

Item 16: Approval of Continuing Education and Training Clearinghouse

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the Continuing Education and Training Clearinghouse, as required by Senate Bill (SB) 1267, 87th Texas Legislature, Regular Session, 2021.

STATUTORY AUTHORITY: SB 1267 created new TEC, §21.4514, Continuing Education and Training Clearinghouse; Advisory Group, and. §21.4515, Annual Adoption of Professional Development Policy.

BACKGROUND INFORMATION: Recent legislation in SB 1267, 87th Texas Legislature, Regular Session, 2021, requires the SBEC to publish a Continuing Education and Training Clearinghouse (Clearinghouse). The legislation is related to what school districts and open-enrollment charter schools provides regarding trainings in specific topics for educators and other school personnel. This item provides the SBEC the opportunity to approve the Clearinghouse that will be published on the TEA website.

SB 1267 Required Components Related to the Clearinghouse:

There are three required components prescribed in SB 1267 related to the Clearinghouse:

- The **Clearinghouse is to** include:
 - best practices and industry recommendations for the frequency for training of those individuals
 - seven named topics in statute (which already includes the developers of the training topics, and training content that statute prescribes, and the population who is required to participate). Attachment I includes the training topics, statutory provisions, required trainings, and required personnel:
 1. **Suicide prevention**
 2. Strategies for **establishing and maintaining positive relationships** among students, including **conflict resolution**
 3. Preventing, identifying, responding to, and reporting incidents of **bullying**
 4. **Safety training** program
 5. Increasing awareness of issues regarding **sexual abuse, sex trafficking, and other maltreatment of children**
 6. Increasing awareness and implementation of **trauma-informed care**
 7. Administration of an **epinephrine auto-injector**
- The **SBEC is to**:
 - establish a Clearinghouse Advisory Group (CAG) to make recommendations to the SBEC and to conduct a bi-annual review of the Clearinghouse and make recommendations to the legislature regarding any trainings to be reduced, eliminated, or consolidated with other trainings

- approve the Clearinghouse and ensure that it reflects input provided by the CAG
- publish the Clearinghouse on the TEA website by June 1, 2022
- **School districts and charter schools are required to** review the Clearinghouse annually to guide their adoption of a professional development policy and to note any differences from the Clearinghouse and their adopted professional development plan.

Below outlines the timeline and action steps regarding the implementation of SB 1267.

Date	Action
October 1, 2021 SBEC Meeting	SBEC discussed SB 1267 and was notified that TEA staff would be soliciting names of educators and organizations that represent educators, for consideration of clearinghouse advisory group (CAG) members from the SBEC, the Texas Workforce Workgroup that was involved with the legislation, the Educator Preparation Advisory Committee (EPAC), and those stakeholders who reached out interested in serving on the advisory group.
December 10, 2021 SBEC Meeting	SBEC approved the Clearinghouse Advisory Group: 25 members – Attachment II <ul style="list-style-type: none"> • Educators <ul style="list-style-type: none"> ○ Counselors – 2 ○ Administrators – 8 ○ Classroom Teachers – 6 • Organizations Representing Educators – 9
January 25, 2022 Clearinghouse Advisory Group Meeting	<ul style="list-style-type: none"> • CAG met to determine the criteria for organizations to submit frequency recommendations: <ol style="list-style-type: none"> 1. Supporting evidenced-based and/or research-based best practices for each of the topics. 2. Summary of proposed frequency with rationale. 3. Date of the research. 4. Publication and demographics of research. 5. Whether the was research peer-reviewed. • CAG members named the organizations that would be asked to submit recommendations – Attachment III • CAG reviewed a draft of the Clearinghouse that would also include: <ul style="list-style-type: none"> ○ Professional development best practices named in the Effective Schools Framework to highlight TEA-approved best practices for adult learning ○ CPE requirements for each class of certificate
February 24, 2022 CAG Emailed Submissions	The CAG members received the submission packets from the four organizations that answered the call, along with a scoring rubric. Attachment IV outlines the organizations and recommended frequencies.
March 3, 2022 CAG Meeting	The CAG met to review submission packets and provide recommended frequency and rationale for each of the seven topics. Attachment V includes the responses provided by members.
March 29, 2022	TEA staff sent CAG members a draft of April 29, 2022 SBEC Clearinghouse Approval agenda item.

Submissions and Recommendations

The CAG identified eighteen organizations that may be interested and have the research criteria to respond to the invitation to submit frequency recommendations for the seven topics. Out of the eighteen organizations that were invited to submit frequency recommendations, the following responded:

1. COMMIT / Meadows Mental Health Policy Institute
2. Social Emotional Learning for Texas
3. Texas Pediatrics Society
4. Texas School Counselor Association, a Division of Texas Counseling Association

As illustrated in Attachment IV, the organizations either recommended each topic be covered annually by the school district or charter school, or they offered no recommendation because they chose not to respond, indicated no recommendation, or indicated that the given topic is not an area of expertise for them.

March 3, 2022 Clearinghouse Advisory Group Feedback Highlights:

During the March 3 CAG meeting, the members were provided with a shared document to insert their recommendations on the frequency of each topic. They could choose to agree with the annual frequency recommendations of the submissions, if one was provided, or provide a different frequency recommendation. In both instances, the advisory group members were asked to provide the rationale for their recommendations.

As reflected in the CAG feedback outlined in Attachment V, there were mixed reactions to the submissions as well as areas of unanimous agreement. In synthesizing the feedback, the CAG surfaced the following ideas:

- The submitted recommendations from the organizations did not include research or supporting evidence regarding frequency. It was unclear whether the lack of supporting evidence was due to the organizations not following the criteria for submission or due to the research on these topics not including frequency recommendations.
- The quality of professional development is much more important than frequency.
- Professional development should be a job-embedded part of a professional learning community, and not online only.
- Districts should provide professional development both annually before the beginning of the year, and also as job-embedded training.
- Best practices aligned with the Effective Schools Framework professional development levers should be included in the Clearinghouse as a resource.
- Committee members differed on their recommendations regarding the appropriate frequency of training in each of the topics.

The table below summarizes the recommendations of the CAG members who:

- agreed with the annual frequency as recommended by the organizations,
- did not agree with the annual frequency, or
- did not provide a recommendation.

Topic	Yes, Annually	No, not Annually	Blank/Other
Suicide Prevention	5	9	3
Conflict Resolution	3	12	2

Bullying	1	14	2
Safety Training	1	14	2
Trauma-Informed Training	2	11	4
Human Trafficking, Maltreatment	3	11	3
Epinephrine	0	13	4

Given that the organizations that submitted frequency recommendations did not point to any specific research or best practices to support those recommendations, many committee members shared that they were not comfortable with affirming the organizations' recommendation of annual training for each topic. All CAG members agreed that all of these topics are crucial training components for staff and employees.

In synthesizing the feedback from the CAG, members' responses regarding training frequency recommendations generally fell into two categories. Members either supported trainings being conducted on an annual basis or preferred that the training be job-embedded or part of a professional learning community.

SBEC Approval of Clearinghouse

The SBEC is charged with approving the Clearinghouse. In doing so, SB 1267 requires that:

1. the Board must ensure that the Clearinghouse includes frequency recommendations and reflects input provided by the Clearinghouse Advisory Group, and
2. each school district board of trustees and governing body of an open-enrollment charter school must adopt a professional development policy that is guided by the Clearinghouse and note any differences in the policy adopted by the district or school from the recommendations in the Clearinghouse, including differences in training frequency.

To comply with both provisions, TEA staff suggests that the frequency recommendations reflect the input of the CAG by allowing school districts and schools the opportunity to choose between either having the training be conducted during the year (job-embedded or part of a professional learning community) or annually. This will emphasize the importance of these topics to the educational community, while allowing for flexibility in how those trainings are conducted at districts and campuses throughout the state.

Additional Clearinghouse Opportunities

In addition to the requirements in SB 1267 regarding the Clearinghouse, TEA staff presented the CAG with additional information that could be included in the Clearinghouse to make it more meaningful. Those additional components include:

- **Additional Guidance and Specifics:** the **statutory requirements** regarding each topic, the **links to the required trainings**, and the **population** required to participate in the topics.
- **Professional Development Best Practices:** this section would provide a link to the TEA-approved Effective Schools Framework and Effective District Framework regarding professional development levers that reflect best practices for all adult learning.

- **Additional Resources:** this section would provide links to important trainings that align with specific topics, such as the TASB School District Training Chart, the Texas Model for Comprehensive School Counseling, 5th edition, and the Texas School Mental Health Toolkit. These would be recommended resources that would not require districts or campuses to note if they chose not to use them.
- **Continuing Professional Education Requirements:** this section would include the continuing professional education requirements for certificate renewal by certificate class as an additional resource.

Attachment VI reflects a draft of the Clearinghouse to be published on the TEA website, which includes the topic of Suicide Prevention as a sample to illustrate the information that will be displayed by each topic on the website. All seven topics in SB 1267 will be included, with the relevant corresponding information illustrated in Attachment I.

Next Steps

Once SBEC approves the Clearinghouse, TEA staff will notify the CAG of the final decision. TEA staff will then publish the Clearinghouse on the TEA website by June 1 and send the link to the SBEC and CAG members. Additionally, TEA staff will communicate to school districts, open-enrollment charter schools, and organizations that represent educators of the SBEC-approved Clearinghouse publication.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the proposed Continuing Education and Training Clearinghouse as presented.

Staff Members Responsible:

Christie Pogue, Director, SBEC Policy Development and Support
Viviana Lopez, Program Specialist, Educator Preparation, Certification, and Enforcement
Judith Martin, SBEC Staff Services Officer

Attachments:

- I. Continuing Education and Training Clearinghouse Topics and Statutorily Required Trainings
(Attachment I)
- II. SBEC-Approved Continuing Education and Training Clearinghouse Advisory Group Members
(Attachment II)
- III. Clearinghouse Advisory Group Solicitation Efforts
(Attachment III)
- IV. Organization's Submissions Recommended Frequencies by Topic
(Attachment IV)
- V. March 3, 2022 Clearinghouse Advisory Group Submission Responses
(Attachment V)
- VI. Draft Clearinghouse to be Published on TEA Website
(Attachment VI)

ATTACHMENT I
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Continuing Education and Training Clearinghouse Topics and Statutorily Required Trainings

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel
<p>1. Suicide prevention</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 	<p><u>Suicide Prevention, Intervention and Postvention.</u></p>	<p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p>
<p>2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and 	<p><u>Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making</u></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>

	Human Services Commission and Education Service Centers		
3. Preventing, identifying, responding to, and reporting incidents of bullying	<ul style="list-style-type: none"> • 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<u>Positive Youth Development Bullying and Cyberbullying</u>	Teachers, school counselors, principals, and all other appropriate personnel.
4. Safety training program	<ul style="list-style-type: none"> • 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program 	<u>UIL Safety Training</u>	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	<ul style="list-style-type: none"> • 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a policy to 	<u>Human Trafficking</u>	All employees Part of new employee orientation.

	<p>be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> • 38.004 states that the agency shall develop and update a child abuse training program. 		
<p>6. Increasing awareness and implementation of trauma-informed care</p>	<ul style="list-style-type: none"> • 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<p><u>Grief Informed and Trauma Informed</u></p>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>
<p>7. Administration of an epinephrine auto-injector</p>	<ul style="list-style-type: none"> • 38.210(b)(1) and (2) for program and format and (3) for frequency. • (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services 	<p><u>Epinephrine Auto-Injector Training</u></p>	<p>School personnel and volunteers who are authorized and trained.</p>

	<p>Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria</p>		
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ATTACHMENT II
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SBEC-Approved Continuing Education and Training Clearinghouse
Advisory Group Members

Name	Title/Organization	Location	Role
Jennifer Akins	Senior Director of Guidance and Counseling	McKinney	Educator – Administrator
Sharon Bradley	Director of Family and Social Services	Plano	Educator – Administrator
Dr. Ruben Castro Jr.	Bilingual/ESL Instructional Strategist	Donna	Educator – Administrator
Dr. Andrea Chavelier	Association of Texas Professional Educators	NA	Organization that Represents Educators
Monya Crow	Texas School Counselor Association	NA	Organization that Represents Educators
Dr. Sundie Dahlkamp	HR Executive Director	Pearland	Educator – Administrator
Holly Eaton	Texas Classroom Teachers Association	NA	Organization that Represents Educators
Carrie Griffith	Texas State Teachers Association	NA	Organization that Represents Educators
Ryan Higgins	High School Social Studies Teacher/Coach	Hurst-Eules-Bedford	Educator – Classroom Teacher
Angie Jackson	Elementary Special Education Teacher	Weslaco	Educator – Classroom Teacher
Cheryl Loving	Director of Counseling	Allen	Educator – Administrator
Casey McCreary	Texas Association of School Administrators	NA	Organization that Represents Educators
Courtney Nuckols	School Counselor	Taylor	Educator – Counselor
Jose Piñeda	Music Teacher (5-8)	Ysleta	Educator – Classroom Teacher
Patty Quinzi	Texas American Federation of Teachers	NA	Organization that Represents Educators
Le'Ann Solmonson	Texas Counseling Association	NA	Organization that Represents Educators
Bobbi Supak	Assistant Superintendent for Human Resources	Comal	Educator – Administrator
Katora Thomas	Middle School Math Teacher	YES Prep Public Schools	Educator – Classroom Teacher

Betty White	School Counselor	San Angelo	Educator – Counselor
Elizabeth Wilbanks	Teacher	Ector County	Educator – Classroom Teacher
LaPia Wilson	Elementary Special Education Teacher	Dallas	Educator – Classroom Teacher
Jennifer Winter	Innovative Teachers of Texas	NA	Organization that Represents Educators
Shannon Withers	Academic Dean of Science	San Antonio	Educator – Administrator
Carol Wright	Assistant Principal	Round Rock	Educator – Administrator
Dr. Eli Zambrano	Texas Association for Counselor Education	NA	Organization that Represents Educators

ATTACHMENT III
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Clearinghouse Advisory Committee Solicitation Efforts

The following organizations were asked to submit frequency recommendations to the Clearinghouse Advisory Committee:

Learning Forward
Texans Care for Children
Texas District Charter Alliance
Disability Rights Texas
Commit Partnership
Texas School Safety Center
Social Emotional Learning Alliance for Texas
National Alliance on Mental Illness
Grant Halliburton Foundation
Karyn Purvis Institute of Child Development
Momentous Institute
No Bullies Allowed
Texas Counseling Association
Texas School Counselor Association
Mental Health America of Greater Houston
Texas Pediatric Society
American Foundation for Suicide Prevention <ul style="list-style-type: none"> • Trevor Project • Jason Foundation
Texas School Nurses Organization

ATTACHMENT IV
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Organization’s Submissions Recommended Frequencies by Topic

Topics	COMMIT	Social Emotional Learning for Texas	Texas Pediatrics Society	Texas School Counselor Association
Frequency Recommended	Annually	Annually	Annually	Annually
Suicide Prevention	✓	✓	✓	✓
Positive Relationships Conflict Resolution	✓	✓	*n/a	*n/a
Bullying	✓	✓	*n/a	*n/a
Safety Training	✓	✓	*n/a	*n/a
Trauma-Informed Training	✓	✓	✓	*n/a
Maltreatment of Children	✓	*n/a	New Employee/Every Two Years Thereafter	✓
Epinephrine	*n/a	*n/a	✓ (If Feasible)	*n/a

*n/a denotes either no response, no recommendation stated, or not an area of expertise stated

ATTACHMENT V
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March 3, 2022 Clearinghouse Advisory Group Submission Responses

Topic: Suicide Prevention

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. As a result, strong PD initiatives typically engage teachers in learning over weeks, months, or even academic years, rather than in short, one-off workshops." ~COMMIT	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Suicide is a serious and increasing public health risk for our young people. Educators are in a unique position to recognize the warning signs that a young person could be at risk and then connect that child to campus and community support for further threat assessment by qualified individuals. Initial training and annual refreshers, along with job embedded learning, consultation, and coaching, are necessary to ensure that educators recall not only the warning signs but also the campus procedures to report concerns.
Sharon Bradley	Yes		Quality initial annual training with ongoing "microlearnings throughout the year.	The annual recommendation is to set the expectation for Texas educators to receive at least one high-quality training to be able to recognize and respond to the needs of students.

Dr. Ruben Castro Jr.	No	Did not see research to support frequency of training to be done annually.	Initial training should be done by an LPC, with several mini-type workshops offered throughout the school year.	It's been my experience that these types of training sessions are conducted by unqualified individuals at the beginning of the year and then everyone forgets about it as the school year goes on. Also, asynchronous modules are mandated to employees on suicide prevention and staff members just pass each other the answers.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	Of the research cited in the submissions, some provided evidence about the importance of suicide prevention training, while others provided evidence for combatting suicide by also employing other mental health programming. However, no studies provided a recommended frequency of training. Therefore, consistent with the Texas Pediatric Society's recommendation, we are recommending one instance of the training, due to its importance in providing knowledge to educators that can be helpful in identifying and responding to troubling signs in youth. Because no evidence was provided that supports a benefit of persistent or annual training, we are recommending locally-determined additional training that could be embedded into other mental health programming based on student need.
Monya Crow			Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		However, this is an important topic and should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	No	law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	TEC 21.451(d)(3)(A) requires staff development in suicide prevention, which can be combined with another topic. TEC 38.351(g) requires school districts to provide suicide prevention training with the components laid out in TEC 38.351(e), with the exception of elementary school campuses if sufficient funding and programming is not available.
Ryan Higgins	No	Annual frequency is most practical however length of training should be minimal and supports/resources throughout the year must be emphasized when giving guidance and support to districts		
Angie Jackson	Yes	I agree with the submission by SEL for Texas		The research submitted provided evidence about the importance of suicide prevention training, which concurs with the statutory requirement. Other research highlighted the critical need for gatekeeping training to be just one part of a more comprehensive program of school-based mental health experts. Once such study even demonstrated that beyond the first "gatekeeper" training, there was no effect. No studies provided a recommended frequency.
Cheryl Loving	Yes		Mode of training should be strongly considered. An initial training followed by micro-learning opportunities would be more effective.	

Casey McCreary				Consistent with the Texas Pediatric Society’s recommendation and existing statute, TSTA are recommending one instance of the training and additional opportunities to be educator-directed and locally determined.
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le’Ann Solmonson	Yes		Annual training on signs, risk factors, and referral process	As a former school counselor, I understand how often teachers are the first to become aware of a student with suicidal ideation. An annual training on how to handle and refer to the counselor ensures the safety of the student.
Betty White	Yes		Annually and new personnel at time of hiring	Our knowledge of contributing factors is ever changing, as are societal pressures on young people-we need to stay up-to-date
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Districts should provide initial training at the beginning of each year but also include self -training	The initial training and self-training materials should be of quality and done with fidelity.

			materials to be completed throughout the year	
<p>*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.</p>				

Topic: Positive Relationships/Conflict Resolution

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Student success begins with healthy relationships. As an increasing number of students are experiencing trauma, serious mental health issues, and social isolation, relationships have become more important than ever. Not only do peer relationships play an important role in children's success in school, they also help in developing the social competence that students will need for success in life after school, including employment success." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Positive relationships within the school community with both peers and adults is critical to effective learning. Prosocial behaviors can be explicitly taught and effectively monitored. Comprehensive school counseling programs and effective character education are critical to the establishment of safe and collaborative school environments.
Sharon Bradley	Yes	I agree with SEL for Texas	Job-embedded microlearnings	Positive relationships is the foundation of our work as educators. However, we cannot assume that all educators have the knowledge and skills to build and maintain healthy relationships with students and adults so that learning can take place.

Dr. Ruben Castro Jr.	No		School districts should conduct these training sessions at the beginning of each semester or more, depending on what a school district deems necessary for its size.	Being at school is about learning and the types of relationships that are formed along the way. Having at least two training sessions per school year will let the staff know how serious their district is in positive relationship-building.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in positive relationships and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The research cited by SEL4TX provided evidence for the importance of the training, but not on frequency. The Texas Pediatrics Society's cited research also supported the importance of the training, especially as it relates to anti-bullying programming, but noted that there were no studies to suggest a frequency of training. Therefore, ATPE follows Texas Pediatric Society's recommendation of an all-staff training once with local decision-making at the district level for additional programming commensurate with student needs and as resources permit.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	The research submitted doesn't support annual frequency recommendation.		This is an important topic and should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	No	<p>law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)</p> <p>None of the research in the submissions offer research-based evidence of a frequency beyond at least once, so TSTA maintains that this should be determined locally.</p>	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	TEC 21.451(d)(3)(B) requires staff development in strategies for establishing and maintaining positive relationships among students, including conflict resolution. This training can be combined with another topic and must implement a best practice program recommended by HHS in coordination with the agency under 38.351.
Ryan Higgins	No	The lack of research provided seems to indicate this is just another training that will pile up on teachers		
Angie Jackson	Yes			Training should be focused on fostering positive healthy peer relationships among students.
Cheryl Loving	No	There is a lack of data supporting this training be held annually.	Every 2nd or 3rd year on a rotating basis with a micro-learning rather than "sit, get, check the box" training would be more effective than making sure it's done every year.	
Casey McCreary				

Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing training throughout the year based on needs assessments for the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	Conflict resolution and positive relationships for both students and adults is the bedrock upon which all learning is built-in addition it carries over with students into their post-graduation lives
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Districts should offer a quality introduction to SEL at the beginning of each year. Throughout the year districts should offer continuing SEL professional development opportunities to ensure that SEL remains	SEL trainings have to be tailored to the needs of the districts and schools. Some campuses and/or districts may have a greater need for SEL support/trainings.

			of quality throughout the district.	
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Bullying

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific content; is connected to other school initiatives; and builds strong working relationships among teachers." ~COMMIT	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	No child should feel unsafe at school or be the recipient of targeted abuse. Training for bullying prevention must go beyond identifying behaviors associated with bullying and instead offer educators support in the development of healthy school climates, how to explicitly teach and model conflict management and other executive functioning skills, and information on how to use restorative practices and peer mediation to resolve issues. In addition, children who bully others may need assessment for additional intervention and should be screened for possible abuse.
Sharon Bradley	No		No campaigns; high-quality ongoing "microlearnings throughout the year.	When students feel physically, emotionally and psychologically safe, they can learn.

Dr. Ruben Castro Jr.	No		Anti-bullying should be an ongoing theme at all schools.	Too many times, I have seen on the news that a student was bullied, which resulted in suicide, homicide, or moving to another area. Schools have slogans and signage that say they are an anti-bullying school, but not a lot is mentioned or done about it as the school year goes on. I am speaking from experience and having the privilege of visiting different campuses on a regular basis.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency. The two systematic reviews cited by the Pediatrics Society include great recommendations for how to embed anti-bullying programming into lessons, community and family engagement, and other intervention programs, which suggests that anti-bullying professional development could be an ongoing effort that is included in other district trainings or at teachers' discretion.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	none	None of the research cited included or supports recommendations regarding frequency of training.		Important topic that should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	no	law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	<p>TEC 21.451(d)(3)(C) requires staff development in preventing, identifying, responding to, and reporting incidents of bullying.</p> <p>The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency.</p> <p>TSTA recommend one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined</p>
Ryan Higgins	No	No frequency recommendation was provided and thus it seems to dilute the importance of other trainings.		
Angie Jackson	No	Texas Pediatric Society gave no frequency recommendation.		<p>The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency.</p>

Cheryl Loving	No	No research supported frequency for annually.	Every other year with more in-depth training offered at that time.	
Casey McCreary				TSTA recommend one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing training as determined by needs assessment for the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	Ideally, this information focuses on what is and isn't bullying and how bullying is handled at school-also share information with parents
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Parents	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		PD's against bullying should be ongoing throughout the school year.	Although frequency recommendations were not included, it is imperative that quality PD's against bullying is included at the beginning of

				each school year with self-trainings incorporated throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Safety Training

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Efforts to address these concerns have focused primarily on 'hardening' efforts and security measures, but more focus is needed on developing practices that promote safe and supportive learning environments in schools and classrooms." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	In order to ensure familiarity with emergency procedures, training should be held at least annually with on demand guidance and resources as needed during the year. In emergency situations, staff and students must know how to remain safe and respond quickly, often from memory.
Sharon Bradley	No		District are required to offer this training	Initial training with refreshers to keep staff prepared to engage in emergency situations
Dr. Ruben Castro Jr.	No		Each LEA should decide the frequency that their staff should receive this training, but it should be more than once per year.	According to the National Center for Education Statistics, in 2019–20, there were a total of 75 school shootings with casualties, including 27 school shootings with deaths and 48 school shootings with injuries only. There were an additional 37 reported school shootings with no casualties in 2019–20. This does not include other violent crimes that do not involve guns. I visit so many campuses and see significant safety issues and untrained staff to handle these issues when they arise.

Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in safety and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. Rather, the review cited was the effects of professional development on teacher practice and student outcomes. While SEL4TX provided evidence on the importance of safety training, they did not provide a research-based recommendation on the frequency of such a training. The Texas Pediatrics Society also provided evidence for the importance of the training, as well as some great resources, but did not provide a research-based recommendation for the frequency of the training. Therefore, ATPE recommends training in the topic once and as needed on a locally-determined basis.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		
Carrie Griffith	no	law requires the staff development; research cited doesn't support a frequency; legislation	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally	The research submitted was either not related to professional development in safety and/or made no recommendations on frequency so TSTA recommends one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined
Ryan Higgins	No	No research provided indicates a need for frequency.		This is an opportunity to reduce the volume of training teachers deal with and help promote the absorption of other materials.

Angie Jackson	No			Staff members should be trained on safety issues that they are likely to face.
Cheryl Loving	No	No research base support for training to be required annually.	Rotating basis, every 2nd or 3rd year.	More in-depth and better delivery of training would be more effective.
Casey McCreary				
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Frequency should be determined based on an annual needs assessment by the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	School safety is critical for providing an environment in which all can learn
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial training and refresher trainings for pertinent stakeholders.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.

*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.

Topic: Trauma-Informed Training

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"The rising impact of trauma and adversity on children and youth has been exacerbated by the COVID-19 pandemic and the implications for teaching and learning are enormous. Trauma not only places children at risk for long-term mental health problems, but it also can alter their brain development, therefore altering their social and emotional functioning." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Trauma-informed practices require a broad range of knowledge and skills. To understand the impact of trauma and effectively respond requires critical reflection, commitment to continuous improvement through a structure such as a PLC, and the dedication of resources and staff through multi-tiered systems of support and comprehensive school counseling programs to address student and family needs.
Sharon Bradley	No		On-going and job embedded	Because of COVID-19, our students and adults have experienced shared trauma. We must focus on the quality of this important training, not the quantity
Dr. Ruben Castro Jr.	No		LEAs should determine the frequency of this type of training, but it should be more than annually.	If a trauma-informed training is conducted at the beginning of the school year, staff members will forget what they should do if they are faced with an traumatic incident. Having at least two training sessions helps to keep this information fresh in their brains.

Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training for new hires; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to the school setting. Therefore, ATPE cannot draw any conclusions on its applicability to educators other than that the training is important in increasing participants' knowledge in trauma-informed care. Similarly, while they did provide evidence for the importance of the training, SEL4TX and the Texas Pediatrics Society did not provide any research-based recommendation for a frequency. Texas Pediatrics Society did provide evidence for embedding trauma-informed care approaches into other professional development.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		Current law already requires trauma-informed training as part of any new employee orientation for all new school district educators.
Carrie Griffith	no	law requires the staff development; research cited didn't support a frequency rec, some recommended embedding in other trainings; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	TEC 38.036 requires staff development in trauma-informed practices as part of any new employee orientation for all new district educators. This training can also be combined with another topic. The research cited supported the importance of this training but did not provide any research-based recommendation for a frequency. The Texas Pediatric Society recommended embedding trauma-informed care approaches into other professional development. TSTA recommends one instance of the

		they'll think it's being addressed by training the teachers)		training, as is required by statute, and additional opportunities to be educator-directed and locally determined.
Ryan Higgins	No	No frequency recommendation provided by research		
Angie Jackson	No	Research does not support frequency recommendation.		
Cheryl Loving	Yes			
Casey McCreary				
Courtney Nuckols		The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing and embedded in PD based on annual needs assessment	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.

Betty White	Yes		Annually, new personnel, and embedded throughout the professional learning throughout the year	As we see how many of our teachers and students are impacted by trauma and the long lasting effects, we see the need for this training annually and throughout the year.
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually. This training should be much more fluid than a one and done mandate.
LaPia Wilson			Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Human Trafficking, Sexual Abuse, and Maltreatment of Children

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Schools can and should be safe places for students, and even more so for students whose lives are otherwise characterized by instability and lack of safety and security. Everyone who is part of the school community— administrators, school counselors, nurses, other mental health professionals, teachers, bus drivers, maintenance personnel, food service staff, resource officers, and other	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Due to the tremendous danger and bodily harm that can arise from abuse, school community members must learn the factors that make students vulnerable to abuse and trafficking, how to identify the warning signs, and what to do to help the student. Time is of the essence in reporting potential maltreatment so that our law enforcement and child protective services may intervene.

		school community members—has the potential to be an advocate for children who have been exploited." ~TSCA		
Sharon Bradley	NO	Not enough research to support this recommendation	Districts are already required to provide this training	All school staff must engage in high-quality training to be able to recognize and support impacted students.
Dr. Ruben Castro Jr.	No		LEAs are mandated by policy to offer this training for new employees, however, once a year is a low frequency for this training.	The research that was provided by COMMIT/Meadows MH Policy Institute was not relevant at all to the maltreatment of children.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training for new hires; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in maltreatment and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The Texas Pediatrics Society recommended the training as part of new employee orientation (which is already required by law) and again every two years thereafter, yet it is unclear which research points to this specific frequency suggestion. The Texas Counselors Association points to research that supports training all staff and providing specialized training to certain staff most likely to notice signs of trafficking.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.

Holly Eaton	No	None of the research submitted supports a recommendation for annual training.		Current law already requires training for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children as part of any new employee orientation for all new school district educators. This is an important topic that all school staff should receive training on, but it needs to be delivered as job-embedded and sustained.
Carrie Griffith	No	law requires the staff development; research cited didn't support a frequency rec, but it does say that certain limited personnel should be trained more intensively; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once for new hires as required by law and additionally for certain personnel by virtue of their role with children to receive more intensive training, to be determined locally. (could be included as a self-selected PLC topic	<p>The research cited by one organization was not related to maltreatment of children so we are unable to draw a frequency conclusion.</p> <p>The study cited by the TX Pediatrics Society recommend the training as part of new employee orientation (which is established by law already) and every two years.</p> <p>The Texas School Counselors Association points provide evidence for the providing more specialized training to certain staff who might be more likely to notice signs of trafficking, TSTA recommends this determination be made locally.</p>
Ryan Higgins	Yes	There is limited research however this does seem to be important and a growing issue		More research is needed to help promote best practices but much like suicide ongoing resources/support is much more needed
Angie Jackson		Research does not support the recommendation.	At the on-set of employment then, bi-annually	All school personnel should be trained on how to detect recognize the signs of the maltreatment of children. There should be effective refresher courses provided at least every 2 years.

Cheryl Loving	Yes	There may be limited research on the efficacy of the frequency of training, but much like suicide, this is important enough to ensure that school personnel know enough to look for the signs of maltreatment.		
Casey McCreary				
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing and embedded in PD	School personnel should be knowledgeable about the signs and symptoms of maltreatment and the process and procedures for reporting and intervention.
Betty White	Yes		Annually and new personnel at time of hiring	All mandated reporters need refreshing annually
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No			Beginning of the year training, additional trainings as self-trainings
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Epinephrine

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other		Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Allergens can be life threatening. All employees need a general understanding of the signs of an allergic reaction. While standard safety procedures would cover basics, a key group of staff that would be called to respond to the emergency would need more detailed initial training and regular refresher training. It's also important to have a process for key staff to be aware of the specific needs and medical directives of individual students through appropriate 504 or IEP plans. This will save lives.
Sharon Bradley	no	State requires this training	Districts are required to offer this training	Refresher training
Dr. Ruben Castro Jr.	No		Frequency should be determined by the size of the LEA and student need.	More and more children seem to have more allergies and annual training seems too low.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The Texas Pediatrics Society provides evidence for the importance of the training, but no research-based recommendation for the frequency.

Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	Although the research cited doesn't support an annual training recommendation for educators, it does refer to the need for regular hands-on training for parents, perhaps in conjunction with yearly prescription renewals (which include placebo trainer devices), as potentially being the most beneficial for helping to prevent injuries associated with EAI use, such as accidental injections and lacerations.		
Carrie Griffith	no	law requires the staff development; research cited didn't support except for annual training for parents and certain limited personnel like coaches; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Comprehensive training-with blended learning model of hand-on at time of orientation/on-boarding and once annually of specific members -food allergy action group of school nurses, trainers, coaches.	The research cited refers to the need for regular, hands-on training for parents perhaps in conjunction with yearly prescription renewals (which include placebo trainer devices), as potentially being the most beneficial for helping to prevent injuries associated with EAI use, such as accidental injections and lacerations.
Ryan Higgins	No	No frequency was provided	Upon being hired and as needed based on student population and principal determination.	Another chance to reduce the volume of training

Angie Jackson	No		At the onset of employment, then every 5 years for necessary personnel	This training has been provided before and don't see a need for an annual refresher course as the information is not ever-changing.
Cheryl Loving	No			
Casey McCreary				
Courtney Nuckols	No	Texas Pediatrics recommends awareness training and additional comprehensive training with blended learning opportunities.	State statute requires that districts provide this training. Frequency should be determined based on the needs of the district.	Teachers/staff that interact regularly with students that are considered high-risk for needing epinephrine, may need hands-on training more frequently in order to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency should be based on student need as determined by the district	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Training as needed based on student need	Training should not be required if there is not a student who has a need.
Betty White	Yes		Annually for all who supervise children	Critical safety measure, especially with the increase in food related allergies and asthma in our school-age populations
Elizabeth Wilbanks				
LaPia Wilson	No		Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

ATTACHMENT VI
(Back to Attachments List)
Draft Clearinghouse to be Published on TEA Website

Professional Development Best Practices: Effective Schools Framework				
1. *Suicide Prevention	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 	Suicide Prevention, Intervention and Postvention.	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	<p>1. Job embedded or as part of a professional learning community</p> <p style="text-align: center;">OR</p> <p>2. **Annually</p>
Continuing Professional Education Requirements: The following continuing professional education requirements must be completed every five years for certificate renewal.				

*Reflects a sample of the Clearinghouse entries. The published Clearinghouse will include all seven named topics in SB 1267.

**Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.