team on each campus including principal or designee and general or special education personnel likely to use restraint, including in an emergency.</p>	<p>As needed and within 30 school days following the use of restraint by untrained personnel called upon to use restraint in an emergency.</p>	<p>District</p>	<p>Districts must provide training for school employees, volunteers, or independent contractors on the use of restraint. A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint. Personnel who are called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint. The training on the use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.</p> <p>All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and use of restraint.</p>
<p><i>Use of Time-Out with Special Education Students</i></p> <p>Tex. Educ. Code § 37.0021(d); 19 Tex. Admin. Code § 89.1053(h); FOF(LLEGAL)</p>	<p>General or special education personnel who implement time-out based on a student's individualized education plan (IEP) and/or behavior intervention plan (BIP).</p>	<p>As needed and within 30 school days of an employee being assigned the responsibility for implementing time-out.</p>	<p>District</p>	<p>Districts must provide training for school employees, volunteers, or independent contractors on the use of time-out. General or special education personnel who implement time-out based on requirements established in a student's IEP or BIP must be trained in the use of time-out. Newly identified personnel who are called upon to implement time-out based</p>

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				<p>on requirements established in a student's IEP or BIP must receive training within 30 school days of being assigned the responsibility.</p> <p>Training on the use of time-out must be provided as part of a program that addresses a full continuum of positive behavioral intervention strategies and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.</p> <p>All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.</p>
<p><i>Transition and Employment Coordinator for Special Education Students</i></p> <p>Tex. Educ. Code § 29.011(b)-(c)</p>	Employee(s) designated as transition and employment coordinator for students receiving special education services.	As the commissioner develops and makes available minimum training guidelines, with review at least once every four years.	As outlined by the commissioner.	Every district must designate one or more employees to serve as its designee for the purpose of coordinating transition and employment services for students receiving special education services. The person(s) must satisfy training guidelines outlined by the commissioner. The commissioner is charged with reviewing and updating training guidelines at least once every four years.

<b>Special Education</b>				
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<p><i>Individuals with Disabilities in Education Act (IDEA)</i></p> <p>20 U.S.C. §§ 1400-1482; EHBAE(LLEGAL); EHBFB(LLEGAL); 19 Tex. Admin. Code § 75.1023; FB(LLEGAL); DAA(LLEGAL); FOF(LLEGAL); EHBAC(LLEGAL)</p>	<p>Recommended for employees involved in the special education process.</p>	<p>Before applicable employees begin working in special education and as needed thereafter.</p>	<p>If provided, district or outside provider chosen by district.</p>	<p>Training is recommended on the provisions of IDEA relevant to an employee's involvement in the special education process.</p> <p>See EHBAE(LLEGAL) for procedural requirements under IDEA. See EHBFB(LLEGAL) and 19 Texas Administrative Code section 75.1023 for the applicability of IDEA in career and technical education. See FB(LLEGAL) regarding equal educational opportunity. See DAA(LLEGAL) regarding equal employment opportunity. See FOF(LLEGAL) regarding student discipline provisions relating to students with disabilities. See EHBAC(LLEGAL) regarding students in nondistrict placement.</p>

<b>Students with Disabilities</b>				
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<p><i>Section 504 of the Rehabilitation Act</i></p> <p>29 U.S.C. § 794;            FB(LLEGAL);            FNG(LLEGAL);            FOF(LLEGAL);            EIF(LLEGAL);            DAA(LLEGAL);            EHB(LLEGAL);            EHDE(LLEGAL)</p>	<p>Recommended for the Section 504 coordinator and for employees who work with students with disabilities.</p>	<p>Before applicable employees begin working with students with disabilities and as needed thereafter.</p>	<p>If provided, district or outside provider chosen by district.</p>	<p>Training regarding the relevant provisions of Section 504 of the Rehabilitation Act is recommended for the Section 504 coordinator and employees who work with students with disabilities.</p> <p>See FB(LLEGAL) regarding equal educational opportunity. See FNG(LLEGAL) regarding grievance procedures for the resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. See FOF(LLEGAL) regarding student discipline provisions. See EIF(LLEGAL) regarding graduation requirements, including substitute academic elective credits for a student who is unable to participate in a physical activity due to disability or illness. See DAA(LLEGAL) regarding equal employment opportunity. See EHB(LLEGAL) regarding curriculum design and special programs to provide assistance for learning difficulties. See EHDE(LLEGAL) regarding distance learning for students with disabilities.</p>
<p><i>Dyslexia Training for School Employees</i></p> <p>Tex. Educ. Code §§ 38.003, .0032; 19 Tex. Admin. Code § 74.28(c)-(e);            EHB(LLEGAL)</p>	<p>Teachers who screen and treat students with dyslexia.</p>	<p>As needed</p>	<p>District, using State Board of Education’s Dyslexia Handbook.</p>	<p>Teachers who screen and treat students with dyslexia must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the State Board of Education’s Dyslexia Handbook: Procedures Concerning Dyslexia</p>

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				and Related Disorders. The professional development activities specified by the district and/or campus level committees must include these instructional strategies.
<p><i>Dyslexia Education for Parents</i></p> <p>Tex. Educ. Code § 38.003; 19 Tex. Admin. Code § 74.28(l)-(m); EHB(LEGAL)</p>	Parents and guardians of students with dyslexia and related disorders.	As needed	District	<p>Districts must provide a parent education program for parents and guardians of students with dyslexia and related disorders. The program must include:</p> <ol style="list-style-type: none"> <li>1. awareness and characteristics of dyslexia and related disorders;</li> <li>2. information on testing and diagnosis of dyslexia and related disorders;</li> <li>3. information on effective strategies for teaching students with dyslexia and related disorders;</li> <li>4. information on qualifications of those delivering services to students with dyslexia and related disorders;</li> <li>5. awareness of information on accommodations and modifications, especially those allowed for standardized testing;</li> <li>6. information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, Section 504, and information on the response to intervention process; and</li> <li>7. contact information for the relevant regional and/or school district or open-enrollment charter school specialists.</li> </ol>

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				In addition, districts must provide parents and guardians of students suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the State Board of Education's Dyslexia Handbook.
<i>Teacher Autism Training</i>  Tex. Educ. Code § 21.465; DEAA(LEGAL)	Teachers	Optional training	Education Service Center	A school district may provide a salary incentive or similar compensation to a teacher who completes training provided by a regional education service center relating to autism. If the district decides to provide such an incentive, it must adopt a policy to implement this section.
<i>Americans with Disabilities Act (ADA)</i>  42 U.S.C. §§ 12101-12213; 28 C.F.R. §§ 35.101-190; 29 C.F.R. §§ 1630.1-1630.16; GA(LEGAL); DAA(LEGAL); FB(LEGAL); DBB(LEGAL); DAB(LEGAL); FBA(LEGAL)	Recommended for the district's designated ADA compliance coordinator.  Also recommended for employees who may be called upon to accommodate another employee, a student, or a parent with a disability.	When employee acquires authority to make accommodation decisions and as needed thereafter.	District or outside provider chosen by district.	A district is recommended to provide training on the relevant provisions of the ADA for the district's designated ADA compliance coordinator and any employees who may be called upon to accommodate an employee, student, or parent with a disability.

<b>Student Welfare</b>				
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<p><i>Sexual Abuse, Sex Trafficking, and Maltreatment Training</i></p> <p>Tex. Educ. Code § 38.0041(c)-(f); 19 TAC § 61.1051(c)-(d); DMA(LEGAL)</p>	<p>All new employees and existing employees until all district employees have completed the training.</p>	<p>Required for all employees as part of new employee orientation.</p> <p>Recommended for other employees annually, as part of staff development programs at regular intervals determined by the board of trustees, as needed, or as required by TEA.</p>	<p>May be developed and approved by campus committee as part of staff development training.</p> <p>Resources are available from TEA and the Human Trafficking Taskforce in the Texas Governor's Office.</p>	<p>A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including of children with significant cognitive disabilities.</p> <p>The training must be provided as part of new employee orientation to all new employees and to existing district employees not previously trained. The training may be included in staff development under Texas Education Code section 21.451.</p> <p>The training must include:</p> <ol style="list-style-type: none"> <li>1. factors indicating a child is at risk;</li> <li>2. warning signs indicating a child may be a victim;</li> <li>3. internal procedures for seeking assistance for a child who is at risk, including referral to a school counselor, a social worker, or another mental health professional;</li> <li>4. techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and</li> </ol>

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				<p>5. information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.</p> <p>A district must maintain records that include the name of each staff member who participated in the training. To the extent that resources are not yet available from TEA or the commissioner of education, districts must implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.</p> <p>District policies addressing sexual abuse, sexual trafficking, and other maltreatment of children must be distributed to all school employees at the beginning of each school year. The policies must also be addressed in staff development programs at regular intervals determined by the board of trustees.</p>
<p><i>Student-on-Student Bullying and Harassment</i></p> <p>Tex. Educ. Code §§ 21.451(d)(3)(E),</p>	Required for all new and existing educators.	Required for all employees as part of new employee orientation and for other employees on a	The training must use a best practice-based program recommended by TEA in	Districts must provide staff development training related to preventing, identifying, responding to, and reporting incidents of bullying. Staff development training is required to be predominantly campus-based, related to achieving campus

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38.351; FFI(LLEGAL); FDB(LLEGAL); FFF(LLEGAL); FO(LLEGAL); CQA(LLEGAL); DMA(LLEGAL); FOF(LLEGAL); BQB(LLEGAL); BQA(LLEGAL)		schedule adopted by TEA.	coordination with Texas Health and Human Services Commission (HHSC) under Texas Education Code section 38.351 and may include two or more topics listed together.	performance objectives, and developed and approved by the campus-level committee. See BQB(LLEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BQA(LLEGAL).
<i>Recognizing Signs of Mental Health Conditions and Substance Abuse</i>  Tex. Educ. Code § 21.451(d)(3), 38.351; DMA(LLEGAL); FFB(LLEGAL)	Required for all new and existing educators.	Required for all employees as part of new employee orientation and for other employees on a schedule adopted by TEA.	The training must use a program recommended by TEA in coordination with Texas HHSC under Texas Education Code section 38.351 and may include two or more topics listed together.	TEA, in coordination with the Texas HHSC and regional education service centers, must provide and annually update a list of recommended best practice-based programs and research-based practices in the areas of:  <ol style="list-style-type: none"> <li>1. early mental health prevention and intervention;</li> <li>2. building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;</li> <li>3. substance abuse prevention and intervention;</li> <li>4. suicide prevention, intervention, and postvention;</li> <li>5. grief-informed and trauma-informed practices;</li> <li>6. positive school climates;</li> </ol>

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				<p>7. positive behavior interventions and supports;</p> <p>8. positive youth development; and</p> <p>9. safe, supportive, and positive school climate.</p> <p>These programs must be implemented in public elementary, junior high, middle, and high schools within the general education setting.</p> <p>The recommendations for mental health, substance abuse, and suicide prevention was recodified from the Texas Health and Safety Code section 161.325 to the Texas Education Code section 38.351 effective December 1, 2019. TEA, in consultation with HHSC, will maintain and post the list of resources on these topics.</p>
<p><i>Suicide Prevention Staff Development</i></p> <p>Tex. Educ. Code §§ 21.451(d)(3), (d-1), (d-2), 38.351(a)-(e), (g), (h); 19 Tex. Admin. Code § 153.1013; DMA(LEGAL); FFB(LEGAL).</p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p> <p>A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available.</p>	<p>Annually as part of new employee orientation. All district employees must participate in the training at least one time.</p>	<p>The training must use a best practice-based program recommended by TEA in coordination with Texas HHSC under Texas Education Code section 38.351.</p>	<p>Staff development for educators must include suicide prevention training under Section 21.451 of the Texas Education Code. Districts must provide training on an annual basis as part of new employee orientation.</p> <p>The training must use a best practice-based program recommended by the Texas Department of State Health Services (DSHS) in coordination with TEA. The training requirement may be satisfied through independent review of suicide prevention</p>

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				<p>material that complies with guidelines developed by TEA and is offered online.</p> <p>This training is specific to staff development on suicide prevention for educators. Suicide prevention programs on TEA’s list of recommended best practice-based programs must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:</p> <ol style="list-style-type: none"> <li>1. recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;</li> <li>2. recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention;</li> <li>3. intervene effectively by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and</li> <li>4. assist students in returning to school following treatment of a mental health concern or suicide attempt.</li> </ol>

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<p><i>Dating Violence</i></p> <p>Tex. Educ. Code § 37.0831; BQ(LEGAL).</p>	Teachers and administrators.	As needed.	Included in district improvement plan.	Districts must have a district improvement plan. The district improvement plan must include a dating violence policy. The dating violence policy must address training for teachers and administrators on dating violence.
<p><i>Title IX Sexual Harassment Training</i></p> <p>20 U.S.C. §§ 1681-88; 34 C.F.R. §§ 106.30, .45(b); FFH(LEGAL).</p>	Required for the Title IX coordinator, any individual designated as an investigator or decision-maker in a formal complaint process under Title IX, and any person designated to facilitate an informal resolution process.	When an employee is designated and as needed thereafter.	District or outside provider chosen by district.	<p>Title IX regulations require Title IX coordinators, as well as those involved in the processing of Title IX complaints to receive training on the definition of sexual harassment in 34 C.F.R. § 106.30, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. In accordance with Title IX regulations, decision-makers must receive training on any technology to be used at a live hearing, if provided, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, and investigators must receive training on issues of relevance to create a fair investigative report.</p> <p>Training materials must not rely on sex stereotypes and must promote impartial</p>

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				<p>investigations and adjudications of formal complaints of sexual harassment.</p> <p>Districts must retain all training materials for a period of seven years and must post the materials on the district website or, if the district does not have a website, make them publicly available upon request.</p>
<p><i>Food Allergy Training</i></p> <p>Tex. Educ. Code § 38.0151; FFAF(LEGAL); FFAF(LOCAL).</p>	<p>Specialized training required for certain employees.</p> <p>Awareness training and general training required for other employees.</p>	As needed	District	<p>Districts must develop and implement a student food allergy management plan that includes procedures to limit the risk posed to students with food allergies. Employees responsible for the development, implementation, and monitoring of the district's food allergy management plan must receive specialized training. Other employees must receive awareness training regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction. Employees and others must receive training, as necessary, to implement the care plan of students with diagnosed food allergies who are risk of anaphylaxis; this training must include strategies to reduce the student's risk of exposure to the diagnosed allergen.</p>
<p><i>Epinephrine Auto Injectors (Epi-Pens)</i></p> <p>Tex. Educ. Code §§ 38.201-.215, .0151(f);</p>	School personnel or volunteers who are authorized to administer an epinephrine auto-	Annually	District, using training that is consistent with the most recent Voluntary	If a district adopts a policy authorizing school personnel (including board members) or volunteers to use epinephrine auto-injectors to administer prescription medication to a person reasonably believed

<b>Student Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
25 Tex. Admin. Code §§ 37.606-.607; FFAC (LEGAL).	injector (epi-pen) when campus is open, if district adopts such a policy.		Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs published by the federal Centers for Disease Control and Prevention.	<p>to be experiencing an anaphylactic reaction on campus or at, or in transit to or from, an off-campus school event, then the district must require that each campus have one or more school personnel members or volunteers authorized and trained to administer an epi-pen present during all hours the campus is open. A school principal may assign school personnel or volunteers or seek school personnel or volunteers who volunteer to be trained to administer unassigned epi-pen.</p> <p>Each district that adopts a policy for epinephrine auto-injectors must provide annual training for school personnel and volunteers on:</p> <ol style="list-style-type: none"> <li>1. recognizing the signs and symptoms of anaphylaxis;</li> <li>2. administering an epi-pen;</li> <li>3. implementing emergency procedures, if necessary, after administering an epi-pen; and</li> <li>4. properly disposing of used or expired epi-pens.</li> </ol> <p>The initial training must include hands-on training with an epi-pen; annual training must include at least a hands-on demonstration. Training records must be maintained by the district.</p>

<b>Student Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Trauma-Informed Care Training</i></p> <p>Tex. Educ. Code §§ 21.451(d)(3)(D), 38.036, 38.351; DMA(LLEGAL), FFBA(LLEGAL).</p>	New and existing educators.	As part of new employee training and for existing educators on a schedule adopted by TEA.	The training must use a best practice-based program recommended by TEA in coordination with Texas Health and Human Services Commission (HHSC) under Texas Education Code section 38.351.	<p>The methods for increasing awareness and implementation of trauma-informed care must include training provided through a program selected from the list of recommended best practice-based programs and research-based practices established by TEA in coordination with HHSC under Texas Education Code section 38.351 (recodified from the Texas Health and Safety Code section 161.325).</p> <p>Training must be provided as part of any new employee orientation for all new educators and to existing educators on a schedule adopted by TEA that requires training at intervals necessary to keep educators informed of developments in the field. For any training under this provision, a district must maintain records of district staff members who participated in the training. If a district determines that the district does not have sufficient resources to provide the training required, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district. A district must report annually to TEA the following information for the district as a whole and for each school campus: the number of teachers, principals, and counselors employed by the district who have completed training under</p>

<b>Student Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				this provision; and the total number of teachers, principals, and counselors employed by the district. Resources are available at: <a href="http://tea.texas.gov/about-tea/other-services/mental-health/trauma-informed-grief-informed-practices">tea.texas.gov/about-tea/other-services/mental-health/trauma-informed-grief-informed-practices</a> .
<p><i>Strategies for Establishing and Maintaining Positive Relationships Among Students, Including Conflict Resolution</i></p> <p>Tex. Educ. Code § 21.451(d)(3)(C); DMA(LEGAL).</p>	New and existing educators.	As part of new employee training and for existing educators on a schedule adopted by TEA.	The training must use a best practice-based program recommended by TEA in coordination with Texas Health and Human Services Commission (HHSC) under Texas Education Code section 38.351.	<p>Staff development on strategies for establishing and maintaining positive relationships among students, including conflict resolution, must include training provided through a program selected from the list of recommended programs and practices established by TEA in coordination with HHSC under Texas Education Code section 38.351 (recodified from the Texas Health and Safety Code section 161.325).</p> <p>Training must be provided as part of any new employee orientation for all new district educators and to existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.</p>

<b>Student Health and Safety</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Automated External Defibrillators (AEDs)</i></p> <p>Tex. Educ. Code § 22.902; DMA(LEGAL)</p>	<p>Every nurse, athletic coach or sponsor, PE teacher, marching band director, cheerleading coach, any other employee specified by the Commissioner, and student athletic trainers.</p> <p>Must be offered to employees and volunteers.</p>	<p>As needed to maintain current certification in the use of an AED.</p>	<p>District, along with the American Heart Association, the American Red Cross, or a similar nationally-recognized association.</p>	<p>Districts must annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED). The AED instruction must meet guidelines for approved AED training under Texas Health and Safety Code section 779.002. Every school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must participate in the instruction described above and receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.</p>
<p><i>CPR and First Aid</i></p> <p>Tex. Educ. Code § 33.086; DBA(LEGAL)</p>	<p>District employees who serve as head director of a school marching band, or as head coach or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL.</p>	<p>As needed to maintain current certification and within the time frames adopted by the district.</p>	<p>American Red Cross, American Heart Association, or another organization that provides equivalent training and certification. District must adopt procedures for</p>	<p>Employees who serve as head director of a marching band or as head coach or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Districts must adopt procedures for administering this requirement, including for the time and</p>

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
			administering this requirement.	manner in which proof of current certification must be submitted.
<p><i>Steroids</i></p> <p>Tex. Educ. Code § 33.091(c)-(c-1); DMA(LLEGAL)</p>	Each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL.	As needed	UIL, the district, or a private entity with relevant expertise offering a program comparable to the educational program regarding the health effects of steroids developed by the UIL.	Each employee who serves as a coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL must complete the UIL educational program regarding the health effects of steroids or a comparable program developed by the district or a private entity with relevant expertise.
<p><i>Concussion Training for Employees</i></p> <p>Tex. Educ. Code §§ 38.154, .158; DMA(LLEGAL)</p>	A coach of an interscholastic athletic activity; a school nurse who serves as a member of a concussion oversight team; an athletic trainer who serves as a member of a district's concussion oversight team; and a licensed health care professional, other than an athletic	At least once every two years, and if a member of the concussion oversight team, then prior to appointment or approval as a member of the team.	UIL-approved course provider (coaches); Texas Department of Licensing and Regulation (TDLR) or approved continuing education course (athletic trainers); and UIL, TDLR, or the appropriate	<p>At least once every two years, the following employees must take a training course on concussions from an authorized provider:</p> <ol style="list-style-type: none"> <li>1. A coach of an interscholastic athletic activity must take a UIL-approved course.</li> <li>2. An athletic trainer who serves on a district's concussion oversight team must take a TDLR-approved course or a course approved for continuing education credit by the licensing authority for athletic trainers.</li> <li>3. A school nurse or licensed health care professional, other than an athletic trainer, who serves on a district's concussion</li> </ol>

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
	trainer, who serves as a member of a district's concussion oversight team.		licensing authority approved course (school nurses and other licensed health care professionals).	<p>oversight team must take a course approved by the UIL or the appropriate licensing authority for the profession.</p> <p>Each employee must submit proof of completion to the superintendent or designee. A school nurse or licensed healthcare professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity.</p>
<p><i>Concussion Training for Volunteer Licensed Health Care Professional on Concussion Oversight Team</i></p> <p>Tex. Educ. Code §§ 38.154, .158; GKG(LEGAL).</p>	Licensed health care professional who serves on a volunteer basis on a district's concussion oversight team.	Prior to appointment or approval as a member of the concussion oversight team, and at least once every two years.	Must take a course in the subject matter of concussions approved by the University Interscholastic League (UIL), the Texas Department of Licensing and Regulation (TDLR), or the appropriate licensing authority for the profession.	<p>A licensed health care professional who serves on a volunteer basis on a district's concussion oversight team must have had training in the evaluation, treatment, and oversight of concussions at the time of appointment or approval as a member of the team. Additionally, the professional must, at least once every two years, take a course in the subject matter of concussions approved by the UIL, TDLR, or the appropriate licensing authority for the profession.</p> <p>The volunteer professional must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity.</p> <p>A physician who serves as a member of a concussion oversight team must, to the extent</p>

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
				practicable, periodically take an appropriate continuing medical education course in the subject matter of concussions.
<p><i>Coordinated Health Program</i></p> <p>Tex. Educ. Code §§ 38.013; .014; 19 Tex. Admin. Code § 102.1031(c); EHAA(LEGAL).</p>	For employees the district determines necessary to implement TEA’s coordinated health program.	As needed, based on the scheduled adopted by TEA for regional education service centers to provide training regarding implementation of the coordinated health program.	District	<p>Districts must participate in appropriate training to implement TEA’s coordinated health program in each elementary, middle, and junior high school in the district. The program must coordinate:</p> <ol style="list-style-type: none"> <li>1. physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;</li> <li>2. mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;</li> <li>3. substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;</li> <li>4. physical education and physical activity; and</li> <li>5. parental involvement.</li> </ol> <p>Districts may develop and submit for approval coordinated health programs that meet TEA criteria every two years on a schedule determined by the commissioner. The district</p>

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
				must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized or government-approved entities.
<p><i>Bloodborne Pathogens</i></p> <p>Tex. Health &amp; Safety Code §§ 81.301-.307; 25 Tex. Admin. Code §§ 96.101-.501; DBB(LEGAL).</p>	<p>Employees who provide services in a public or private facility providing health care-related services, including a home health care organization, or who otherwise have a risk of exposure to bloodborne pathogens in connection with exposure to sharps. This includes appropriate employees of a district that operates a public school health clinic.</p>	<p>Pre-service and annual refresher training as described in the TDSHS Exposure Control Plan.</p>	<p>District, under guidelines in the TDSHS Exposure Control Plan.</p>	<p>A district must comply with the minimum standards, including training and educational requirements for employees, set in the Texas Department of State Health Services (TDSHS) Exposure Control Plan if a district employs employees who provide services in a public or private facility providing healthcare-related services, including a home health care organization, or who otherwise have a risk of exposure to blood or other material potentially containing bloodborne pathogens in connection with exposure to sharps. This includes a district that operates a public school health clinic.</p> <p>The minimum standards in TDSHS Bloodborne Pathogens Exposure Control Plan require districts to provide to affected employees pre-service and annual refresher training as described in the TDSHS Exposure Control Plan. The TDSHS Exposure Control Plan is available at <a href="https://dshs.texas.gov/IDCU/health/infection_control/bloodborne_pathogens/Resources.apx">dshs.texas.gov/IDCU/health/infection_control/bloodborne_pathogens/Resources.apx</a>. Sharps are objects used or encountered in a health care setting that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident,</p>

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
				including a needle device, a scalpel, a lancet, and a piece of broken glass.
<i>Food Allergy Training</i>  Tex. Educ. Code § 38.0151; FFAF(LEGAL); FFAF(LOCAL).	Specialized training required for certain employees.  Awareness training and general training required for other employees.	As needed	District	Districts must develop and implement a student food allergy management plan that includes procedures to limit the risk posed to students with food allergies. Employees responsible for the development, implementation, and monitoring of the district's food allergy management plan must receive specialized training.  Other employees must receive awareness training regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction. Employees and others must receive training, as necessary, to implement the care plan of students with diagnosed food allergies who are risk of anaphylaxis; this training must include strategies to reduce the student's risk of exposure to the diagnosed allergen.
<i>Diabetes Training</i>  Tex. Health & Safety Code § 168.005; FFAF(LEGAL).	Employee(s) acting as unlicensed diabetes care assistant(s) (UDCA(s)).	Before the beginning of the school year or as soon as practicable following the enrollment of a student with diabetes at a campus that previously had no students with diabetes or a diagnosis of diabetes for a student at a campus	Health care professional with expertise in the care of persons with diabetes or a school nurse.	If a school nurse is assigned to a campus, the nurse must coordinate the training of school employees acting as unlicensed diabetes care assistants (UDCAs). Training for UDCAs must be provided by a health-care professional with expertise in the care of persons with diabetes or by a school nurse. The training must include instruction in the elements set forth at Texas Health and Safety Code section 168.005(d).

Student Health and Safety				
Type of Training	Who	When	Provider	Notes
		that previously had no students with diabetes.		<p>Training must be provided before the beginning of the school year or as soon as practicable following the enrollment of a student with diabetes at a campus that previously had no students with diabetes or a diagnosis of diabetes for a student at a campus that previously had no students with diabetes. The school nurse or principal must maintain a copy of the training guidelines and any records associated with the training.</p> <p>Guidelines for training school employees who are not licensed healthcare professionals to care for students with diabetes are available at: <a href="https://dshs.texas.gov/txdiabetes/PDF/GuidelinesForUDCATraining.pdf">dshs.texas.gov/txdiabetes/PDF/GuidelinesForUDCATraining.pdf</a>.</p>
<p><i>Seizure Recognition and Related First Aid Training</i></p> <p>Tex. Educ. Code § 38.033(a)-(b); DMA(LEGAL).</p>	School nurses and district employees whose duties include regular contact with students.	As needed	TEA-approved courses.	<p>A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.</p> <p>All other district employees whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.</p>

<b>Student Health and Safety</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				TEA approved courses are available at: <a href="http://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model">tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model</a> .

<b>Emergency Operations</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Emergency Operations Plan</i></p> <p>Tex. Gov't Code § 418.005; Tex. Educ. Code § 37.108(a); CKC(LLEGAL)</p>	<p>District employees and appointed public officers whose position descriptions, job duties, or assignments include emergency management responsibilities or who play a role in emergency preparedness, response, or recovery.</p>	<p>For an appointed public officer with emergency management responsibilities or a role in preparedness, response, or recovery, not later than 180 days after the person takes the oath of office if required, or otherwise assumes duties if not required to take an oath of office.</p>	<p>For an appointed public officer, the course of training must be provided or approved by the Texas Division of Emergency Management.</p> <p>For district employees, the district must conduct the training.</p>	<p>Districts must adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must provide for district employee training in responding to an emergency.</p> <p>An appointed public officer whose position description, job duties, or assignment includes emergency management responsibilities or who plays a role in emergency preparedness, response, or recovery must complete a course of training provided or approved by the Texas Division of Emergency Management of not less than three hours regarding the responsibilities of state and local governments under Texas Government Code chapter 418 not later than 180 days after the date the person takes the oath of office, if the person must take the oath of office to assume the duties as an appointed public officer, or otherwise assumes responsibilities as an appointed public officer if the person is not required to take an oath of office to assume the duties.</p> <p>The Texas Division of Emergency Management or other entity providing the training must provide a certificate of course completion to public officers who complete this required training. A public officer who completes the training must maintain and</p>

Emergency Operations				
Type of Training	Who	When	Provider	Notes
				make available for public inspection the record of the public officer's completion of training.
<p><i>School Bus Emergency Evacuation</i></p> <p>Tex. Educ. Code §§ 34.002, .0021; 37 Tex. Admin. Code § 14.54; CNC(LLEGAL)</p>	Optional for district students and teachers.	As desired. District are encouraged to make a good faith effort to ensure all students, teachers, and appropriate staff receive the training at least once each school year.	District	<p>Pursuant to the safety standards established by the Texas Department of Public Safety (DPS) under Texas Education Code section 34.002, districts may conduct a training session for students and teachers concerning procedures for evacuating a school bus during an emergency. A district that chooses to conduct a training session is encouraged to conduct the school bus emergency evacuation training session in the fall of the school year. Fall is defined as July 1 to December 31. Districts are also encouraged to structure the training session so that the session applies to school bus passengers, a portion of the session occurs on a school bus, and the session lasts for at least one hour.</p> <p>The training must be based on the recommendations of the most recent edition of the National School Transportation Specifications and Procedures, as adopted by the National Congress on School Transportation, or a similar school transportation safety manual. Not later than 30 days after the date that a school district completes a training session, the district must provide</p>

Emergency Operations				
Type of Training	Who	When	Provider	Notes
				<p>DPS with a record certifying the district's completion of the training.</p> <p>Immediately before each field trip involving transportation by school bus, a district is encouraged to review school bus emergency evacuation procedures with the school bus passengers, including a demonstration of the school bus emergency exits and the safe manner to exit.</p>
<p><i>Designated Infection Control Officer Training</i></p> <p>Tex. Health &amp; Safety Code §§ 81.003(1-a), (1-b), .012; GRC(LEGAL)</p>	Designated infection control officer and alternate.	Before designation	The Commissioner of the Texas Health and Human Services Commission (HHSC) will set eligibility qualifications by rule for designated infection control officers. At minimum, the person must be trained as a health care provider or have training in the control of infectious and	<p>A district that employs or uses the services of an emergency response employee (including a peace officer) or volunteer must nominate a designated infection control officer and an alternate designated infection control officer to:</p> <ol style="list-style-type: none"> <li>1. receive notification of a potential exposure to a reportable disease from a health care facility;</li> <li>2. notify the appropriate health care providers of a potential exposure to a reportable disease;</li> <li>3. act as a liaison between the entity's emergency response employees or volunteers who may have been exposed to a reportable disease during the course and scope of employment or service as a volunteer and the destination hospital of the patient who</li> </ol>

Emergency Operations				
Type of Training	Who	When	Provider	Notes
			communicable diseases.	<p>was the source of the potential exposure;</p> <p>4. investigate and evaluate an exposure incident, using current evidence-based information on the possible risks of communicable disease presented by the exposure incident; and</p> <p>5. monitor all follow-up treatment provided to the affected emergency response employee or volunteer, in accordance with applicable federal, state, and local law.</p> <p>The Commissioner of HHSC by rule must prescribe the qualifications required for a person to be eligible to be designated as an infection control officer. The qualifications must include a requirement that the person be trained as a health care provider or have training in the control of infectious and communicable diseases.</p>
<p><i>Traumatic Injury Response Training (Bleed Control Station Training)</i></p> <p>Tex. Educ. Code § 38.030; CKD(LLEGAL)</p>	<p>Commissioned school district peace officers or school security personnel who provide security at the campus, school resource officers who provide law enforcement at the campus, and all other district personnel expected to use a</p>	<p>As needed</p>	<p>TEA-approved course developed or endorsed by the American College of Surgeons or an emergency medicine department.</p>	<p>Based on a required traumatic response protocol, a district must require that bleeding control station training be provided to each commissioned school district peace officer or school security personnel who provides security at the campus, each school resource officer who provides law enforcement at the campus, and all other district personnel who may be reasonably expected to use a bleeding control station.</p>

Emergency Operations				
Type of Training	Who	When	Provider	Notes
	bleeding control station.			<p>The courses may be developed or endorsed by the American College of Surgeons or a similar organization or the emergency medicine department of a health-related institution of higher education or a hospital. TEA may not approve training that is provided as an online course. The course must use nationally recognized, evidence-based guidelines for bleeding control and must incorporate instruction on the psychomotor skills necessary to use a bleeding control station, including instruction on proper chest seal placement.</p> <p>The course may be provided by EMTs, paramedics, law enforcement officers, firefighters, representatives of the organization or institution that developed or endorsed the training, educators, other school employees, or other similarly qualified individuals. A course under this section is not required to provide a certification. If the course does provide certification, the instructor must be authorized to provide the certification by the organization or institution that developed or endorsed the course.</p> <p>The district must annually offer instruction on the use of a bleeding control station to students enrolled at the campus in grade</p>

<b>Emergency Operations</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				seven or higher. The instruction for students must be provided by a school resource officer or other appropriate district or school employee who has received bleeding control station training.

<b>Employee Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Employee-on-Employee Harassment</i></p> <p>42 U.S.C. §§ 2000e-2000e-17; DIA(LEGAL)</p>	<p>Recommended for all employees.</p>	<p>Recommended annually or as needed and before the start of employment with the district.</p>	<p>District or outside provider chosen by district.</p>	<p>A district is recommended to provide training for employees about federal anti-discrimination laws under Title VII (42 U.S.C. §§ 2000e-2000e-17) as part of the district's affirmative duty to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin.</p>
<p><i>Americans with Disabilities Act (ADA)</i></p> <p>42 U.S.C. §§ 12101-12213; 28 C.F.R. §§ 35.101-190; 29 C.F.R. §§ 1630.1-.16; GA(LEGAL); DAA(LEGAL); FB(LEGAL); DBB(LEGAL); DAB(LEGAL); FBA(LEGAL)</p>	<p>Recommended for the district's designated ADA compliance coordinator.</p> <p>Also recommended for employees who may be called upon to accommodate another employee, a student, or a parent with a disability.</p>	<p>When employee acquires authority to make accommodation decisions and as needed thereafter.</p>	<p>District or outside provider chosen by district.</p>	<p>A district is recommended to provide training on the relevant provisions of the ADA for the district's designated ADA compliance coordinator and any employees who may be called upon to accommodate an employee, student, or parent with a disability.</p>
<p><i>Employee Nondiscrimination</i></p> <p>42 U.S.C. § 1981; 42 U.S.C. § 2000e-2; 20 U.S.C. § 1681; 42 U.S.C. § 12112; 29 U.S.C. §§ 621-634; 29 U.S.C. § 794; 42 U.S.C. §§ 2000ff-2000ff-11; DAA(LEGAL)</p>	<p>Recommended for the district's designated compliance coordinator and each employee with authority over another employee or employees.</p>	<p>When an employee acquires authority over another employee or employees and as needed thereafter.</p>	<p>District or outside provider chosen by district.</p>	<p>Each district must designate at least one employee to coordinate its efforts to comply with Title IX, Section 504 of the Rehabilitation Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. A district is recommended to provide training relating to these employee nondiscrimination provisions for the designated compliance coordinator and for each employee with authority over another employee.</p>

<b>Employee Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Title IX</i></p> <p>20 U.S.C. §§ 1681-1688; 34 C.F.R. §§ 106.30, .45(b); FFH(LEGAL)</p>	<p>Required for the Title IX coordinator, and any other individual designated as an investigator or decision-maker in a formal complaint process under Title IX, and any person designated to facilitate an informal resolution process.</p>	<p>When an employee is designated and as needed thereafter.</p>	<p>District or outside provider chosen by district.</p>	<p>Title IX regulations require Title IX coordinators, as well as those involved in the processing of Title IX complaints, to receive training on the definition of sexual harassment in 34 C.F.R. § 106.30, the scope of the district’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.</p> <p>In accordance with Title IX regulations, decision-makers must receive training on any technology to be used at a live hearing, if provided, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, and investigators must receive training on issues of relevance to create a fair investigative report. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Districts must retain all training materials for a period of seven years and must post the materials on the district website or, if the district does not</p>

<b>Employee Welfare</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				have a website, make them publicly available upon request.

<b>Facilities Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Asbestos</i></p> <p>40 C.F.R. §§ 763.84, .92, .93(e)(4); CKA(LLEGAL)</p>	<p>Custodial and maintenance employees as required by law and a district's designated asbestos coordinator.</p>	<p>New custodial and maintenance employees must be trained within 60 days after beginning employment, with additional training as needed.</p> <p>The designated asbestos coordinator should receive training prior to or upon designation, with additional training as needed.</p>	<p>District</p>	<p>Under the Asbestos Hazard Emergency Response Act (AHERA), districts must identify asbestos-containing materials and implement an appropriate management plan in a timely manner. Districts must ensure that all custodial and maintenance employees are trained as required by law. Members of district maintenance and custodial staff in buildings containing asbestos-containing building materials (ACBM) must receive required training, including at least two hours of awareness training and an additional 14 hours of required training if their work activities may result in the incidental disturbance of ACBM.</p> <p>Districts must designate an asbestos coordinator who is trained in accordance with 40 C.F.R. § 763.84(g)(2) to ensure that legal requirements are met. The district's asbestos management plan must include the details of the designated asbestos coordinator's training.</p>
<p><i>Hazardous Chemicals</i></p> <p>Tex. Health &amp; Safety Code §§ 502.001-.009; DI(LLEGAL)</p>	<p>Any employee who may be or may have been exposed to hazardous chemicals in the workplace under normal operating conditions or</p>	<p>As needed</p>	<p>District</p>	<p>In order to comply with the Hazard Communication Act, districts must provide an education and training program for employees using or handling hazardous materials.</p> <p><i>An employee</i> for the purposes of the Hazard Communication Act is any person</p>

<b>Facilities Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
	foreseeable emergencies.			<p>who may be or may have been exposed to hazardous chemicals in the person’s workplace under normal operating conditions or foreseeable emergencies. Workers such as office workers or accountants who encounter hazardous chemicals only in non-routine, isolated instances are not employees for purposes of these requirements.</p> <p>Districts must maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Districts must maintain the records for at least five years.</p>
<p><i>Integrated Pest Management (IPM)</i></p> <p>Tex. Occ. Code § 1951.212; 4 Tex. Admin. Code §§ 7.201-.202; CLB(LEGAL)</p>	District IPM coordinator and all school employees who perform pest control, including those employees authorized to perform incidental use applications.	<p>Within six months of appointment, IPM coordinator must have required training, then obtain at least six hours of TDA-approved continuing education at least every three years.</p> <p>IPM coordinator is responsible for ensuring that employees who perform pest control</p>	Texas Department of Agriculture (TDA)	<p>Districts must establish, implement, and maintain an IPM program to establish a regular set of procedures for preventing and managing pest problems using an integrated pest management strategy. Districts are responsible for the IPM coordinator’s compliance with these regulations. The superintendent must appoint an IPM coordinator to implement the district’s IPM program.</p> <p>The IPM coordinator must successfully complete an IPM coordinator training course approved by the TDA within six</p>

<b>Facilities Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
		have the necessary training.		<p>months of appointment. The IPM coordinator must also obtain at least six hours of TDA-approved IPM continuing education units at least every three years. The IPM coordinator may not repeat an approved course for credit within the same three year period.</p> <p>The IPM coordinator is responsible for ensuring that all school employees who perform pest control, including those employees authorized to perform incidental use applications, have the necessary training for their pest management responsibilities.</p>

<b>Records Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Student Records (FERPA)</i></p> <p>20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LLEGAL)</p>	<p>All persons collecting or using personally identifiable information of students.</p>	<p>As needed</p>	<p>District. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information.</p>	<p>Districts must protect the confidentiality of personally identifiable information of students in collection, storage, disclosure, and destruction of records.</p> <p>One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information. All persons collecting or using the information must receive training or instruction concerning the legal requirements involved in handling these records.</p> <p>Districts must maintain for public inspection a current listing of the names and positions of employees who may have access to the information.</p>
<p><i>Public Information Act</i></p> <p>Tex. Gov't Code § 552.012; GBAA(LLEGAL)</p>	<p>Public information coordinator</p>	<p>Within 90 days after assuming the office of the public information coordinator.</p>	<p>Attorney general may provide the training and may also approve other acceptable sources of training.</p>	<p>Within 90 days after assuming office, a public information coordinator must complete a course of training regarding the responsibilities of districts and district officers and employees under the Public Information Act. The training must not be less than one or more than two hours. The attorney general may provide the training and may also approve other acceptable sources of training.</p> <p>Districts must maintain and make available for public inspection the record of a public</p>

<b>Records Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				information coordinator's completion of the training.

<b>Instructional Programs</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Gifted and Talented</i></p> <p>19 Tex. Admin. Code § 89.2; DMA(LEGAL)</p>	<p>Teachers who will provide instruction for gifted/talented (G/T) students.</p> <p>Administrators and counselors with authority for G/T program decisions.</p>	<p>Prior to assignment as a teacher providing G/T instruction.</p> <p>Teachers who do not have the required initial training must complete the training within one semester of beginning to provide G/T instruction.</p> <p>An additional six hours of professional development is required annually for G/T teachers.</p> <p>Administrators and counselors with authority for program decisions also must have at least six hours of G/T professional development.</p>	District	<p>Before assigning a teacher to provide instruction and services as part of the program for G/T students, districts must ensure that teacher has a minimum of 30 hours of staff development that includes the nature and needs of G/T students, assessing student needs, and curriculum and instruction for G/T students. Teachers who do not have the required initial training and who provide instruction and services that are part of the G/T program must complete the 30-hour training requirement within one semester.</p> <p>Districts must ensure that teachers who are part of a G/T program receive a minimum of six hours annually of professional development in G/T education. Districts must ensure that administrators and counselors who have authority for G/T program decisions have a minimum of six hours of professional development that includes the nature and needs of G/T students and program options.</p>
<p><i>Elective Bible Course</i></p> <p>Tex. Educ. Code §§ 21.459, 28.011(f); DMA(LEGAL); EMI(LEGAL)</p>	Teachers of an elective Bible course offered under Texas Education Code section 28.011.	As needed	District. Training developed by the commissioner.	A teacher of an elective Bible course offered under Texas Education Code section 28.011 must complete the training developed by the commissioner under Texas Education Code section 21.459 with respect to Bible elective courses. A teacher of an elective Bible course must hold a

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies.
<i>Prayer in Public School</i>  Tex. Educ. Code § 21.451(g); DMA(LLEGAL); BQB(LLEGAL); BQA(LLEGAL)	Recommended for employees who have the authority to instruct and/or control students.	Recommended for educators new to the district and as needed to keep educators informed on the applicable law.	Must be developed and approved by the campus-level committee as part of staff development training.	Districts must provide staff development training, which may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school. Staff development training must be predominantly campus-based, related to campus performance objectives, and developed and approved by the campus-level committee. Districts must provide staff development designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process.
<i>Language Proficiency Assessment Committee (LPAC)</i>  Tex. Educ. Code § 29.063(a); 19 Tex. Admin. Code § 89.1220(a)-(f); EHBE(LLEGAL)	Members of the LPAC	As needed	District	Districts that are required to offer bilingual education and special language programs must, by board policy, establish a Language Proficiency Assessment Committee (LPAC). Districts are responsible for the orientation and training of all members, including parents, of the LPAC. Districts must have on file policy and procedures for the selection, appointment, and training of members of the LPAC.
<i>Test Administration Procedure Training</i>	Assessment test coordinators and administrators.	Annually, and as the test administration materials specify.	As the test administration materials specify.	Districts must ensure compliance with state test administration procedures and training activities. Districts must ensure that test

Instructional Programs				
Type of Training	Who	When	Provider	Notes
19 Tex. Admin. Code § 101.3031(a)(2), (c), (d); EKB(LLEGAL); DMA(LLEGAL)				coordinators and administrators receive training to ensure that testing personnel have the required skills and knowledge to administer assessment instruments in a valid, standardized, and secure manner. To have access to secure test materials, individuals must have received annual training in test security and test administration procedures. Districts must maintain records related to the security of assessment instruments for a minimum of five years.
<i>Student Records (FERPA)</i> 20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LLEGAL)	All persons collecting or using personally identifiable information of students.	As needed	District. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information.	Districts must protect the confidentiality of personally identifiable information of students in collection, storage, disclosure, and destruction of records. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information. All persons collecting or using the information must receive training or instruction concerning the legal requirements involved in handling these records. Districts must maintain for public inspection a current listing of the names and positions of employees who may have access to the information.
<i>Career and Technology Education</i> Tex. Educ. Code § 21.055; DBA(LLEGAL)	Career and technology teacher with local permit under Texas Education Code section 21.055.	New employee must obtain at least 20 hours of classroom management. Must comply with continuing	District	If a person will teach only noncore academic career and technical education courses, a school board may issue a school district teaching permit without complying with the requirements under Texas

Instructional Programs				
Type of Training	Who	When	Provider	Notes
		education requirements as determined by board.		Education Code section 21.055(b), (c) and (d) that the person have a baccalaureate degree and that the district obtain approval from the commissioner to issue a permit to the person. The district must require an individual who is a new employee to obtain at least 20 hours of classroom management training and to comply with continuing education requirements as determined by the board.
<p><i>College and Career Counseling Academy</i></p> <p>Tex. Educ. Code §§ 28.016, 33.009</p>	<p>Middle school and high school counselors and other postsecondary advisors.</p> <p>Teachers of an existing career and technology course or a new elective course providing instruction on preparing for high school, college, and a career.</p>	As developed and made available by The Center for Teaching and Learning at UT Austin.	The Center for Teaching and Learning at UT Austin.	<p>At least once during seventh or eighth grade, districts must provide to students, instruction on preparing for high school, college, and a career. The instruction may be part of an existing class, or the district may create a new elective.</p> <p>The Center for Teaching and Learning at UT Austin is charged with creating academies for training middle school and high school counselors and other postsecondary advisors with information pertaining to college and career preparation requirements. Teachers may attend the Center's academies if they teach an existing career and technology course designated by the State Board of Education as appropriate for providing instruction in high school, college, and career preparation, or if they teach a new elective course to provide such instruction. The Center must also develop an online</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				instructional program that school districts may use to provide instruction to students on high school, college, and career preparation. The program must be structured for use as part of an existing course.
<p><i>High-Quality Prekindergarten Grant Program</i></p> <p>Tex. Educ. Code §§ 8.058, 21.464, 29.167(b)(c); EHBG(LEGAL)</p>	High-quality prekindergarten teachers employed under grant program.	<p>Starting in 2016-2017, a Child Development Associate (CDA) or equivalent credential is needed before employment.</p> <p>Pre-K teacher training course as developed and offered by the Commissioner.</p>	<p>A regional education service center (ESC) may offer teachers the required training for a Child Development Associate (CDA) credential.</p> <p>A prekindergarten teacher training course developed by the commissioner under Texas Education Code section 21.464.</p>	<p>A district may choose to participate in a grant for a high-quality prekindergarten program, which must be offered free of tuition or fees. Grant recipients must:</p> <ol style="list-style-type: none"> <li>1. use TEA curriculum standards (not Common Core);</li> <li>2. measure student progress on recommended standards;</li> <li>3. attempt to maintain an average ratio of one certified teacher or aide for each 11 students; and</li> <li>4. employ teachers who: (i) are SBEC certified; and (ii) have a CDA credential, a Montessori certification, at least 8 years' experience teaching in a nationally accredited childcare program, employment as a pre-k teacher at a school district with the commissioner's approval for an instructional training plan, or an equivalent qualification.</li> </ol> <p>An ESC may offer teachers the required training for a CDA credential. The commissioner must develop and offer a pre-K teacher training course focused on</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				TEA curriculum standards and best instructional practices.
<p><i>Mathematics Achievement Academies for K-3</i></p> <p>Tex. Educ. Code § 21.4553; DMA(LEGAL)</p>	Teachers who provide math instruction for K-3.	As developed and made available by the commissioner.	Commissioner, or ESC on request of commissioner.	<p>Teachers who provide mathematics instruction to students at the kindergarten or first, second, or third grade level may attend a mathematics achievement academy for training in effective and systematic instructional practices in mathematics. The commissioner sets criteria for selecting teachers who may attend. The criteria must grant priority to teachers employed at a campus at which 50 percent or more of the students enrolled are educationally disadvantaged. If space is available and the district pays the costs of the teacher's attendance, then a teacher employed at a campus that does not qualify for this prioritization may attend.</p> <p>On request of the commissioner, regional education service centers (ESC) must assist the commissioner and TEA with training and other activities relating to the development and operation of mathematics achievement academies.</p> <p>Texas Education Code section 21.4553 expires on September 1, 2027.</p>
<i>Literary Achievement Academies for K-3</i>	Classroom teachers in K-3 grade levels and	As developed and made available by the commissioner, but not	Commissioner, or ESC on request of commissioner.	Teachers who provide reading instruction to students at the kindergarten or first, second, or third grade level may attend a

<b>Instructional Programs</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
Tex. Educ. Code §§ 21.4552, 28.0062(a)(2); DMA(LLEGAL)	principals at campuses with K-3 grade levels.	<p>later than the 2021-2022 school year.</p> <p>For teachers and principals initially employed for the 2021-2022 school year or a subsequent school year, before the teacher's or principal's first year of placement in that grade level or campus.</p>		<p>literacy achievement academy for training in effective instructional practices in reading. The commissioner sets criteria for selecting teachers who may attend. The criteria must grant priority to teachers employed at a campus at which 50 percent or more of the students enrolled are educationally disadvantaged. If space is available and the district pays the costs of the teacher's attendance, then a teacher employed at a campus that does not qualify for this prioritization may attend.</p> <p>Not later than the 2021-2022 school year, each K-3 classroom teacher and each principal at a campus with K-3 grade levels must have attended a literacy achievement academy. Each classroom teacher and principal initially employed for the 2021-2022 school year or a subsequent school year in a K-3 grade level or at a campus with K-3 grade levels must have attended a literacy achievement academy before the teacher's or principal's first year of placement in that grade level or campus.</p> <p>On request of the commissioner, regional education service centers (ESC) must assist the commissioner and TEA with training and other activities relating to the development and operation of literacy achievement academies.</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				Texas Education Code section 21.4552 expires on September 1, 2027.
<p><i>Reading-to-Learn Academies for Grades 4-5</i></p> <p>Tex. Educ. Code § 21.4554; DMA(LEGAL)</p>	Teachers who provide reading comprehension instruction for fourth or fifth grade students.	As developed and made available by the commissioner.	Commissioner, or regional education service centers (ESC) on request of commissioner.	<p>Teachers who provide reading comprehension instruction to students at the fourth or fifth grade level may attend a reading-to-learn academy for training in effective instructional practices that promote student development of reading comprehension and inferential and critical thinking. The commissioner sets criteria for selecting teachers who may attend. The criteria must grant priority to teachers employed at a campus at which 50 percent or more of the students enrolled are educationally disadvantaged. If space is available and the district pays the costs of the teacher's attendance, then a teacher employed at a campus that does not qualify for this prioritization may attend.</p> <p>On request of the commissioner, ESCs must assist the commissioner and TEA with training and other activities relating to the development and operation of reading-to-learn academies.</p> <p>Texas Education Code section 21.4554 expires on September 1, 2027.</p>
<i>Reading Academies for Grades 6-8 (Texas)</i>	Certain teachers at a campus that fails to satisfy any	As specified in commissioner rule.	Commissioner, or ESC on request of commissioner.	Teachers who provide instruction to students at the sixth, seventh, or eighth grade levels may attend a reading academy

Instructional Programs				
Type of Training	Who	When	Provider	Notes
<p><i>Adolescent Literacy Academies)</i></p> <p>Tex. Educ. Code § 21.4551; 19 Tex. Admin. Code § 102.1101; DMA(LLEGAL); AIA(LLEGAL)</p>	<p>performance standard under Texas Education Code section 39.054 on the basis of student performance on the state reading assessment instrument.</p>		<p>ESCs coordinate face-to-face training, determining attendance requirements, makeup processes, and completion requirements.</p>	<p>developed by the commissioner. A teacher must attend a reading academy if:</p> <ol style="list-style-type: none"> <li>1. the teacher provides instruction at a campus that receives a rating that reflects unacceptable performance under Texas Education Code section 39.054(e) and that fails to meet the state system safeguard performance target in reading for one or more student groups; and</li> <li>2. the teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8; and</li> <li>3. the teacher either is (i) a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher’s instructional duties, or (ii) a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher’s instructional duties.</li> </ol> <p>English language arts and reading teachers may complete the English Language Arts Academy training through either a three-day face-to-face training or an 18-hour online training. Mathematics, science, and social studies teachers may complete the</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				<p>Content Area Academy training through either a nine-hour face-to-face training or a nine-hour online training. Training must be completed not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned. Districts with teachers required to attend an academy must maintain records of teacher attendance and completion in accordance with the district's record retention policy.</p> <p>The commissioner sets criteria for selection of teachers who may attend a reading academy if their campus has not failed to satisfy the relevant performance standards.</p> <p>On request of the commissioner, regional education service centers (ESC) must assist the commissioner and TEA with training and other activities relating to the development and operation of reading academies. The commissioner may seek additional assistance from other public and private providers.</p>
<p><i>Adult Education and Literacy (AEL)</i></p> <p>40 Tex. Admin. Code § 805.21; EHBI(LEGAL)</p>	<p>All AEL staff, including:</p> <ol style="list-style-type: none"> <li>directors, supervisors, and other staff with program oversight</li> </ol>	<p>All AEL directors, supervisors, other staff with program oversight or coordination responsibilities, and AEL instructional staff, including instructional</p>	<p>Texas Workforce Commission</p>	<p>AEL directors and supervisors, and other staff with program oversight or coordination responsibilities must receive 15 hours of professional development each program year. If hired on or after January 1 of a program year, half of the professional development time may be required.</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
	<p>or coordination responsibilities;</p> <p>2. instructional staff, including instructional aides, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers;</p> <p>3. staff providing support services or college and career transitional support who are paid through an AEL grant; and</p> <p>4. AEL staff assigned test proctoring or data entry duties.</p>	<p>aides and volunteers, must receive at least 15 hours of professional development annually.</p> <p>Instructional staff who are new to AEL must receive at least six hours within 30 days of providing instructional activities.</p> <p>Staff providing support services or college and career transitional support who are paid through an AEL grant, and AEL staff assigned test proctoring or data entry duties, must receive at least three hours of professional development annually.</p>		<p>AEL instructional staff, including instructional aides, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers, must receive at least 15 hours of professional development each program year. For instructors in reading, writing, mathematics, and English language acquisition, the 15 hours must include:</p> <ol style="list-style-type: none"> <li>1. three hours in principles of adult learning;</li> <li>2. six hours in relevant areas of literacy instruction; and</li> <li>3. six hours in content areas related to the AEL’s program purpose.</li> </ol> <p>The six hours of training in AEL-related content areas may be waived for individuals who have 18 or more college semester undergraduate or graduate credit hours in relevant areas of literacy instruction.</p> <p>If hired on or after January 1 of a program year, half of the professional development time may be required, but must include three hours of training in principles of adult learning and three hours in the relevant areas of literacy instruction. Instructional staff who are new to AEL or direct student</p>

Instructional Programs				
Type of Training	Who	When	Provider	Notes
				<p>service delivery must receive at least three hours of principles of adult learning and three hours of the relevant areas of literacy instruction within 30 days of providing instructional activities.</p> <p>Staff providing support services or college and career transitional support who are paid through an AEL grant must receive at least three hours of professional development each program year. AEL staff assigned test proctoring or data entry duties must receive at least three hours of professional development related to their primary job duties each program year.</p> <p>AEL directors, supervisors, and staff that oversee program assessment or accountability, and instructors in reading, writing, mathematics, and English language acquisition, including substitutes, must possess at least a bachelor's degree. AEL instructional aides, administrative, data entry, proctoring staff, and staff providing support or employment services to students must have at least a high school diploma or equivalency certificate. Records of staff qualifications and professional development must be maintained. Professional development may be reduced in individual cases upon documented exceptional circumstances.</p>

<b>Human Resource Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Teacher Appraisals</i></p> <p>Tex. Educ. Code § 21.351; 19 Tex. Admin. Code § 150.1005; DNA(LEGAL)</p>	Teacher appraisers	Before conducting appraisals.	TEA	Before conducting appraisals, an appraiser must be certified by having satisfactorily completed the state-approved Texas Teacher Evaluation and Support System (T-TESS) appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advanced Educational Leadership (AEL) certification. Periodic recertification and training is required.
<p><i>Principal Appraisals</i></p> <p>Tex. Educ. Code § 21.3541; 19 Tex. Admin. Code § 150.1024; DNB(LEGAL)</p>	Principal appraisers	Before conducting appraisals.	TEA	Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved Texas Principal Evaluation and Support System(T-PESS) appraiser training. Periodic recertification and training may be required.
<p><i>Mentor Teacher Training</i></p> <p>Tex. Educ. Code § 21.458; DEAA(LEGAL)</p>	Teachers serving as mentor teachers to another new classroom teacher, and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher.	Before the beginning of the school year in which the mentorship will occur, and supplemental training during the school year.	District, using a training program approved by the commissioner.	Each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. A mentor teacher must agree to serve for at least one school year and a district must agree to assign a mentor to a new classroom teacher for at least two years. The commissioner must adopt rules concerning the qualification of a mentor teacher, including that a mentor must:

Human Resource Management				
Type of Training	Who	When	Provider	Notes
				<ol style="list-style-type: none"> <li>1. complete a research-based mentor and induction training program approved by the commissioner;</li> <li>2. complete a mentor training program provided by the district;</li> <li>3. have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; and</li> <li>4. demonstrate interpersonal skills, instructional effectiveness, and leadership skills.</li> </ol> <p>A district must provide training to mentor teachers and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher. The training must be completed by the mentor teacher and the district and campus employees before the beginning of the school year. The district shall also provide supplemental training to mentor teachers and employees during the school year. The training must include content related to best mentorship practices.</p>
<i>Principal Training</i>  Tex. Educ. Code § 11.202(a); DP(LEGAL)	Principals	As needed	District	Principals must be the instructional leader of the school and must be provided with adequate training and personnel assistance to assume that role.

<b>Human Resource Management</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<i>Administering Leaves and Absences</i>  DEC(LLEGAL); DEC(LOCAL)	Recommended for employees who oversee leaves and employee attendance.	As needed	District or outside provider chosen by district.	A district is recommended to provide training on relevant laws and policies to employees who oversee leaves and employee absences.

<b>Financial Matters</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Purchasing and Acquisition</i></p> <p>19 Tex. Admin. Code § 109.41; TEA's Financial Accountability System Resource Guide (FASRG); CH(LEGAL); CH(LOCAL)</p>	<p>Recommended for employees with purchasing and acquisition authority.</p>	<p>When an employee acquires purchasing and acquisition authority and as needed thereafter.</p>	<p>District or outside provider chosen by district.</p>	<p>A district should provide for purchasing training and staff development. This training should extend beyond the professional staff to include other staff that often is involved either directly or indirectly in the purchasing process. For guidance on training related to purchasing and acquisition, see the TEA's Financial Accountability System Resource Guide (FASRG, adopted under 19 Texas Administrative Code section 109.41).</p> <p>A consistent program for purchasing staff development and training is important to effective purchasing activity. The complexity of the purchasing environment demands that staff members responsible for purchasing goods and services periodically receive training in policy and procedures. Purchasing training should include all levels of employees, including both purchasing staff and users, providing at least basic information about the school district's purchasing function.</p> <p>Training should be on-going to accommodate:</p> <ol style="list-style-type: none"> <li>1. Employee advancement and staff turnover that create training needs for employees;</li> </ol>

Financial Matters				
Type of Training	Who	When	Provider	Notes
				<p>2. Procedures, processes, functions and support mechanisms that may be modified or enhanced; and</p> <p>3. Purchasing changes that may be mandated by legislative, executive or judicial action.</p> <p>Many school districts include purchasing training in scheduled in-service classes, academies, continuing education programs and departmental meetings.</p> <p>Some districts may have decentralized receiving although it is not recommended. If receiving is decentralized, the district should ensure that only authorized individuals trained in receiving procedures at the various campuses or departments are receiving goods.</p> <p>Training should be ongoing. Individuals within the department responsible for purchasing, such as the buyers and clerks, should receive ongoing instruction about changes in relevant statutes and purchasing practices. Campus principals and other departmental staff should also receive ongoing training, to accommodate changes in staffing. Training should consist of updating staff on recent developments in purchasing, including changes in purchasing statutes and regulations, and</p>

<b>Financial Matters</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				<p>changes in the purchasing policies and procedures. Training and staff development may be provided by either external or internal resources.</p> <p>External training may include seminars or workshops conducted by TEA, an independent public accounting firm, or by professional associations. External training may also consist of formal college course work, memberships in local, state and/or national purchasing associations, and observation of other purchasing units.</p> <p>Internal training and staff development may consist of in-house seminars and workshops conducted by purchasing officials, providing a departmental technical library containing current regulations and procedures helps keep people up to date, and development of internal management and administrative skills for technical staff could be provided through assignment to committees and task forces. Throughout the training and staff development, a common basis of purchasing theory should be established and reinforced—ensuring that the principles and standards of good public purchasing are applied consistently.</p>
<i>Public Funds Investment Training</i>	Treasurer or chief financial officer and the	Ten hours of initial training in first 12	Independent source approved	Districts must designate one or more officers or employees as investment

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Tex. Gov't Code § 2256.008(a)(1), (a-1), (c), (g); CDA(LEGAL)	investment officer(s) of the district.	months, then eight hours of investment training every two years thereafter, unless an exception applies.	either by the board or by a designated investment committee advising the investment officer.	<p>officer(s) to be responsible for the investment of its funds. Within twelve months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of a district must attend at least one training session from an independent source approved either by the board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act.</p> <p>The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or a designated investment committee advising the investment officer. The training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with</p>

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				<p>Chapter 2256 of the Texas Government Code.</p> <p>There is an exception to the required training for the treasurer, chief financial officer, or investment officer of a school district if the district does not invest district funds, or only deposits those funds in interest-bearing deposit accounts or certificates of deposit authorized by Texas Government Code section 2256.010. The treasurer, chief financial officer, or investment officer must annually submit to the agency a sworn affidavit identifying the applicable criteria for exception that apply to the district.</p>

<b>Volunteers</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Concussion Training for Volunteer Licensed Health Care Professional on Concussion Oversight Team</i></p> <p>Tex. Educ. Code §§ 38.154, .158; GKG(LEGAL)</p>	Licensed health care professional who serves on a volunteer basis on a district's concussion oversight team.	Prior to appointment or approval as a member of the concussion oversight team, and at least once every two years.	Must take a course in the subject matter of concussions approved by the University Interscholastic League (UIL), the Texas Department of Licensing and Regulation (TDLR), or the appropriate licensing authority for the profession.	<p>A licensed health care professional who serves on a volunteer basis on a district's concussion oversight team must have training in the evaluation, treatment, and oversight of concussions at the time of appointment or approval as a member of the team. The professional must, at least once every two years, take a course regarding concussions approved by the UIL, TDLR, or the appropriate licensing authority for the profession. The volunteer professional must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity.</p> <p>A physician who serves as on a concussion oversight team must, to the extent practicable, periodically take an appropriate continuing medical education course regarding concussions.</p>
<p><i>Student Records (FERPA)</i></p> <p>20 U.S.C. § 1232g; 34 C.F.R. § 300.623; FL(LEGAL)</p>	All persons collecting or using personally identifiable information of students.	As needed	District. One official in the district must assume responsibility for ensuring confidentiality of personally	Districts must protect the confidentiality of personally identifiable information of students in collection, storage, disclosure, and destruction of records. One official in the district must assume responsibility for ensuring confidentiality of personally identifiable student information. All persons collecting or using the information

<b>Volunteers</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
			identifiable student information.	must receive training or instruction concerning the legal requirements involved in handling these records. Districts must maintain for public inspection a current listing of the names and positions of employees who may have access to the information.
<i>Volunteer Training</i>  Tex. Gov't Code § 2109.004(a); GKG(LEGAL)	Prospective volunteers and paid staff.	As needed	District	Districts must develop a volunteer program. A volunteer program must include an effective training program for prospective volunteers and paid staff.

<b>Law Enforcement</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Body Worn Camera Program for Certain Law Enforcement Agencies</i></p> <p>Tex. Occ. Code §§ 1701.651-.663; CKE(LEGAL)</p>	<p>Peace officers who will wear body worn cameras and any other personnel who will come into contact with video and audio data from the cameras.</p>	<p>Before a law enforcement agency operates a body worn camera program.</p>	<p>Law enforcement agency. Training program to be developed or approved by the Texas Commission on Law Enforcement (TCOLE).</p>	<p>Law enforcement agencies that receive a grant to provide body worn cameras to its peace officers or that otherwise operates a body worn camera program must adopt a policy for the use of body worn cameras.</p> <p>Before a law enforcement agency may operate a body worn camera program, the agency must provide training to peace officers who will wear the body worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body worn cameras. TCOLE is charged with approving a curriculum for a training program.</p>
<p><i>School District Peace Officers and School Resource Officers</i></p> <p>Tex. Educ. Code § 37.0812; Tex. Occ. Code §§ 1701.262, .263; 37 Tex. Admin. Code § 221.43; CKE(LEGAL); CKE(LOCAL)</p>	<p>Peace officers or school resource officers (SROs), unless excepted by completing another type of satisfactory training under Texas Occupations Code section 1701.263(b-1).</p>	<p>Before or within 180 days of the officer's commission by or placement in the district or a campus of the district.</p> <p>If employed at a school district with fewer than 30,000 students on a date prior to September 1, 2019, then the peace officer or SRO must complete the training not later than August 31, 2020.</p>	<p>The Texas Commission on Law Enforcement (TCOLE)</p>	<p>A school district that commissions a school district peace officer or at which a SRO provides law enforcement must adopt a policy for an officer to complete the education and training program required by Texas Occupations Code section 1701.263. A school district peace officer or a SRO must successfully complete the education and training program described in Section 1701.263 before or within 180 days of the officer's commission by or placement in the district or a campus of the district. The program must consist of at least 16 hours of training, be approved by TCOLE, and provide training in accordance with the curriculum in Texas Occupations Code section 1701.262.</p>

Law Enforcement				
Type of Training	Who	When	Provider	Notes
				The requirement does not apply to an officer who is exempt because the officer has completed another type of satisfactory training described in Texas Occupations Code section 1701.263(b-1).
<p><i>Traumatic Injury Response Training (Bleeding Control Station Training)</i></p> <p>Tex. Educ. Code § 38.030; CKD(LEGAL)</p>	Commissioned school district peace officers or school security personnel who provide security at the campus, school resource officers who provide law enforcement at the campus, and all other district personnel expected to use a bleeding control station.	As needed	TEA-approved course developed or endorsed by the American College of Surgeons or an emergency medicine department.	<p>Based on a required traumatic response protocol, a district must require that bleeding control station training be provided to each commissioned school district peace officer or school security personnel who provides security at the campus, each school resource officer who provides law enforcement at the campus, and all other district personnel who may be reasonably expected to use a bleeding control station.</p> <p>The courses may be developed or endorsed by the American College of Surgeons or a similar organization or the emergency medicine department of a health-related institution of higher education or a hospital. TEA may not approve training that is provided as an online course. The course must use nationally recognized, evidence-based guidelines for bleeding control and must incorporate instruction on the psychomotor skills necessary to use a bleeding control station, including instruction on proper chest seal placement.</p>

Law Enforcement				
Type of Training	Who	When	Provider	Notes
				<p>The course may be provided by EMTs, paramedics, law enforcement officers, firefighters, representatives of the organization or institution that developed or endorsed the training, educators, other school employees, or other similarly qualified individuals. A course under this section is not required to provide a certification. If the course does provide certification in bleeding control, the instructor must be authorized to provide the certification by the organization or institution that developed or endorsed the course.</p> <p>The district must annually offer instruction on the use of a bleeding control station to students enrolled at the campus in grade seven or higher. The instruction for students must be provided by a school resource officer or other appropriate district or school employee who has received bleeding control station training.</p>

<b>Technology</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
<p><i>Technology</i></p> <p>Tex. Educ. Code § 21.451; DMA(LLEGAL); BQA(LLEGAL); BQB(LLEGAL)</p>	Optional staff development	As needed	Must be developed and approved by the campus-level committee as part of staff development training.	Districts must provide staff development training, which may include training relating to technology. Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BQB(LLEGAL). Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BQA(LLEGAL).
<p><i>Digital Learning</i></p> <p>Tex. Educ. Code § 21.451; DMA(LLEGAL); BQA(LLEGAL); BQB(LLEGAL)</p>	Optional staff development	As needed	Must be developed and approved by the campus-level committee as part of staff development training.	<p>Districts must provide staff development training, which may include digital learning training. Staff development training in digital learning must discuss basic technology proficiency expectations and methods to increase an educator’s digital literacy and assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.</p> <p>Staff development training is required to be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. See BQB(LLEGAL).</p>

<b>Technology</b>				
<b>Type of Training</b>	<b>Who</b>	<b>When</b>	<b>Provider</b>	<b>Notes</b>
				Districts must provide staff development conducted in accordance with standards developed by the district and designed to improve education in the district. Districts may use district-wide staff development that has been developed and approved through the district-level decision process. See BQA(LEGAL).
<p><i>Cybersecurity Training</i></p> <p>Tex. Gov't Code §§ 2054.519, .5191(a-1)-(b); DMA(LEGAL), CQB(LEGAL)</p>	District-identified employees who have access to a district computer system or database.	Annually	Any cybersecurity training program certified as a state certified cybersecurity training program or offered by a district that employs a dedicated information resources cybersecurity officer.	<p>At least once each year, a district must identify employees who have access to a district computer system or database and require those employees and board members to complete a cybersecurity training program certified under Texas Government Code section 2054.519 (state certified cybersecurity training programs). A district that employs a dedicated information resources cybersecurity officer may offer to its employees a cybersecurity training program that satisfies the requirements described by Texas Government Code section 2054.519(b).</p> <p>The board may select the most appropriate state-certified cybersecurity training program or district training program for employees to complete. The board must verify and report on the completion of cybersecurity training by employees to the Texas Department of Information Resources and require periodic audits to ensure compliance with these provisions.</p>

This document is continually updated, and references to online resources are hyperlinked, at [tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Personnel/documents/sch\\_dist\\_trng\\_chart.pdf](https://tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Personnel/documents/sch_dist_trng_chart.pdf). For more information on this and other school law topics, visit TASB School Law eSource at [schoollawesource.tasb.org](https://schoollawesource.tasb.org).

*This document is provided for educational purposes only and contains information to facilitate a general understanding of the law. It is not an exhaustive treatment of the law on this subject nor is it intended to substitute for the advice of an attorney. Consult with your own attorneys to apply these legal principles to specific fact situations.*

*Updated July 2020*