

Comanche Independent School District

District Improvement Plan

2020-2021



Mission Statement

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

Belief Statements

It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and community committed to the pursuit of educational excellence. Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: TELPAS STAAR Results declined

Root Cause 1: Need additional training for students for online testing

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data





Goals

Goal 1: Achieve excellence through equity for all students.

Performance Objective 1: STAAR assessment data will reflect growth in Approaches in areas that were below 80.

Targeted or ESF High Priority





Evaluation Data Sources: STAAR Test Results

Strategy 1 Details	Reviews			
Strategy 1: STAAR assessment data will reflect a growth in subject areas that are below 80%. Strategy's Expected Result/Impact: STAAR Scores Staff Responsible for Monitoring: Principals, Teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Comp Ed Salaries - State Compensatory Education	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Achieve excellence through equity for all students.

Performance Objective 2: Comanche ISD attendance rate will be at or above 97% .





Evaluation Data Sources: Student Attendance Reports and PEIMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance rates at each campus to 97% or above. Strategy's Expected Result/Impact: Attendance Rate Staff Responsible for Monitoring: Principals, Teachers, PEIMS Coordinator, Director of Finance Title I Schoolwide Elements: 2.6 Funding Sources: - State & Local Resources - \$3,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Achieve excellence through equity for all students.

Performance Objective 3: Comanche ISD students will strive to have 100% High School Completion Rates.





Evaluation Data Sources: PEIMS Student Data

Strategy 1 Details	Reviews			
Strategy 1: Comanche ISD students will strive to have 100% High School Completion Rates. Strategy's Expected Result/Impact: High School Completion Rates Staff Responsible for Monitoring: HS Principal, Counselors, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Achieve excellence through equity for all students.





Performance Objective 4: Continue to have a professional staff member with the primary responsibility for educating students with disabilities for District and Campus Planning and Decision Making Process.

Evaluation Data Sources: Campus and District Improvement Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: A professional staff member with the primary responsibility for educating students with disabilities should be included on District and Campus Improvement Committees.</p> <p>Strategy's Expected Result/Impact: CIP & DIP</p> <p>Staff Responsible for Monitoring: Superintendent & Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Achieve excellence through equity for all students.





Performance Objective 5: Maintain the Head Start and Early Head Start Programs.

Strategy 1 Details	Reviews			
Strategy 1: Maintain the Head Start Program to provide early developmental skills. Strategy's Expected Result/Impact: Enrollment numbers Staff Responsible for Monitoring: Head Start Teachers, Aides, Principal Funding Sources: Head Start Funds - Head Start Funds	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain the Early Head Start Program for students pre-birth to 3 years old. Strategy's Expected Result/Impact: Enrollment numbers Staff Responsible for Monitoring: Early Head Start Director, Early Head Start Teachers, Aides Funding Sources: - Early Head Start Funds	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Increase attendance rates for Head Start from 86% to 90% or above Strategy's Expected Result/Impact: PEIMS Reports Staff Responsible for Monitoring: Head Start Director, Social Worker, Head Start Teachers Funding Sources: - Head Start Funds	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Achieve excellence through equity for all students.

Performance Objective 6: Provide transportation for Head Start students.

Evaluation Data Sources: Number of students engaged in using the transportation provided by the District.





Strategy 1 Details	Reviews			
Strategy 1: Provide transportation for Head Start students to help increase the participation in Head Start. Strategy's Expected Result/Impact: Increased number of students participating in Head Start. Staff Responsible for Monitoring: Head Start Director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Achieve excellence through equity for all students.

Performance Objective 7: Utilize the MAP's Program to ensure that students are receiving the instruction needed to be successful.

Targeted or ESF High Priority





Evaluation Data Sources: MAP's Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.</p> <p>Strategy's Expected Result/Impact: Increased growth on STAAR results.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - State & Local Resources - \$35,000</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 1: Review and update the District's Emergency Operation Plan.





Evaluation Data Sources: Updated Emergency Operations Plan

Strategy 1 Details	Reviews			
Strategy 1: Review and update Emergency Operation Plan Strategy's Expected Result/Impact: New updated EOP Staff Responsible for Monitoring: Safety Coordinator, Principals, Superintendent , Director of Operations Funding Sources: - State & Local Resources	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure security entry systems are properly working at all campuses. Strategy's Expected Result/Impact: Entry security systems works properly Staff Responsible for Monitoring: Superintendent, Principals, Director of Operations Funding Sources: - State & Local Resources - \$5,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Install a new lock system at the High School Campus to ensure the safety of the students due to the excessive amount of outside doors. Strategy's Expected Result/Impact: New lock system at HS Staff Responsible for Monitoring: Director of Operations Funding Sources: - State & Local Resources - \$30,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 2: Continue to use TXEIS software system for discipline tracking.





Evaluation Data Sources: TXEIS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Eliminate using Discipline Tracker and utilize TXEIS software only. Strategy's Expected Result/Impact: Discipline Reports, PEIMS Reports Staff Responsible for Monitoring: Superintendent, Principals, PEIMS Coordinator Funding Sources: - State & Local Resources	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 3: Continue to improve STOPIT Bullying Program for students to anonymously report bullying.





Evaluation Data Sources: Number of reported cases.

Strategy 1 Details	Reviews			
Strategy 1: Maintain STOPIT Bullying Program and continue to encourage students to use the software if needed. Strategy's Expected Result/Impact: STOPIT Reports Staff Responsible for Monitoring: Principals, Counselors Funding Sources: - State & Local Resources - \$972	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 4: Use School Messenger Program to communicate with parents and students.

Evaluation Data Sources: Number of pushes sent via School Messenger.





Strategy 1 Details	Reviews			
Strategy 1: Use School Messenger Program for communication to parents and students. Strategy's Expected Result/Impact: Number of messages sent Staff Responsible for Monitoring: Superintendent, Principals Funding Sources: - State & Local Resources - \$2,901.15	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 5: Sexual Abuse and Other Maltreatment of Children:

Address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children.





Evaluation Data Sources: Staff training records kept on file.

Strategy 1 Details	Reviews			
Strategy 1: Sexual Abuse and Maltreatment of Children training will include prevention techniques and options for affected students. Training will be held annually for all staff members. Strategy's Expected Result/Impact: Training records on file. Staff Responsible for Monitoring: Superintendent & Principals	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 6: Early Mental Health Intervention and Suicide Prevention:
Needs of students for special programs, including suicide prevention programs.





Evaluation Data Sources: Training on suicide prevention programs.

Strategy 1 Details	Reviews			
Strategy 1: Training on early mental health interventions and suicide prevention programs. Strategy's Expected Result/Impact: Staff development sign in sheets Staff Responsible for Monitoring: Counselors	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 7: Conduct an annual safety audit





Evaluation Data Sources: Report on safety audit

Strategy 1 Details	Reviews			
Strategy 1: Conduct a safety audit of all campuses. Strategy's Expected Result/Impact: Safety Audit Report Staff Responsible for Monitoring: Superintendent, Principals, Region 14 Funding Sources: - State & Local Resources - \$2,500	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 8: Use School Resource Officer to ensure the safety of students and faculty and provide a secure environment for all.





Evaluation Data Sources: Decreased safety issues

Strategy 1 Details	Reviews			
Strategy 1: Provide a School Resource Officer for the safety of the students and faculty Strategy's Expected Result/Impact: Safety of students and faculty Staff Responsible for Monitoring: Superintendent and Principals Funding Sources: Rural & Low Income Grant - Title VI, Low Income - 270-52-6299-00-999-7990000 - \$12,000, - State & Local Resources - 199-52-6299-00-999-799 - \$27,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 9: Create methods for addressing needs of students for special programs.





Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide conflict resolution programs, violence prevention programs, pregnancy related services and discipline management.</p> <p>Strategy's Expected Result/Impact: Increased attendance and fewer discipline referrals</p> <p>Staff Responsible for Monitoring: Superintendent, Principals</p> <p>Funding Sources: - State & Local Resources</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 10: Collaborate with local officials to ensure the safety of all students are met.





Evaluation Data Sources: Reports from local officials of discipline incidents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with local officials to ensure the safety of all students are met.</p> <p>Strategy's Expected Result/Impact: Communication between local officials and school officials to ensure that school officials are aware of student incidents that have occurred and might cause a need for tighter security on campuses.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 1: Recruit highly qualified staff.





Evaluation Data Sources: Principal's attestation report

Strategy 1 Details	Reviews			
Strategy 1: Recruit highly qualified staff Strategy's Expected Result/Impact: Highly Qualified Report Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 2: Recruit Bilingual certified teachers.

Evaluation Data Sources: Maintain/increase certified Bilingual teachers.

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs to recruit certified Bilingual teachers as needed. Strategy's Expected Result/Impact: Employment of Certified Bilingual Teachers Staff Responsible for Monitoring: Principals Funding Sources: Job Fair Expenses - Bilingual	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a \$2,000 stipend for all Bilingual Certified Teachers Strategy's Expected Result/Impact: No Bilingual waiver required Staff Responsible for Monitoring: Superintendent and Principals Funding Sources: - Bilingual - \$14,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 3: Create a HB3 Retention Incentive Stipend for teachers, counselors, and nurses with 6+ years of experience.

Evaluation Data Sources: Retention data

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals





Performance Objective 4: Create a \$500 Retention Incentive given in late November to all employees.

Evaluation Data Sources: Retention data

Goal 4: Develop school spirit and community pride in Comanche schools

Performance Objective 1: Celebrate student and staff success.





Evaluation Data Sources: Recognition at staff meetings and emails.

Strategy 1 Details	Reviews			
Strategy 1: Recognized student and staff success at staff meetings, website postings and emails. Strategy's Expected Result/Impact: Emails, website postings Staff Responsible for Monitoring: Superintendent, Principals	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Develop school spirit and community pride in Comanche schools

Performance Objective 2: Student and program success will be showcased to civic organizations, website and local print media.





Evaluation Data Sources: Programs at Kiwanis and Lions Club, website posting, newspaper clippings, Facebook and Twitter.

Strategy 1 Details	Reviews			
Strategy 1: Showcase student success via website and local print media. Strategy's Expected Result/Impact: Newspaper articles & website postings. Staff Responsible for Monitoring: Principals Funding Sources: - State & Local Resources	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 1: District will demonstrate effective and efficient operations in all aspects of the District.





Evaluation Data Sources: FIRST Report and Annual Financial Audit.

Strategy 1 Details	Reviews			
Strategy 1: PEIMS training and implementation of procedures Strategy's Expected Result/Impact: PEIMS Submission Accuracy Staff Responsible for Monitoring: Superintendent, Principals, PEIMS Coordinator Funding Sources: - State & Local Resources	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a Financial Transparency website Strategy's Expected Result/Impact: Activation of Financial Transparency Website Staff Responsible for Monitoring: Director of Finance	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 2: Improve engagement with all stakeholders in school and district activities.





Evaluation Data Sources: Utilize online language translators to publish communications in both English and Spanish. Provide translation services at appropriate school functions.

Strategy 1 Details	Reviews			
Strategy 1: Provide online language software programs for publication in both English & Spanish. Strategy's Expected Result/Impact: Handouts in Spanish, School Messenger in Spanish Staff Responsible for Monitoring: Superintendent, Principals, Secretaries, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 3: Increased involvement in Tax Appraisal Meetings to ensure local tax values are up-to-date and accurate.





Evaluation Data Sources: Property Tax Study

Strategy 1 Details	Reviews			
Strategy 1: Increased involvement in Tax Appraisal Meetings to ensure local tax values are up-to-date and accurate. Strategy's Expected Result/Impact: Local values on the property value study Staff Responsible for Monitoring: Superintendent, Director of Finance Funding Sources: - State & Local Resources	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 4: Continue to research the possibility of building a Special Events Center.





Evaluation Data Sources: Go out for bids for a Special Events Center.

Strategy 1 Details	Reviews			
Strategy 1: Continue to research the possibility of building a Special Events Center. Strategy's Expected Result/Impact: New Special Events Center Staff Responsible for Monitoring: Superintendent, School Board, A-Team Funding Sources: - State & Local Resources - \$6,000,000	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 1: Improve teacher and paraprofessional quality





Evaluation Data Sources: Migrant Compliance Report

Strategy 1 Details	Reviews			
Strategy 1: Recruiter participation in annual and as needed training on identification and recruitment of Migrant students provided by Regional ESC Strategy's Expected Result/Impact: Training certificates and correct identification of Migrant students Staff Responsible for Monitoring: Principals, Special Programs Director, Migrant Paraprofessionals Funding Sources: - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: NGS Data Specialist participation in NGS training annually and as needed. Strategy's Expected Result/Impact: Correct data in the NGS system Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate technology in instruction and curriculum Strategy's Expected Result/Impact: Equipment log, report cards, STAAR test results Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: - Title I, Part C Migrant - 212-11-6399-00-XXX-724 - \$4,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Training in curriculum areas such as core academic subjects Strategy's Expected Result/Impact: Training certificates Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide comprehensive coordination of services Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: Salaries - Title I, Part C Migrant - 212-11-6129-XX-XXX-724 - \$36,854	Formative			Summative
	Dec	Feb	Apr	June
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Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 2: Meet Diverse Needs of Migrant Students

Evaluation Data Sources: Migrant Compliance Report





Strategy 1 Details	Reviews			
Strategy 1: Involvement of parents in the academic success of their children Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: Snacks at parent meetings - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$2,000 , Interpreter at parent meetings - Title I, Part C Migrant - 212-11-6219-00-XXX-724 - \$2,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Awareness of and capacity to respond to specific needs of Migrant children and youth. Strategy's Expected Result/Impact: Expenditure reports Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional Funding Sources: - Title I, Part C Migrant - 212-11-6399-00-XXX-724 - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Specific student data used to plan student instruction Strategy's Expected Result/Impact: Student report cards Staff Responsible for Monitoring: Migrant Coordinator, Migrant Paraprofessional Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 3: Parent and Community Involvement

Evaluation Data Sources: Migrant Compliance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Establishment of a Districtwide Parent Advisory Council(PAC) that provides meaningful consultation in the planning and operation of the Migrant Education Program. PAC meetings must be conducted in a format and language that is understandable to the Migrant parents.</p> <p>Strategy's Expected Result/Impact: PAC meeting agendas, sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p> <p>Funding Sources: Snacks for PAC meetings - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$2,000, Interpreter for PAC meetings - Title I, Part C Migrant - 212-11-6219-00-XXX-724 - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Involvement of parents in education programs designed to address the needs of Migrant students.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, report cards</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p> <p>Funding Sources: Interpreter at meetings - Title I, Part C Migrant - 212-11-6219-00-XXX-724 - \$2,000, Snacks at meetings - Title I, Part C Migrant - 212-11-6411-00-XXX-724 - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Training and support to Migrant parents in order for them to more fully participate in their children's education.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, report cards, STAAR test results</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p> <p>Funding Sources: Interpreter - Title I, Part C Migrant - 212-11-6219-00-XXX-724 - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Transportation and childcare for parental involvement activities, including Parent Advisory Council (PAC) meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p> <p>Funding Sources: Childcare providers - Title I, Part C Migrant - 212-11-6112-00-XXX-724 - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans through Site-Based Decision-Making Committee Strategy's Expected Result/Impact: Meeting agendas, minutes, sign-in sheets Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Parent/Teacher conferences Strategy's Expected Result/Impact: Report cards Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 4: Barriers and Strategies

Evaluation Data Sources: Migrant Compliance Report





Strategy 1 Details	Reviews			
<p>Strategy 1: Strategies for Cultural, Linguistic, or Economic Diversity:</p> <p>Provide program information/materials in home language.</p> <p>Provide interpreter/translator at program activities.</p> <p>Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, other provider.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p> <p>Funding Sources: Interpreter for meetings - Title I, Part C Migrant - 212-11-6219-00-XXX-724 - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategies for Absenteeism/Truancy:</p> <p>Develop and implement a truancy intervention plan.</p> <p>Conduct home visits by staff</p> <p>Strategy's Expected Result/Impact: Attendance rates</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategies for High Mobility Rates:</p> <p>Coordinate with social services agencies.</p> <p>Establish/maintain timely record transferal system.</p> <p>Strategy's Expected Result/Impact: Enrollment, attendance</p> <p>Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Strategies for Lack of Support from Parents: Conduct parent/teacher conference Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principals, Migrant Coordinator, Migrant Paraprofessional	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 5: Develop adequate skills for promotion from 1st to 2nd grade





Evaluation Data Sources: Migrant Compliance Report

Strategy 1 Details	Reviews			
Strategy 1: Provide comprehensive coordination of services Strategy's Expected Result/Impact: End of year promotion rates Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide lead teacher to train support staff and administer Bright Ideas to 3 and 4 year olds. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide MEP-funded aide to provide supplemental instructional support to students in Kindergarten and 1st grade. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 6: Participate in summer STAAR remediation.





Evaluation Data Sources: Summer School Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP). Strategy's Expected Result/Impact: STAAR Results Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide STAAR remediation during alternative times Strategy's Expected Result/Impact: STAAR Results Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 7: Use effective learning and study skills





Evaluation Data Sources: Report cards, decreased failure rate

Strategy 1 Details	Reviews			
Strategy 1: Coordinate with available mentoring programs or support organizations. Strategy's Expected Result/Impact: Promotion Rate Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.





Performance Objective 8: Use effective learning and study skills and receive attention and interventions.

Evaluation Data Sources: Reduced failure rates

Strategy 1 Details	Reviews			
Strategy 1: Create an extracurricular club or leadership organization. Strategy's Expected Result/Impact: Creation of Club Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 9: Receive attention and interventions.

Strategy 1 Details	Reviews			
Strategy 1: Provide presentation/information to school staff to increase awareness. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental information to Migrant parents. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 10: Have homework assistance and tools at home.

Strategy 1 Details	Reviews			
Strategy 1: Provide coordination of resources Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 11: Earn required core credits for on-time graduation.

Strategy 1 Details	Reviews			
Strategy 1: Coordinate with available programs offering options for credit accrual and recovery. Strategy's Expected Result/Impact: Graduation Rates Staff Responsible for Monitoring: Counselors; Federal Program Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 12: Earn required core credits for on-time graduation and make up coursework missing due to late enrollment and/or early withdrawal.

Strategy 1 Details	Reviews			
Strategy 1: Ensure consolidation of partial secondary credits and proper course placement for on-time graduation. Strategy's Expected Result/Impact: Graduation Rates Staff Responsible for Monitoring: Counselors; Federal Program Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 13: Be served in summer migrant programs through the efforts of interstate coordination.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist in interstate coordination by (1) accessing and sharing information; (2) alerting and receiving states; and (3) working with the TMIP as needed.</p> <p>Strategy's Expected Result/Impact: Migrant Compliance Report</p> <p>Staff Responsible for Monitoring: Federal Program Director</p> <p>Funding Sources: - Title I, Part C Migrant</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.





Performance Objective 14: Make up coursework missing due to late enrollment and/or early withdrawal.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a set of district procedures. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate to ensure access to available resources for making up coursework. Strategy's Expected Result/Impact: Migrant Compliance Report Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - Title I, Part C Migrant	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.





Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased passing rate of STAAR tests</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 2: Identify students who may be at risk for academic failure





Evaluation Data Sources: At-Risk Reports/PEIMS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students who may be at risk for academic failure</p> <p>Strategy's Expected Result/Impact: Lower failure rate Staff Responsible for Monitoring: Principal, Counselors Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 3: Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards





Evaluation Data Sources: Report cards, STAAR test results

Strategy 1 Details	Reviews			
Strategy 1: Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards Strategy's Expected Result/Impact: Increased passing rates, improved STAAR test results Staff Responsible for Monitoring: Principal, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 4: Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning





Evaluation Data Sources: Report cards, PEIMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning</p> <p>Strategy's Expected Result/Impact: Improved passing rates, improved STAAR test results</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.





Performance Objective 5: Identify and address disparities for low income students and minority students being taught at rates than other students by ineffective, inexperienced, or out-of-field teachers

Evaluation Data Sources: Principal Attestation

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and address disparities for low income students and minority students being taught at rates higher than other students by ineffective, inexperienced, or out-of-field teachers</p> <p>Strategy's Expected Result/Impact: 100% Highly qualified teachers</p> <p>Staff Responsible for Monitoring: Prinpal, teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 6: Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement

Strategy 1 Details	Reviews			
Strategy 1: Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement Strategy's Expected Result/Impact: Parental sign in sheets Staff Responsible for Monitoring: Principal, counselors Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - Title I, Part A, - Beadel Grant - \$7,500	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.





Performance Objective 7: Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.</p> <p>Strategy's Expected Result/Impact: Increase homeless student attendance</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 8: Implement effective parent and family engagement





Evaluation Data Sources: Parental Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Implement effective parent and family engagement Strategy's Expected Result/Impact: Improved parental involvement Staff Responsible for Monitoring: Principal, teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 9: Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs





Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs</p> <p>Strategy's Expected Result/Impact: Easy transition into elementary programs.</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 10: Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.

Evaluation Data Sources: PEIMS discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.</p> <p>Strategy's Expected Result/Impact: Decreased removal of students from the classroom for discipline</p> <p>Staff Responsible for Monitoring: Principal, PEIMS clerks</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-001-X24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199-11-6112-00-041-X24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199-11-6112-00-101-X30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199-11-6119-00-001-X24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,272.00
199-11-6119-00-041-X24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$134,988.00
199-11-6119-00-101-X30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$263,235.00
199-11-6119-00-101-X32	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$34,070.00
199-11-6119-00-101-X34	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$26,792.00
199-11-6119-00-103-X34	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$33,430.00
199-11-6119-24-001-X24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
199-11-6119-30-001-X24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,000.00
199-11-6119-30-041-X24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
199-11-6119-30-101-X30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$12,000.00
199-11-6119-30-999-X30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,000.00
199-11-6129-00-001-X24	6129 Salaries or Wages for Support Personnel	\$17,608.00
199-11-6129-00-041-X24	6129 Salaries or Wages for Support Personnel	\$7,132.00
199-11-6129-00-101-X34	6129 Salaries or Wages for Support Personnel	\$36,962.00
199-34-6129-00-999-X24	6129 Salaries or Wages for Support Personnel	\$5,000.00
199-34-6129-01-999-X24	6129 Salaries or Wages for Support Personnel	\$5,000.00
199-11-6141-00-001-X24	6141 Social Security/Medicare	\$1,901.00
199-11-6141-00-101-X30	6141 Social Security/Medicare	\$3,777.00
199-11-6141-00-101-X32	6141 Social Security/Medicare	\$406.00
199-11-6141-00-101-X34	6141 Social Security/Medicare	\$871.00
199-11-6141-00-103-X34	6141 Social Security/Medicare	\$399.00
199-11-6142-00-001-X24	6142 Group Health and Life Insurance	\$3,235.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6142-00-041-X24	6142 Group Health and Life Insurance	\$4,269.00
199-11-6142-00-101-X30	6142 Group Health and Life Insurance	\$7,240.00
199-11-6142-00-101-X32	6142 Group Health and Life Insurance	\$1,806.00
199-11-6142-00-101-X34	6142 Group Health and Life Insurance	\$4,801.00
199-11-6142-00-103-X34	6142 Group Health and Life Insurance	\$1,806.00
199-11-6142-99-001-X24	6142 Group Health and Life Insurance	\$1,608.00
199-11-6142-99-041-X24	6142 Group Health and Life Insurance	\$2,124.00
199-11-6142-99-101-X30	6142 Group Health and Life Insurance	\$3,600.00
199-11-6142-99-101-X32	6142 Group Health and Life Insurance	\$900.00
199-11-6142-99-101-X34	6142 Group Health and Life Insurance	\$2,391.00
199-11-6142-99-103-X34	6142 Group Health and Life Insurance	\$900.00
199-11-6144-00-001-X24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$9,022.00
199-11-6144-00-041-X24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$10,770.00
199-11-6144-00-101-X30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$17,915.00
199-11-6144-00-101-X32	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,554.00
199-11-6144-00-101-X34	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,851.00
199-11-6144-00-103-X34	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,327.00
199-11-6145-00-001-X24	6145 Unemployment Compensation	\$500.00
199-11-6145-00-101-X30	6145 Unemployment Compensation	\$500.00
199-11-6146-00-001-X24	6146 Teacher Retirement/TRS Care	\$2,991.00
199-11-6146-00-041-X24	6146 Teacher Retirement/TRS Care	\$3,348.00
199-11-6146-00-101-X30	6146 Teacher Retirement/TRS Care	\$5,985.00
199-11-6146-00-101-X32	6146 Teacher Retirement/TRS Care	\$883.00
199-11-6146-00-101-X34	6146 Teacher Retirement/TRS Care	\$1,529.00
199-11-6146-00-103-X34	6146 Teacher Retirement/TRS Care	\$721.00
199-11-6149-00-001-X24	6149 Employee Benefits	\$312.00
199-11-6149-00-001-X34	6149 Employee Benefits	\$302.00
199-11-6149-00-041-X24	6149 Employee Benefits	\$340.00
199-11-6149-00-101-X32	6149 Employee Benefits	\$91.00
199-11-6149-00-101-X34	6149 Employee Benefits	\$640.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-11-6149-00-103-X34	6149 Employee Benefits	\$91.00
6100 Subtotal:		\$843,195.00
6200 Professional and Contracted Services		
199-11-6239-00-001-X24	6239 ESC Services	\$167.00
199-11-6239-00-041-X24	6239 ESC Services	\$167.00
199-11-6239-00-101-X30	6239 ESC Services	\$167.00
199-11-6299-01-041-X24	6299 Miscellaneous Contracted Services	\$12,000.00
6200 Subtotal:		\$12,501.00
6300 Supplies and Services		
199-11-6399-00-001-X24	6399 General Supplies	\$500.00
199-11-6399-00-041-X24	6399 General Supplies	\$500.00
199-11-6399-00-101-X30	6399 General Supplies	\$1,000.00
199-11-6399-24-001-X24	6399 General Supplies	\$300.00
199-11-6399-24-041-X24	6399 General Supplies	\$300.00
199-11-6399-24-101-X30	6399 General Supplies	\$600.00
199-11-6399-41-001-X24	6399 General Supplies	\$14,000.00
6300 Subtotal:		\$17,200.00
6400 Other Operating Costs		
199-11-6411-00-001-X24	6411 Employee Travel	\$100.00
199-11-6411-00-041-X24	6411 Employee Travel	\$100.00
199-11-6411-00-101-X30	6411 Employee Travel	\$200.00
6400 Subtotal:		\$400.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ADAMS, PATRICK	TEACHER	COMP ED	.0850
BARNETT, VINCE	TEACHER	COMP ED	.0850
BOATMAN, MIRANDA	TEACHER	COMP ED	.1967
BRIDGES, DAVID RAE	TEACHER	COMP ED	.085
CUELLAR, HEATHER MARIE	TEACHER	COMP ED	.9786
DURAN, BIANCA	TEACHER	COMP ED	1.0
EDWARDS, JOHN	TEACHER	COMP ED	.0728
GARCIA, SHAWNA CUBBAGE	TEACHER	COMP ED	.0850
GARZA, VERONICA	TEACHER	COMP ED	.0850
HOLMSLEY, MELANIE	TEACHER	COMP ED	.0744
INGRAM, ANITA LEANNE	TEACHER	COMP ED	.085
JONES, DONNA	TEACHER	COMP ED	.0489
LIVINGSTON, LYNETTE	TEACHER	COMP ED	.085
MALDONADO, MARISA	TEACHER	COMP ED	1.0
McALILEY, MINDY J	TEACHER	COMP ED	.0728
SALINAS, DIANA	TEACHER	COMP ED	.4292
SANDOVAL, VELMA	TEACHER	COMP ED	1.0
SEIDER, BRANDA	AIDE	COMP ED	1.0
SIDES, KORI	TEACHER	COMP ED	.1845
SUNIGA, KACI NICOLE	TEACHER	COMP ED	.0728
TALLEY, AVEN MARIE	TEACHER	COMP ED	.085
TALLEY, TYLER F	TEACHER	COMP ED	.085
THOMPSON, KARA	TEACHER	COMP ED	.0728
TILL, MISTI	TEACHER	COMP ED	1.0
WELCH, CARREY	TEACHER	COMP ED	.0728
WILSON, SHIRLEY	TEACHER	COMP ED	1.0
WYATT, MARTY LYNN	TEACHER	COMP ED	0.0535

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards
7	4	1	Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs

2.5: Increased learning time and well-rounded education

itle I Schoolwide Element's Strategies

Goal	Performance Objective	Strategy	Description
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards

Save

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

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.
1	2	1	Increase attendance rates at each campus to 97% or above.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	1	1	Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards

7	5	1	Identify and address disparities for low income students and minority students being taught at rates higher than other students by ineffective, inexperienced, or out-of-field teachers
7	7	1	Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs
7	10	1	Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

3.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

District Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Comp Ed Salaries		\$0.00
Sub-Total					\$0.00
Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Job Fair Expenses		\$0.00
3	2	2			\$14,000.00
Sub-Total					\$14,000.00
State & Local Resources					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$3,000.00
1	7	1			\$35,000.00
2	1	1			\$0.00
2	1	2			\$5,500.00
2	1	3			\$30,000.00
2	2	1			\$0.00
2	3	1			\$972.00
2	4	1			\$2,901.15
2	7	1			\$2,500.00
2	8	1		199-52-6299-00-999-799	\$27,000.00
2	9	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
5	3	1			\$0.00
5	4	1			\$6,000,000.00
Sub-Total					\$6,106,873.15

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$0.00
7	2	1			\$0.00
7	3	1			\$0.00
7	4	1			\$0.00
7	5	1			\$0.00
7	6	1			\$0.00
7	7	1			\$0.00
7	8	1			\$0.00
7	9	1			\$0.00
7	10	1			\$0.00
Sub-Total					\$0.00
Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		212-11-6411-00-XXX-724	\$500.00
6	1	2		212-11-6411-00-XXX-724	\$1,000.00
6	1	3		212-11-6399-00-XXX-724	\$4,000.00
6	1	4		212-11-6411-00-XXX-724	\$1,000.00
6	1	5	Salaries	212-11-6129-XX-XXX-724	\$36,854.00
6	2	1	Snacks at parent meetings	212-11-6411-00-XXX-724	\$2,000.00
6	2	1	Interpreter at parent meetings	212-11-6219-00-XXX-724	\$2,000.00
6	2	2		212-11-6399-00-XXX-724	\$5,000.00
6	2	3			\$0.00
6	3	1	Snacks for PAC meetings	212-11-6411-00-XXX-724	\$2,000.00
6	3	1	Interpreter for PAC meetings	212-11-6219-00-XXX-724	\$2,000.00
6	3	2	Interpreter at meetings	212-11-6219-00-XXX-724	\$2,000.00
6	3	2	Snacks at meetings	212-11-6411-00-XXX-724	\$2,000.00
6	3	3	Interpreter	212-11-6219-00-XXX-724	\$2,000.00
6	3	4	Childcare providers	212-11-6112-00-XXX-724	\$2,500.00
6	4	1	Interpreter for meetings	212-11-6219-00-XXX-724	\$2,000.00

Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	5	1			\$0.00
6	5	2			\$0.00
6	5	3			\$0.00
6	6	1			\$0.00
6	6	2			\$0.00
6	7	1			\$0.00
6	8	1			\$0.00
6	9	1			\$0.00
6	9	2			\$0.00
6	10	1			\$0.00
6	11	1			\$0.00
6	12	1			\$0.00
6	13	1			\$0.00
6	14	1			\$0.00
6	14	2			\$0.00
Sub-Total					\$66,854.00
Title VI, Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Rural & Low Income Grant	270-52-6299-00-999-7990000	\$12,000.00
Sub-Total					\$12,000.00
Beadel Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	6	1			\$7,500.00
Sub-Total					\$7,500.00
Head Start Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Head Start Funds		\$0.00
1	5	3			\$0.00
Sub-Total					\$0.00

Early Head Start Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
				Sub-Total	\$0.00
				Grand Total	\$6,207,227.15

Addendums

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

STUDENT DISCIPLINE

FO
(LOCAL)

2. Corporal punishment shall be administered only by the principal or designee.
3. Corporal punishment shall be administered only by an employee who is the same sex as the student.
4. The instrument to be used in administering corporal punishment shall be approved by the principal.
5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

**Disciplinary
Records**

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

**Video and Audio
Monitoring**

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

STUDENT DISCIPLINE

FO
(LOCAL)

Access to
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Comanche High School

Dropout Prevention Plan

1. Administrators, counselors and teachers will work to identify students who are at-risk of dropping out by analyzing data such as: grades, attendance, state assessment scores, RTI, Special Education records, and discipline.

2. Once identified, these students will be monitored and placed in and given appropriate interventions to help them be successful. These interventions include: schedule changes, remediation and acceleration classes, credit recovery, tutorials, assignment to Comanche University, classroom interventions, among others.

3. Students are assigned to Comanche University after school for failure to turn in assignments. Students may also utilize CU on their own to get help or work on their homework.

4. Students who are behind on credits are either placed in the class to make it up or they are placed in credit recovery class to work through Odyssey Ware to recover class credit.

5. Students who are severe risk of dropping out are referred to the Success Center where they can work through Odyssey Ware to recover credits or accelerate at a pace that works for them.

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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

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

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

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

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

Dating Violence

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

A dating violence policy must:

1. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
2. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

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

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083 [See BQ]*

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681 [See also FB regarding Title IX]*

Designation of
Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

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Parties Entitled to Notice The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

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

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

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

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

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

Complaint
Procedures

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

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

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

34 C.F.R. 106.8(c)-(d)

Response to Sexual
Harassment
Definitions

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

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

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

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment

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

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

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

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

“Supportive measures” means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines

or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

Deliberate Indifference

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

Education Program or Activity

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

34 C.F.R. 106.44(a)

Title IX Coordinator Response

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

Supportive Measures Required

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

Constitutional Restrictions

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title

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IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

*Response to a
Formal Complaint*

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

*Emergency
Removal*

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

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

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

34 C.F.R. 106.44(c)

*Administrative
Leave*

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

Process for Title IX
Formal Complaint

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

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures

against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;
4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably

- prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
 7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
 8. Include the procedures and permissible bases for the complainant and respondent to appeal;
 9. Describe the range of supportive measures available to complainants and respondents; and
 10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

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

*Notice of
Allegations*

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

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

- b. The conduct allegedly constituting sexual harassment; and
- c. The date and location of the alleged incident, if known.

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

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

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

*Dismissal of a
Formal Complaint*

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

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

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

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*Consolidation of
Formal
Complaints*

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

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

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

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding

the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior

sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

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

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

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

34 C.F.R. 106.45(b)(7)(i)-(ii)

*Implementation
of Remedies*

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

Appeals

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

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

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

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

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

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent

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with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

Recordkeeping

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

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

available upon request for inspection by members of the public.

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

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

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

Retaliation
Prohibited

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

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

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

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

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

34 C.F.R. 106.71(a)-(b)

Confidentiality

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

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

Statement of Nondiscrimination

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

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

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

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

Prohibited Harassment

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

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

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

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

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

**Sex-Based
Harassment**

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

**Sexual Harassment
By an Employee**

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

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

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

By Others

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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

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

Examples

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

Reporting Procedures

Student Report

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

Employee Report

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

Definition of District Officials

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

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

Investigation of Reports Other Than Title IX

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

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

Initial Assessment

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

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

Interim Action

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

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

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areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

*Improper
Conduct*

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Sexual
Harassment–Title IX**

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

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

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

Title IX Formal
Complaint Process

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

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

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

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

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	<p>10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;</p> <p>11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and</p> <p>12. Other local procedures as determined by the Superintendent.</p>
Standard of Evidence	<p>The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.</p>
Retaliation	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.</p>
Examples	<p>Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
False Claim	<p>A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.</p>
Records Retention	<p>The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>
Access to Policy and Procedures	<p>Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.</p>

COLLEGE PREPARATION

I hope the following information will be helpful in assisting seniors and parents in the college application process. I hope the information is also helpful to other high school students who foresee college in the future. I am here to help you with the college application process so please feel free to ask any questions that you may have. Along with the information on this web page, I have developed a senior handbook that I hope will be of great benefit to seniors and parents. The handbooks are available in my office or you can take a look at the electronic copy to the left. I wish you the best of luck this year, and remember that I'm here to help!

College Testing Information

Many colleges and universities require students to take a college entrance exam (ACT and/or SAT) prior to admission. Admission requirements (including scores required on ACT/SAT) can be found on the college's website. Students can register online for the ACT and/or SAT by visiting the links below. The first step is to set up a free account and then you may proceed through the registration process. When registering online, students must pay by credit card or a fee waiver (if eligible.) If you think you may qualify for a fee waiver, please visit with the counselor for eligibility requirements. Students must have an acceptable photo ID on the day of the test. Please see the counselor if you do not have one of the acceptable forms of identification. Students will more than likely take the college entrance exams multiple times in order to receive optimum results and increase scholarship chances.

[ACT Dates, Registration, and Test Preparation Materials](#)

[SAT Dates, Registration, and Practice Materials](#)

TSI Assessment:

According to the Texas Success Initiative (TSI), students must take the TSI assessment prior to enrolling in college-level coursework. Some students may be exempt from the TSI requirement based on scores from other tests. Please see the counselor regarding exemptions from the TSI requirement. The TSI requirement must be satisfied before dual credit classes can be taken.

Home school students wishing to take college entrance exams or other college preparation exams may contact the counselor for more information.

CHS Testing Dates

The testing dates at the following link are specific to Comanche High School and include dates for college testing.

[CHS Testing Dates 2020-2021](#)

STAAR Testing Dates

(Available at the following link...)

[TEA Testing Calendar](#)

Parents play a key role in helping students achieve success in school. Working together with teachers, parents can help maximize the learning process while reducing test anxiety and stress.

Quick Tips for Parents:

- Conference with your child's teacher to find out what you can do to help your child.
 - Stress the importance of going to bed early and getting plenty of rest the night before a test.
 - Serve children a balanced breakfast before a test.
 - Understand the importance of tests and make sure children are prepared, present, and on time.
 - Expect the best from your children and let them know that you are proud of them.
 - Start the day on a positive note. Remember that hugs and praises are powerful ways to start your child's day!
-

Applying to College

Colleges and universities have produced web pages that are filled with useful information about admission requirements, cost of attendance, campus size, housing, financial aid, and other useful facts beneficial to high school students. Anyone can find a specific college's website by going to a search engine (such as Google) and typing the college's name in the search box.

The compendium below contains a list of colleges and universities in the state of Texas, admission requirements, total expenses for an academic year, financial aid data and related information, helpful hints to the college bound, together with a calendar of various scholarship deadlines arranged by months.

[Compendium of Texas Colleges and Financial Aid Calendar](#)

Good news! Every Texas public four year university uses the ApplyTexas Application for admission. Students may complete one application and apply to as many of the Texas public

universities as they choose. The student will need to pay the application fee charged by each university to which they are applying. The student should complete the application electronically so that changes can easily be made. The ApplyTexas Application can be found at...

www.applytexas.org

Students who will be applying to a private school, two-year college, technical school, or career school need to visit the school's website in order to access the application. Some private and two year colleges accept the ApplyTexas Application. Please see the counselor for assistance.

Please send in your college applications as early as possible. The ApplyTexas application for the new school year usually opens on July 1st.

Financial Aid for College

Financial aid comes in the form of scholarships, grants, loans, and work-study programs. A very important part of the financial aid process is completing the FAFSA (Free Application for Federal Student Aid.) The FAFSA is the form that will qualify the student for grants, loans, and work-study programs. The FAFSA should be completed online at the following site...

www.fafsa.gov

Both the student and parent will need to create a FSA ID. The FSA ID serves as your electronic signature and allows you to make corrections on the FAFSA once you submit. The FAFSA will launch on October 1 of the student's senior year. Students should submit the FAFSA as soon as possible after October 1. Be sure and check college deadlines so that you submit the FAFSA on time.

To estimate your eligibility for federal student aid, check out the online tool at...

[FAFSA4caster](#)

Scholarships

Applying for scholarships is a year-long process. The earlier students begin applying for scholarships, the more money they are likely to receive! There are an extensive number of scholarships available online. The student should also consider visiting with their parents about scholarships for his/her family's particular situation. For example, many scholarships are job, insurance company, or military experience related.

Start searching for scholarships before your senior year. By the time school starts, some national scholarship deadlines have already passed.

Tips:

1. Fill out every scholarship form that you qualify for.
2. Use any search engine and type in "scholarships." You will be amazed at the number of scholarships that you can find.
3. The counselor will keep you notified of local scholarships as they become available. Check the web page regularly.
4. There are plenty of scholarship search sites that are available for free.
5. If the scholarship requires an essay, write it!
6. Do not miss deadlines!

For a detailed monthly scholarship listing of state and national scholarships, please click on the following link. Please email the counselor for a username and password to access the site. The list is updated monthly so please log in to the site often to check for new scholarships!

[E-Scholarships](#)

College Information

Following is a link to College For All Texans....a helpful website that provides tons of college information! The site has a College Locator, a College Price Calculator and much more.

[CollegeForAllTexans](#)

Additional college information can be found at the following website:

[Own Your Own Future- Want to make your college dream a reality?- Start here.](#)

What career should you choose? Good news...There are endless opportunities!

Think about your interests, your likes and dislikes. What are you passionate about? That's a great place to start. It is a good idea to talk to people about their careers. For example, if you're interested in medicine, talk to a doctor and ask questions about college, medical school and life as a doctor. Use

the links below to find out more information about every career imaginable.

Most importantly, develop a goal. Will it change? Most likely, but you need to get started. The sooner you focus on something, the sooner you can get started making it happen.

The Occupational Outlook Handbook is a publication of the US Department of Labor. Here you will find information on careers, salaries, and job outlook. Will you be able to find a job after you graduate? Look here to find out.

[Occupational Outlook Handbook](#)

The Reality Check website is great fun! You can choose the area of Texas where you want to live, your career and then start shopping. You'll find out if the job you are considering will pay you enough to live the lifestyle you would like!

[Reality Check](#)

BULLYING

Bullying not only can have devastating consequences for individual students, but also erodes positive school climate. If you know of someone who is being bullied or hurt, tell an adult you trust right away.

Children who are bullied may:

- Feel alone, helpless, afraid or unsafe
- Get physically sick
- Become distracted and do poorly in school
- Skip school because they're afraid
- Lose pride and self-esteem
- Fight back and hurt themselves or others
- Blame themselves

TALKING is important...TALK to your child...TALK to the school. Communication is the first step in getting help.

Youth Suicide Prevention

National Suicide Prevention Lifeline
1-800-273-TALK (8255)

The Mental Health center (MHMR) serving Comanche County is Brownwood Center for Life Resources.

24 hr. Crisis Line: 1-800-458-7788

Main phone: 325-646-9574

Texas Suicide Prevention

In an immediate crisis, call 911 or take the person to an emergency room. Do NOT leave the person alone until help is available.

4 steps parents can take:

- Support your child by listening, avoiding criticism, and keeping communication open.
- Ask about suicide.
- Get your child help from your family doctor or mental health professional.
- Become informed--library, local support group, Internet.

3 steps friends can take:

- Take your friend's statements and actions seriously.
- Encourage your friend to seek help. Go with them if necessary.
- Talk to an adult you trust. Don't try to help your friend alone.

Grief/Loss

Grief is the emotional reaction to loss. Everyone grieves differently. Like you, your child may have ups and downs. Talking is probably the single most important thing a child can do...Telling their story can be healing. Children will have many questions, but no matter the child's age, you can help:

- Be honest.
- Answer their questions as best you can.
- Talk about the person who died. Invite the child to talk.

- Share your feelings.
- Crying is all right and can be helpful.
- Look at pictures and letters with the child.
- Allow children time to say goodbye to the loved one.
- Give the child time, space, and lots of love!

Following is a great resource for grieving children...

[How To Help A Grieving Child](#)

(The Dougy Center...The National Center for Grieving Children & Families)

Top 10 Study Skills for High School Students

Check out these study tips...

[Study Tips for High School Students](#)

The study skills that you learn in high school are building blocks for college. Having good study habits now will help you later in life. It does take more effort to study and to become organized; however, academic success will make you feel good about yourself and will make your parents smile.

Texas Project FIRST



Created by parents, for parents...

This web site is committed to providing accurate and consistent information to parents & families of students with disabilities.

Has your child recently been diagnosed with a disability or been referred for special education services? Maybe your child has been receiving special education services and it's time to figure out the next steps. Wherever you are in the process, we've been there. We know the maze in which you find yourself and we're eager to point the way to news you can use, information you can trust and understand, and reliable resources for more information. If you are seeking information and resources specific to students with disabilities and their families, then the Texas Project FIRST web site is a practical place to start.

[Texas Project FIRST](#)

Teacher Quality Plan Comanche ISD 2021-2021

Goal: Highly Qualified Staff	By the end of the 2021-2021 school year, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures (PM)	<ul style="list-style-type: none"> • 1. 100 % of core area teachers will be highly qualified by the end of the school year. • 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. • 3. 100% of new hires will meet highly qualified status prior to employment. • 4. The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. • 5. The percentage of teachers receiving high-quality professional development will be 100%. • 6. Low-income students and minority students will not be taught at higher rates than other student groups by teachers who are not highly qualified, inexperienced, or out of field. • 7. 100% of teachers not highly qualified in a core academic subject due to rural and special education flexibility will meet Highly Qualified standards by the end of the school year. • 8. Provide incentives to attract and retain all Highly Qualified teachers.
Summative Evaluation	Personnel files and highly qualified worksheets

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	3	Post vacancies on a variety of job boards <ul style="list-style-type: none"> • Region 14 Job Opportunities • Local colleges and universities • Texas High School Coaches' Assn. • Anywhere ISD website 	All Teachers	Superintendent Principal	Local funds	Number of positions posted	Sept., 2020 Feb., 2021 May, 2021
Instruction by Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing results, staff development records, and service records to ensure that all teachers meet the highly qualified requirements	All Teachers	Principal	Local funds Title II Part A	Review Personnel files, professional development records, and teaching credentials	Aug., 2020
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All Teachers	Superintendent Principal	Local/state funds	Personnel files; teachers' credentials;	June, 2020 Aug., 2021
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet highly qualified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not highly qualified	All Teachers	Principal	Local funds	Review of master schedule; review of teachers HQ status	June, 2020 Aug., 2020 Jan., 2021

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not highly qualified to become highly qualified	All Teachers	Superintendent Principal	Title II, Part A Local/state funds	Review of staff development certificates; review of Request to be Absent paperwork	Aug., 2020 Jan., 2021 May, 2021
Instruction by Highly Qualified Teachers	1 & 7	Reimburse teachers and paraprofessionals up to six college hours a year in order to meet Highly Qualified standards.	All Teachers and Paraprofessionals	Superintendent	Local Funds	Copy of college transcript	Aug., 2020 Jan., 2021 May, 2021
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative certification programs and TExES testing in order to assure that all teachers are highly qualified <ul style="list-style-type: none"> Remind teachers of procedures for renewing Standard Certificate Post TExES Review Course information 	All Teachers	Principal	Local/state funds (if applicable)	Review of staff development handouts for renewal of certificates; actual poster	Aug., 2020 Jan., 2021 May, 2021
	2	Analyze data from paraprofessionals' files to ensure that all instructional paraprofessionals are highly qualified	Instructional Paraprofessionals	Principal	Local/state funds	Review of paraprofessionals' personnel files	Aug., 2020
	2	Require all paraprofessionals who are not highly qualified to complete the Paraprofessional Academy at Region 14 Education Service Center	Instructional Paraprofessionals	Superintendent Principal	Title II, Part A Title I, Part A	Review of certificates of completion	Aug/Sept 2020 January 2021
Strategies to attract Highly Qualified Teachers	8	Continue above base/differential pay to attract highly qualified personnel and to retain those already on staff	All Teachers	Superintendent	Local/state funds	Review of personnel files and teacher turn-over rate	Aug., 2020 to July, 2021
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with Highly Qualified staff	All Teachers	Superintendent Principal	Local/state funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises
Instruction By Highly Qualified Teachers	5	Continue yearly training of Reading Recovery/Dyslexia/Special Education/ESL and all classroom teachers in core academic areas	Reading Recovery/Dyslexia/Special Education/ES teachers	Superintendent Principal	Local, Title I, and Title II-A Funds	Professional Development Records on file, and at Region 14 ESC	Aug., 2020 Jan., 2021 May, 2021

2020-2021 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

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

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STMR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a 1 Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their education interrupted during the previous or current regular school year.

2020-2021 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

<p>Goal(s): To ensure that identified Priority for Service (PFS) Migrant students in Comanche ISD receive interventions in order to succeed in school.</p>	<p>Objective(s): Comanche ISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
PFS Action Plan	Before the first day of school	Federal Programs Director	A copy of the PFS Action Plan will be kept at the administration office and at each campus separate from the District Improvement Plan
Run PFS Reports	At the end of each month	Migrant Aide at each campus	Monthly Migrant PFS student reports will be filed with the Administration Office and at each campus office in order to target services appropriately to Migrant PFS students for the improvement of academic performance
Provide a list of Migrant Priority for Service (PFS) students to the principal(s), appropriate campus staff, and parents	At the end of each month	Migrant Aide at each campus	NGS PFS Reports
Review the academic status of each PFS student after each six-week grade reporting period. In consultation with the campus administrator(s), counselor(s), and classroom teacher(s), a migrant individualized education plan will be developed for each PFS student not meeting or at risk of not meeting all academic standards	At the end of each six weeks grading period	Migrant Aide at each campus	Progress reports, six-weeks report cards, Migrant Individualized Education Plan (MIEP) with date of consultation and signature of participants. Copies should be sent to Region 14 NGS Data Entry Specialist.

2020-2021 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

Required Activities	Timeline	Person(s) Responsible	Documentation
Include services/strategies/interventions by non-migrant funded programs in each PFS student's MIEP (List federal, state and local programs servicing Priority for Service students)	Updated as needed or per six weeks	Migrant aide at each campus	MIEP (Migrant Individualized Education Plan)
Ensure migrant students receive priority access to instructional services, as well as social workers and community social services/agencies.	As needed throughout the school year	Migrant aide at each campus	Phone logs, documentation of services provided
Focus services on PFS students according to MIEPs	As needed throughout the school year	Migrant aide at each campus	Monthly service log/time and effort reflecting services and time spent with PFS students
Conduct home visits or community visits to update parents on the academic progress of their children	As needed, minimum once per semester	Migrant aide at each campus	Phone logs, travel logs, copies of documents shared on home visits
Monitor all migrant students' academic achievement with particular focus on migrant PFS students' progress; disaggregate data to determine and target achievement gaps; utilize data to target service and develop student MIEPs	Ongoing throughout the school year	Campus & District Administrators, Counselors, Teachers, Migrant Aides	Data disaggregation & comparisons, MIEP's
<p>Ensure that the district includes the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).</p>			

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Additional Activities	Timeline	Person(s) Responsible	Documentation

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2020-2021 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

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**United States
Constitution**

A district shall take no action abridging the freedom of speech or the right of the people to petition the board for redress of grievances. *U.S. Const. Amend. I, XIV* [See FNA]

A board may confine its meetings to specified subject matter and may hold nonpublic sessions to transact business. But when a board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. *Rosenberger v. Rector & Visitors of Univ. of Virginia*, 515 U.S. 819, 828 (1995); *City of Madison v. Wis. Emp. Rel. Comm'n*, 429 U.S. 167, 174 (1976); *Pickering v. Bd. of Educ.*, 391 U.S. 563, 568 (1968)

Texas Constitution

Citizens shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. *Tex. Const. Art. I, Sec. 27*

There is no requirement that a board negotiate or even respond to complaints. However, a board must stop, look, and listen and must consider the petition, address, or remonstrance. *Prof'l Ass'n of College Educators v. El Paso County Cmty. [College] Dist.*, 678 S.W.2d 94 (Tex. App.—El Paso 1984, writ ref'd n.r.e.)

Federal Laws

Section 504

A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. *34 C.F.R. 104.7(b)*

Americans with
Disabilities Act

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). *28 C.F.R. 35.107*

Title IX

A district that receives federal financial assistance, directly or indirectly, must adopt and publish grievance procedures providing for prompt and equitable resolution of student complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. *34 C.F.R. 106.8(b)* [See FB and FFH]

**Education Code
Chapter 26**

Parents are partners with educators, administrators, and the board in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children. *Education Code 26.001(a)*

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Unless otherwise provided by law, a board, an administrator, an educator, or other person may not limit parental rights. *Education Code 26.001(c)*

“Parent” Defined

For purposes of Education Code Chapter 26 (Parental Rights), “parent” includes a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.001(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student’s rights have been otherwise restricted by a court order. *Education Code 26.002*

Complaint
Procedures

A board shall provide for procedures to consider complaints that a parent’s right has been denied. *Education Code 26.001(d)*

A board shall adopt a grievance procedure under which the board shall address each complaint that it receives concerning a violation of a right guaranteed by Education Code Chapter 26 (Parental Rights).

The board is not required by the provision above or Education Code 11.1511(b)(13) (requiring adoption of a process to hear complaints) to address a complaint concerning a student’s participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26. This provision does not affect a claim brought by a parent under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or a successor federal statute addressing special education services for a child with a disability.

Education Code 26.011

Parental Rights

Parental rights listed in Education Code Chapter 26 are:

1. Rights concerning academic programs. *Education Code 26.003* [See EHA, EIF, FDB, and FMH]
2. Access to student records. *Education Code 26.004* [See FL]
3. Access to state assessments. *Education Code 26.005* [See EKB]
4. Access to teaching materials. *Education Code 26.006* [See EF and EKB]

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5. Access to board meetings, other than a closed meeting under the Open Meetings Act. *Education Code 26.007* [See BE and BEC]
6. Right to full information concerning a student. *Education Code 26.008* [See DF, FFE, and FM]
7. Right to information concerning special education and education of students with learning disabilities. *Education Code 26.0081* [See FB]
8. Requests for public information. *Education Code 26.0085* [See GBA]
9. Consent required for certain activities. *Education Code 26.009* [See EHA, FFE, FL, FM, and FO]
10. Refusal of psychiatric or psychological treatment of child as basis for report of neglect. *Education Code 26.0091* [See FFG]
11. Exemption from instruction. *Education Code 26.010* [See EMB]

**Right to Attend
School Activities**

Unless limited by court order, a parent appointed as a conservator of a child has at all times the right to attend school activities, including school lunches, performances, and field trips. *Family Code 153.073(a)(6)*

**Objection to School
Assignment**

The parent or person standing in parental relation to any student may object to the student's school assignment. Upon receiving a written petition to request or object to a student's assignment, a board shall follow the procedures set forth at Education Code 25.034. *Education Code 25.033(2), .034* [See FDB]

**Challenge to
Education Records**

A district shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the records is inaccurate, misleading, or in violation of the privacy rights of the student. *34 C.F.R. 99.21* [See FL]

**Denial of Class
Credit or Final Grade**

If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the board. *Education Code 25.092(d)* [See FEC]

**Complaints Against
Professional
Employees**

A person may not file suit against a professional employee of a district unless the person has exhausted the district's remedies for resolving the complaint. *Education Code 22.0514*

"Professional employee of a district" includes:

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1. A superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a district;
2. A teacher employed by a company that contracts with a district to provide the teacher's services to the district;
3. A student in an education preparation program participating in a field experience or internship;
4. A DPS-certified school bus driver;
5. A member of the board; and
6. Any other person whose employment by a district requires certification and the exercise of discretion.

Education Code 22.051(a)

Finality of Grades

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with a district's grading policy applicable to the grade, as determined by the board.

A board's determination is not subject to appeal. This provision does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081. [See FM]

Education Code 28.0214

Public Information Requests

A district that receives a request from a parent for public information relating to the parent's child shall comply with Government Code Chapter 552 (Public Information Act). A district shall also comply with the deadlines and provisions set forth at Education Code 26.0085. *Gov't Code Ch. 552; Education Code 26.0085*

Closed Meeting

A board may conduct a closed meeting on a parent or student complaint to the extent required or provided by law. *Gov't Code Ch. 551, Subch. D* [See BEC]

Record of Proceedings

An appeal of a board's decision to the Commissioner of Education shall be decided based on a review of the record developed at the district level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. *Education Code 7.057(c), (f)*

It is a district's responsibility to make and preserve the records of the proceedings before the board. If a district fails to create and preserve the record without good cause, all substantial evidence issues that require missing portions of the record for resolution shall be deemed against the district. The record shall include:

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1. A tape recording or a transcript of the hearing at the local level. If a tape recording is used:
 - a. The tape recording must be complete, audible, and clear; and
 - b. Each speaker must be clearly identified.
2. All evidence admitted;
3. All offers of proof;
4. All written pleadings, motions, and intermediate rulings;
5. A description of matters officially noticed;
6. If applicable, the decision of the hearing examiner;
7. A tape recording or transcript of the oral argument before the board; and
8. The decision of the board.

19 TAC 157.1073(d)

Disruption

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance and thereby curtail the exercise of others' First Amendment rights. *Penal Code 42.05; Morehead v. State, 807 S.W. 2d 577 (Tex. Crim. App. 1991)*

Note: See EHBAB for provisions concerning students with disabilities; see the FO series for provisions concerning student discipline; see FL for provisions concerning student records.

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Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

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12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

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deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the

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	<p>level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.</p> <p>Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the</p>

decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

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Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

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presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.