

Comanche Independent School District

Comanche High School

2019-2020 Improvement Plan



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.

It is the mission of Comanche High School to provide as many learning opportunities as possible through curriculum development and extracurricular activities in order to prepare each and every student to become a productive and successful member 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.

Comanche High School's vision is:

To equip students with academic, vocational and technical knowledge and skills to reach their fullest potential.

To create a student centered school striving for excellence in all areas.

To promote a safe, progressive and culturally diverse school based on character and moral values.

To create an atmosphere in which students and staff view learning as a lifelong endeavor and are inspired in a quest for new knowledge.

To develop an environment that encourages collaboration and teamwork among all stakeholders.

To encourage, promote and support a parent/community partnership in completing campus goals and objectives.

Core Beliefs

Comanche High School believes that students should leave with the fundamental values of how to be successful in their life.

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Comprehensive Needs Assessment

Needs Assessment Overview

Last year Comanche High School stakeholders looked at areas of concern and areas of strengths to assess priorities. The number one priority was to help students feel more included and to reach out to students who have become marginalized over their educational careers. CHS believes that in order to improve this campus, students must first feel that they belong to this campus. This is being done by increasing student involvement, spirit, engagement, and ownership through activities like Student Council and CHIEFS. Progress has been made in these areas and will continue to be a priority for this campus.

Demographics

Demographics Summary

Comanche High School has an enrolment of 334 students in grades 9-12. Comanche High School has a diverse population that participates in our district's special programs.

Special Programs/ Populations	Number Participating	Percentage of Population
Hispanic	171	51.99%
White	157	47.99%
Asian/Pacific Islander	1	.01%
African American	4	.01%
Black/African Amer.		
Two or More Races	0	.00%
Female	152	46%
Male	176	54%
9th	87	27%
10th	82	25%
11th	69	21%
12th	90	27%
Economically Disadvantaged	194	59%

At-Risk	111	34%
LEP	18	5%
ESL	18	5%
Bilingual		
Gifted and Talented	16	5%
Special Education	27	8%

Student Achievement

Student Achievement Summary

Comanche High School will continue to work to increase student achievement by decreasing student failure rates and the number of students who need credit recovery courses, increasing student performance standards on end of course exams, and maintaining a 95 percent graduation rate.

Student Achievement Strengths

Comanche High School's graduation rate was 100% percent and the school met performance standards in all areas on state assessments. The failure rate has steadily decreased each year. The number of students taking credit recovery courses and the number of students having to re-test on state assessments have also declined.

School Culture and Climate

School Culture and Climate Summary

Comanche High School is continually working to increase student involvement, teacher student interaction, student awareness, and student engagement. Comanche High School will continue to utilize the mentoring program and develop student leadership and community.

School Culture and Climate Strengths

Students, staff and community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Comanche High School has a 100% highly qualified teaching staff. The administration of CHS strives to retain the staff and fill vacancies with quality teachers and individuals who have high standards.

Staff Quality, Recruitment, and Retention Strengths

The staff of Comanche High School has experienced some turnover over the last few years. However, there is a nucleus of staff members who have been here for most of their careers. This group of experienced teachers has welcomed the newest members of the staff to CHS and mentored them along the way.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This last year there was a concentrated effort to conduct classroom walk-throughs to check on the quality, delivery and assessment of instruction and curriculum. This concentrated effort allowed administrators to evaluate these areas and have discussions to improve in these areas.

Curriculum, Instruction, and Assessment Strengths

Many of our staff members have multiple certifications and many hold master's degrees in their content area. We partner with local colleges to provide college level courses with our own personnel who hold graduate level credentials. We will also be offering an Associates Degree program to our students who are taking dual credit courses.

Parent and Community Engagement

Parent and Community Engagement Summary

Comanche ISD and Comanche High School have a growing Hispanic population and communication with all stakeholders is a concern. CHS needs to be able to reach out to all stakeholders without language being an obstacle. In addition to this, the economically disadvantaged population continues to grow which requires more support from the community to help with school activities. Being able to ask the community for support is an important factor for CHS organizations. We have involved our students in more community service projects to garner more support from the community.

Parent and Community Engagement Strengths

The community wants our students to be involved in it and we continually look for pathways to explore this. Student Council and CHIEFS have allowed us to utilize the strengths of our students to support and get involved with the community. We also started a Facebook page to communicate high school activities to the community and stakeholders.

Technology

Technology Summary

The Comanche One to One (COTO) program is an area that continues to develop. Staff have continued to increase student usage of their computers in the classroom. The requirement that students participate and the expectation to have the computer with them at all times has been an area of focus. Teacher usage and applicable continuing education training on the computers and how to incorporate them into lessons is an ongoing process. Increasing bandwidth and Internet capacity is a priority. Projectors and smart board capacity have been expanded to all classrooms.

Technology Strengths

Strengths of the program are access by students and the commitment from the district to support this program. The potential to be able to communicate with students on multiple levels utilizing email, schoology, and other programs to turn in assignments.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: To continue to decrease the failure rates by utilizing the after school program (Comanche University) and reduce the number of students in need of recovering credits.

Performance Objective 1: We will maintain a failure rate below 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implementation of Comanche University	Principal, teachers	failure rate & documentation of student use				
Funding Sources: State Compensatory Education - 20000.00						

Goal 1: To continue to decrease the failure rates by utilizing the after school program (Comanche University) and reduce the number of students in need of recovering credits.

Performance Objective 2: We will maintain a 10% credit recovery ratio.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Minimize failures by recovering zeros in Comanche U	staff & principals	credit recovery rate and failure rates				


Goal 2: To continue to monitor student attendance to help facilitate an increase in student performance.

Performance Objective 1: We will maintain a 96% attendance rating.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

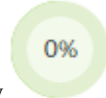
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Continue to monitor student attendance	teachers, principals, PEIMS clerk	Attendance rates				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: To continue to increase parental and community involvement by working on communication with all stakeholders, groups and organizations.

Performance Objective 1: We will partner with community groups for public service projects.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

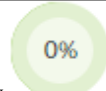
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) We will work with the community to implements various programs such as the Veteran's Day Program, Key Club/Kiwanis Christmas Lights at the Square, and projects through clubs and organizations.	Ag department, program sponsors, principals	Attendance at events and participation, Feedback and promotion				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: To expand and offer classes that fit student interest and prepare students for their futures.

Performance Objective 1: We are partnering with local colleges and trade schools to develop programs to meet the needs of our students and their interests.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Increase dual credit offerings and CATE offerings	principals, counselors	increase in courses offered, certificates obtained, and college hours earned				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




Goal 5: To increase student participation, spirit, engagement, and ownership at Comanche High School.

Performance Objective 1: We will develop a mentor program to facilitate this.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Utilize Tutorial time each Thursday to address student participation.	staff, principals	Student and staff survey				

	→		
= Accomplished	= Continue/Modify	= No Progress	= Discontinue


Goal 5: To increase student participation, spirit, engagement, and ownership at Comanche High School.

Performance Objective 2: We will develop student leaders through our Student Council and other student organizations.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Increase participation in Student Leadership Council	principal	participation rates				




= Accomplished



= Continue/Modify



= No Progress





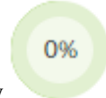

= Discontinue

Goal 6: To continue to improve our writing scores particularly our Hispanic scores.

Performance Objective 1: We will have 87% passing in ELA in all sub-populations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Professional development for staff	principals	certificates of completion				
Funding Sources: Title II, Part A - 1913.00						
Comprehensive Support Strategy 2) Implementation of RTI Blitzes/tutorials for students who students who have failed to meet passing standards	teachers, principals, counselors	Participation, attendance rosters				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 6: To continue to improve our writing scores particularly our Hispanic scores.

Performance Objective 2: We will implement writing strategies/requirements across other content areas.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Provide staff training on implementation of the APE writing formula as well as other writing strategies	teachers and principals	Student test data from ELA EOC & CBAs (Curriculum Based Assessments)				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: We will continue to monitor our RTI process and verify that our special education students are served properly and that our numbers are accurate.

Performance Objective 1: We will continue to monitor student's IEPs through the use of data to ensure compliance with testing protocol and that placements are appropriate to the student's individual ability level.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Appropriate documentation will be collected and disaggregated at all ARD meetings	Special education staff, principals	Appropriate placement & accommodations according to IEPs and student performance				


Goal 7: We will continue to monitor our RTI process and verify that our special education students are served properly and that our numbers are accurate.

Performance Objective 2: We will continue to monitor upcoming student populations to ensure the students' appropriate placement and that students' needs are being met.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) High school special ed staff or administrators will attend ARD meetings for incoming Freshman to ensure appropriate placement and continuation of services	principals, special education staff, counselors	Smooth transition from junior high campus to high school campus				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Budget for Comanche High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-524	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,954.00
199-11-6119-24-001-524	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
199-11-6119-30-001-524	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,000.00
199-11-6129-00-001-524	6129 Salaries or Wages for Support Personnel	\$15,457.00
199-11-6141-00-001-524	6141 Social Security/Medicare	\$872.00
199-11-6142-00-001-524	6142 Group Health and Life Insurance	\$2,662.00
199-11-6142-99-001-524	6142 Group Health and Life Insurance	\$1,314.00
199-11-6144-00-001-524	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,950.00
199-11-6146-00-001-524	6146 Teacher Retirement/TRS Care	\$1,631.00
6100 Subtotal:		\$102,840.00
6200 Professional and Contracted Services		
199-11-6239-00-001-524	6239 ESC Services	\$125.00
6200 Subtotal:		\$125.00
6300 Supplies and Services		
199-11-6399-00-001-524	6399 General Supplies	\$500.00
199-11-6399-24-001-524	6399 General Supplies	\$300.00
199-11-6399-41-001-524	6399 General Supplies	\$14,000.00
6300 Subtotal:		\$14,800.00

6400 Other Operating Costs		
199-11-6411-00-001-524	6411 Employee Travel	\$100.00
		6400 Subtotal:
		\$100.00

Personnel for Comanche High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
199-11-6119	Teachers	COMP ED	1.2270
199-11-6119.00-001	Teachers	COMP ED	1.2270
199-11-6119.00-001-524	TEACHERS	COMP ED	1.7909
199/7	Teachers	COMP ED	1.7270
212-11	Teachers	COMP ED	0.3750
212-11-6129	Teachers	COMP ED	0.3750
212-11-6129.00	Teachers	COMP ED	0.3750
212-11-6129.00-110-7	Teachers	COMP ED	0.3750
212/7	Teachers	COMP ED	0.3750
ADAMS, PATRICK	TEACHER	COMP ED	0.0535
BARNETT, J VINCE	Teacher	COMP ED	0.0535
BOATMAN, MIRANDA ANN	Teacher	COMP ED	0.0500
BRIDGES, DAVID RAE	TEACHER	COMP ED	0.0535
CUELLAR, HEATHER MARIE	TEACHER	COMP ED	0.0535
DREXLER, MARY ANN	Teacher	COMP ED	0.0535
FREEMAN, PATRICIA	TEACHER	COMP ED	0.0535
GARCIA, SHAWNA CUBBAGE	TEACHER	COMP ED	0.0535
GUTIERREZ, MARIBEL	Paraprofessional	COMP ED	0.3750
HARRIS, ALLEN	Teacher	COMP ED	0.0535
INGRAM, ANITA L	Teacher	COMP ED	0.0535
JONES, MEREDITH A	Teacher	COMP ED	0.0535
KUKLIES, CARRIE DENISE	TEACHER	COMP ED	0.0535
LIVINGSTON, LYNETTE	TEACHER	COMP ED	0.0535
PRINGLE, RICHARD LEE	Teacher	COMP ED	0.0535

ROGERS, JEANETTE MARIE	Teacher	COMP ED	0.0535
SIERRA, ELIZABETH ANN	Teacher	COMP ED	0.0535
TALLEY, AVEN MARIE	TEACHER	COMP ED	0.0535
TALLEY, TYLER	TEACHER	COMP ED	0.0535
THOMAS, KARA LEE	Teacher	COMP ED	0.0535
WHITT, JAMES	TEACHER	COMP ED	0.0535
WYATT, MARTY LYNN	TEACHER	COMP ED	0.0535

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries for Comanche University	19911611930001524	\$20,000.00
Sub-Total					\$20,000.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		25513622100001511	\$1,913.00
Sub-Total					\$1,913.00
Grand Total					\$21,913.00

Addendums

Comanche High School
Dropout Prevention Plan
2016-2017

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.

2016 Campus Comparison Group
COMANCHE H S (047901001) - COMANCHE ISD
 Campus Type: High School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
COMANCHE H S (047901001)	COMANCHE ISD	09-12	338	56.2	4.1	12.8
1 ANAHUAC H S (036901001)	ANAHUAC ISD	09-12	362	51.1	1.7	14.5
2 ATLANTA H S (034901001)	ATLANTA ISD	09-12	540	54.8	1.1	12.7
3 AVERY H S (194902001)	AVERY ISD	09-12	119	54.6	0.8	11.1
4 BISHOP H S (178902001)	BISHOP CISD	09-12	402	54.2	2.7	8.8
5 BRACKETT H S (136901001)	BRACKETT ISD	09-12	169	58.0	3.6	9.6
6 BUFFALO H S (145901002)	BUFFALO ISD	09-12	289	53.6	3.8	12.1
7 COMMERCE H S (116903001)	COMMERCE ISD	09-12	463	58.7	2.8	13.1
8 DE LEON H S (047902001)	DE LEON ISD	09-12	169	52.1	3.0	14.4
9 DEKALB H S (019901001)	DEKALB ISD	09-12	230	60.4	2.6	13.5
10 DILLEY H S (082902001)	DILLEY ISD	09-12	267	54.3	4.5	14.4
11 EDNA H S (120901001)	EDNA ISD	09-12	418	56.0	5.7	13.8
12 FLORENCE H S (246902001)	FLORENCE ISD	09-12	307	57.3	9.1	11.1
13 FRUITVALE H S (234909001)	FRUITVALE ISD	09-12	127	54.3	0.8	14.2
14 GROESBECK H S (147902001)	GROESBECK ISD	09-12	468	58.1	1.3	13.1
15 HEMPHILL H S (202903001)	HEMPHILL ISD	09-12	268	51.9	0.7	13.3
16 HIGHLAND PARK H S (188903001)	HIGHLAND PARK ISD	09-12	245	53.5	2.9	14.0
17 INGRAM TOM MOORE H S (133904001)	INGRAM ISD	09-12	341	55.7	8.2	14.6
18 JARRELL H S (246907001)	JARRELL ISD	09-12	390	51.0	3.6	10.8
19 JOAQUIN H S (210902001)	JOAQUIN ISD	09-12	214	55.1	2.3	10.6
20 KARNES CITY H S (128901001)	KARNES CITY ISD	09-12	286	55.2	0.7	16.6
21 KEMP H S (129904001)	KEMP ISD	09-12	445	54.8	2.2	17.1
22 LULING H S (028903001)	LULING ISD	09-12	388	57.7	4.9	12.3
23 MANOR NEW TECHNOLOGY HIGH (227907004)	MANOR ISD	09-12	373	55.5	5.4	7.6
24 MINEOLA H S (250903001)	MINEOLA ISD	09-12	443	55.5	3.6	15.4
25 MOODY H S (161910001)	MOODY ISD	09-12	208	60.6	1.0	12.4
26 NEWTON H S (176902002)	NEWTON ISD	09-12	289	54.3	0.0	15.8
27 OLTON H S (140905002)	OLTON ISD	09-12	173	57.2	7.5	12.4
28 PALACIOS H S (158905001)	PALACIOS ISD	09-12	439	55.4	6.2	10.4
29 PEWITT H S (172905002)	PEWITT CISD	09-12	293	55.6	1.4	11.5
30 PLAINS H S (251902001)	PLAINS ISD	09-12	127	53.5	6.3	12.1
31 RICE H S (045903001)	RICE CISD	09-12	357	60.8	4.8	10.1
32 ELDORADO H S (207901001)	SCHLEICHER ISD	09-12	160	54.4	2.5	9.1
33 STRATFORD H S (211902001)	STRATFORD ISD	09-12	165	53.9	6.7	12.9
34 TIDEHAVEN H S (158902001)	TIDEHAVEN ISD	09-12	248	60.1	1.2	15.4
35 WASKOM H S (102903002)	WASKOM ISD	09-12	315	55.6	6.3	8.3
36 WELLINGTON H S (044902001)	WELLINGTON ISD	09-12	155	52.3	3.9	15.6
37 WESTWOOD H S (001908002)	WESTWOOD ISD	09-12	438	53.9	2.7	16.0
38 WHITNEY H S (109911001)	WHITNEY ISD	09-12	417	54.7	1.0	13.3
39 WOODVILLE H S (229903001)	WOODVILLE ISD	09-12	406	56.7	0.5	16.6
40 YOAKUM H S (062903001)	YOAKUM ISD	09-12	455	51.4	4.2	11.5
Comparison Group Average			309	55.4	3.4	12.8

2016 Campus Comparison Group
JEFFERIES J H (047901041) - COMANCHE ISD
 Campus Type: Middle School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
JEFFERIES J H (047901041)	COMANCHE ISD	06-08	271	62.7	8.1	12.4
1 ANAHUAC MIDDLE (036901041)	ANAHUAC ISD	06-08	277	57.8	3.2	11.7
2 ANSON MIDDLE (127901041)	ANSON ISD	06-08	145	66.2	2.1	13.3
3 BIG SANDY J H (230901041)	BIG SANDY ISD	06-08	166	60.8	3.0	18.0
4 LILLION E LUEHRS J H (178902041)	BISHOP CISD	06-08	342	67.0	2.3	11.3
5 BLOOMING GROVE JH (175902041)	BLOOMING GROVE ISD	06-08	207	62.3	10.1	13.5
6 BRADY MIDDLE (160901041)	BRADY ISD	06-08	270	63.0	4.8	10.7
7 COLORADO MIDDLE (168901041)	COLORADO ISD	06-08	198	58.6	2.0	13.6
8 COLUMBUS J H (045902041)	COLUMBUS ISD	06-08	324	58.6	5.2	10.5
9 COMMERCE MIDDLE (116903043)	COMMERCE ISD	06-08	361	65.1	7.2	9.8
10 OZONA MIDDLE (053001041)	CROCKETT COUNTY CONSOLIDATED CSD	06-08	177	58.8	14.1	10.4
11 EDNA J H (120901042)	EDNA ISD	06-08	327	64.8	5.8	16.6
12 FLORENCE MIDDLE (246902041)	FLORENCE ISD	06-08	231	64.1	13.9	13.5
13 FREER J H (066903042)	FREER ISD	06-08	185	68.6	4.3	10.7
14 GRAND SALINE MIDDLE (234904041)	GRAND SALINE ISD	06-08	227	63.4	7.5	12.2
15 GRAPE CREEK MIDDLE (226907041)	GRAPE CREEK ISD	06-08	235	63.8	3.0	18.0
16 INGRAM MIDDLE (133904042)	INGRAM ISD	06-08	209	68.9	8.1	15.8
17 ITASCA MIDDLE (109907041)	ITASCA ISD	06-08	127	63.0	9.4	9.6
18 JOAQUIN J H SCHOOL (210902041)	JOAQUIN ISD	06-08	153	60.8	5.9	13.1
19 KARNES CITY J H (128901041)	KARNES CITY ISD	06-08	241	64.3	2.5	12.3
20 LIBERTY MIDDLE (146906041)	LIBERTY ISD	06-08	407	60.7	8.8	15.0
21 LLANO J H (150901041)	LLANO ISD	06-08	404	60.9	4.0	12.8
22 LOUISE J H (241906041)	LOUISE ISD	06-08	116	64.7	10.3	11.1
23 LYTLE J H (007904041)	LYTLE ISD	06-08	371	68.2	10.0	12.9
24 ISBILL J H (161909041)	MCGREGOR ISD	06-08	291	69.4	6.2	11.9
25 MINEOLA MIDDLE (250903041)	MINEOLA ISD	06-08	344	57.3	6.4	12.3
26 ORE CITY MIDDLE (230903041)	ORE CITY ISD	06-08	201	66.2	1.0	10.9
27 PEWITT J H (172905041)	PEWITT CISD	06-08	198	57.6	4.0	10.4
28 POST MIDDLE (085902041)	POST ISD	06-08	179	57.5	3.9	15.1
29 QUITMAN J H (250904041)	QUITMAN ISD	06-08	267	58.1	3.0	15.7
30 RAINS J H (190903041)	RAINS ISD	06-08	391	60.6	4.1	14.2
31 RIVERCREST J H (194903102)	RIVERCREST ISD	06-08	159	62.3	1.3	15.6
32 SABINAL MIDDLE (232902041)	SABINAL ISD	06-08	124	68.5	7.3	13.1
33 SMITHVILLE J H (011904041)	SMITHVILLE ISD	06-08	376	65.2	4.8	12.2
34 SONORA J H (218901041)	SONORA ISD	06-08	207	55.1	8.7	10.7
35 TIDEHAVEN INT (158902041)	TIDEHAVEN ISD	06-08	191	66.0	6.3	14.6
36 TIMPSON MIDDLE (210905041)	TIMPSON ISD	06-08	147	60.5	2.0	14.0
37 VERNON MIDDLE (244903041)	VERNON ISD	06-08	463	63.3	9.1	13.3
38 WHITNEY MIDDLE (109911041)	WHITNEY ISD	06-08	336	58.3	1.8	14.3
39 WINONA MIDDLE (212910041)	WINONA ISD	06-08	228	67.1	3.5	16.3
40 WODEN J H (174906041)	WODEN ISD	06-08	172	60.5	6.4	12.9
Comparison Group Average			249	62.7	5.7	13.1

2016 Campus Comparison Group
COMANCHE EL (047901101) - COMANCHE ISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
COMANCHE EL (047901101)	COMANCHE ISD	EE-05	650	66.0	20.0	14.2
1 WALT DISNEY EL (020901107)	ALVIN ISD	03-05	545	67.0	24.8	12.4
2 CASEY EL (227901173)	AUSTIN ISD	EE-05	604	62.4	17.4	13.6
3 KOCUREK EL (227901172)	AUSTIN ISD	EE-05	490	64.7	16.9	15.7
4 TRAVIS HTS EL (227901140)	AUSTIN ISD	EE-05	521	66.8	25.0	10.5
5 CHISHOLM TRAIL EL (014903118)	BELTON ISD	KG-05	675	71.1	16.4	17.2
6 GRACE E HARDEMAN EL (220902114)	BIRDVILLE ISD	PK-05	734	59.8	21.1	13.9
7 HARRISON/JEFFERSON/MADISON COMPLEX (029901101)	CALHOUN COUNTY ISD	EE-05	767	71.6	17.2	12.8
8 COLUMBUS EL (045902101)	COLUMBUS ISD	EE-05	760	67.4	18.7	11.8
9 COMFORT EL (130902101)	COMFORT ISD	EE-05	543	65.4	19.0	15.2
10 VICTOR H HEXTER EL (057905153)	DALLAS ISD	PK-05	547	62.3	19.9	13.5
11 YOUNG EL (249905104)	DECATUR ISD	EE-05	464	62.3	18.1	13.5
12 EL MAGNET AT BLACKSHEAR (068901127)	ECTOR COUNTY ISD	KG-05	695	68.3	21.7	13.7
13 PEASE EL (068901117)	ECTOR COUNTY ISD	KG-05	585	67.0	15.2	11.6
14 FREDDY GONZALEZ EL (108904112)	EDINBURG CISD	PK-05	497	67.8	17.7	12.4
15 JEFFERSON ELEM (108904105)	EDINBURG CISD	PK-05	427	63.9	21.3	16.8
16 EDNA EL (120901104)	EDNA ISD	PK-05	792	66.9	13.6	16.0
17 BARRON EL (071902165)	EL PASO ISD	PK-05	468	69.4	16.7	16.4
18 DR SHIRLEY J WILLIAMSON EL (101910115)	GALENA PARK ISD	EE-05	636	65.1	23.4	13.8
19 TRAVIS EL (101911114)	GOOSE CREEK CISD	EE-05	831	66.1	16.4	14.9
20 ERVIN C WHITT EL (057910126)	GRAND PRAIRIE ISD	EE-05	628	71.3	21.5	12.6
21 HARMONY SCHOOL OF EXCELLENCE - SAN (015828006)	HARMONY SCIENCE ACAD (SAN ANTONIO)	KG-05	554	62.5	14.6	16.2
22 DURHAM EL (101912115)	HOUSTON ISD	PK-05	605	65.0	27.3	16.1
23 RIDGE CREEK EL (101913127)	HUMBLE ISD	PK-05	666	65.3	23.4	19.8
24 JACKSBORO EL (119902101)	JACKSBORO ISD	PK-05	477	67.1	19.3	16.7
25 CRESTVIEW EL (015916106)	JUDSON ISD	PK-05	608	64.6	26.2	15.2
26 DANIELS EL (133903101)	KERRVILLE ISD	KG-05	626	70.6	16.8	10.6
27 STARKEY EL (133903102)	KERRVILLE ISD	KG-05	564	63.7	14.0	11.4
28 MEYER EL (079901112)	LAMAR CISD	EE-05	620	65.2	15.0	15.3
29 LIBERTY EL (146906103)	LIBERTY ISD	02-05	623	65.8	24.2	14.5
30 CLEAR FORK EL (028902101)	LOCKHART ISD	01-05	574	70.6	20.9	13.3
31 RAMIREZ CHARTER SCHOOL (152901177)	LUBBOCK ISD	EE-05	488	68.2	16.0	15.9
32 COLT EL (027904102)	MARBLE FALLS ISD	EE-05	566	67.1	19.1	19.9
33 GARZA EL (108906122)	MCALLEN ISD	PK-05	597	62.5	18.4	11.3
34 DRIGGERS EL (015915171)	NORTHSIDE ISD	EE-05	630	71.4	14.6	16.1
35 EDITH & ETHEL CARMAN EL (108909119)	PHARR-SAN JUAN-ALAMO ISD	PK-05	619	66.4	23.4	13.0
36 BOWIE EL (105902101)	SAN MARCOS CISD	KG-05	577	73.0	18.2	12.4
37 DR SUE A SHOOK SCHOOL (071909126)	SOCORRO ISD	KG-05	705	58.6	19.6	12.7
38 ANDERSON EL (101919109)	SPRING ISD	PK-05	593	64.8	19.6	15.1
39 SMITH EL (101919111)	SPRING ISD	EE-05	564	70.4	19.1	14.5
40 NORTH STAR EL (071905142)	YSLETA ISD	EE-05	488	65.8	20.9	15.7
Comparison Group Average			599	66.4	19.3	14.4

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. I look forward to getting to know you and working with you during this exciting time! 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, and I hope that you will stop by and pick one up! I wish you the best of luck this year, and remember that I'm here to help!

College Testing Information

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

Great news! The ACT College Entrance Exam will be given at Comanche High School in October and in February. This is a great opportunity for you to test at your own high school and not have to drive out of town. Be sure to sign up by the registration deadline to reserve your seat! You may register at www.actstudent.org. Please contact Mrs. Hermesmeyer if you have questions. Following are important codes that will help during the registration process.

CHS High School Code (Use for ACT and SAT): 441435
CHS Test Center Code (For ACT): 201010

TSI Assessment:

According to the Texas Success Initiative (TSI), students must pass a reading, writing, and math skills test (TSI Assessment) prior to enrolling in college-level coursework. If one or more sections of the test are not passed, the college has the flexibility of deciding the best placement for the student. 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.

Additional test prep for the ACT and SAT can be found at www.number2.com.

CHS Testing Dates

The testing dates at the following link are specific to Comanche High School and include dates for college testing (ACT, PSAT, PLAN, Advanced Placement) and also dates for STAAR EOC and Exit Level TAKS Retesting.

[CHS Testing Dates 2016-2017](#)

STAAR Testing Dates 2016-2017

(Available at the following link...)

[2016-2017 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 child and let her know that you are proud of her.
- 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

(The 2016-2017 application is valid for the Summer 2016, Fall 2016, and Spring 2017 semesters.)

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 usually opens on August 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.ed.gov

Both the student and parent will need to apply for a PIN (Personal Identification Number). The PIN serves as your electronic signature and allows you to make corrections on the FAFSA once you submit. The FAFSA cannot be submitted until after January 1 of the student's senior year since it requires wage and tax information up through December 31. Students should submit the FAFSA as soon as possible after January 1 so encourage your parents to get their taxes done as soon as possible in 2017! 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 this web page regularly.
4. Do not pay for a scholarship search service. 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](#)

It's never too early to start talking to your child about college!!

A favorite activity of my family:

During summer vacations or when we're traveling, as we pass through a college town, we take the time to drive by the university, point out interesting facts about the college, and talk to our children about what college is and how to get there. We also talk about various occupations and careers and what type of college degree would be needed. It doesn't cost a thing...except for a little bit of time. :) You will be amazed at the questions kids will ask...sometimes quite humorous!

If your child will be the first in the family to attend college, do not worry! There are many college programs that provide assistance to first-generation college students. There are also many types of financial aid (grants, loans, work-study programs, scholarships) available to assist students while attending college.

Following is a link to College For All Texans....a helpful website that provides tons of college information! The site has a College Locator and a College Match-Up (Describe what you're looking for in a college and get a list of matches!)

[CollegeForAllTexans](#)

Additional college information can be found at the following websites:

[Texas College and Career](#)

[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; not just in academics but in all areas. 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.

Quick Links

Health Careers

The H.O.T. Jobs link has information on all of the careers related to the health care industry with explanations on salaries, job outlook, length of training, and which colleges in Texas offer education in each field:

H.O.T Jobs (Health Occupations in Texas)

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

STUDENT DISCIPLINE

FO
(LOCAL)

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.

STUDENT DISCIPLINE

FO
(LOCAL)

'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)]

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

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 parent or guardian of the victim and a parent or guardian of the 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, 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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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 the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving 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, gender, national origin, 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, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that 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 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; 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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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 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 DF]

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, communications, or contact.

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.

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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; 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.

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 WELFARE
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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.

RETALIATION

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, 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 discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

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.

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, counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives 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 or gender-based harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

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Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

ADA /
SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

SUPERINTENDENT

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

ALTERNATIVE
REPORTING
PROCEDURES

A student 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

Reports of prohibited conduct 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.

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.

INVESTIGATION OF
THE REPORT

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 proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immedi-

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ately undertake an investigation, except as provided below at
CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven,
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 investi-
gation.

DISTRICT
INVESTIGATION

The investigation may be conducted by the District official or a de-
signee, 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.

The investigation may consist of personal interviews with the per-
son 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.

CRIMINAL
INVESTIGATION

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 investiga-
tion would impede the criminal or regulatory investigation. The Dis-
trict 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 gath-
ering its evidence, the District shall promptly resume its investiga-
tion.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law en-
forcement or regulatory agency for the District to delay its investi-
gation, the investigation should be completed within ten District
business days from the date of the report; however, the investiga-
tor shall take additional time if necessary to complete a thorough
investigation.

The investigator shall prepare a written report of the investigation.
The report shall include a determination of whether prohibited con-
duct or bullying occurred. The report shall be filed with the District
official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to
both parties in compliance with FERPA.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DISTRICT ACTION	
PROHIBITED CONDUCT	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.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, 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 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.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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 provided below:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion 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 loss of credit on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program shall be submitted in accordance with FOC and the Student Code of Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
8. 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.
9. 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.
10. 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.
11. Complaints concerning instructional materials shall be submitted in accordance with EFA.
12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

NOTICE TO STUDENTS
AND PARENTS

The District shall inform students and parents of this policy.

GUIDING PRINCIPLES
INFORMAL
PROCESS

The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the 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, fax, or 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. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked 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.

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 or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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	shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	“Days” shall mean District business days. In calculating time lines 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 bring 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 level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
COSTS INCURRED	Each party shall pay its own costs incurred in the course of the complaint.
COMPLAINT FORM	Complaints under this policy shall be submitted in writing on a form provided by the District. 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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

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; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

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.

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.

The appropriate administrator shall investigate as necessary and hold 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.

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 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 hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. 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.

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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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.

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 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.

Note: This policy addresses bullying of District students. 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 as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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, counselor, principal, or other District employee.
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.
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, 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	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. 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.
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.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

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.
DISCIPLINE	<p>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> <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>
CORRECTIVE ACTION	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 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 areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	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.
IMPROPER CONDUCT	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.
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.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Teacher Quality Plan Comanche ISD 2016-2017

Goal: Highly Qualified Staff	By the end of the 2016-2017 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., 2016 Feb., 2017 May, 2017
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., 2016
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All Teachers	Superintendent Principal	Local/state funds	Personnel files; teachers' credentials;	June, 2016 Aug., 2016
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, 2016 Aug., 2016 Jan., 2017

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., 2016 Jan., 2017 May, 2017
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., 2016 Jan., 2017 May, 2017
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., 2016 Jan., 2017 May, 2017
	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., 2016
	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 2016 January 2017
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., 2016 to July, 2017
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., 2016 Jan., 2017 May, 2017

Comanche High School
Dropout Prevention Plan
2016-2017

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.

2016 Campus Comparison Group
COMANCHE H S (047901001) - COMANCHE ISD
 Campus Type: High School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
COMANCHE H S (047901001)	COMANCHE ISD	09-12	338	56.2	4.1	12.8
1 ANAHUAC H S (036901001)	ANAHUAC ISD	09-12	362	51.1	1.7	14.5
2 ATLANTA H S (034901001)	ATLANTA ISD	09-12	540	54.8	1.1	12.7
3 AVERY H S (194902001)	AVERY ISD	09-12	119	54.6	0.8	11.1
4 BISHOP H S (178902001)	BISHOP CISD	09-12	402	54.2	2.7	8.8
5 BRACKETT H S (136901001)	BRACKETT ISD	09-12	169	58.0	3.6	9.6
6 BUFFALO H S (145901002)	BUFFALO ISD	09-12	289	53.6	3.8	12.1
7 COMMERCE H S (116903001)	COMMERCE ISD	09-12	463	58.7	2.8	13.1
8 DE LEON H S (047902001)	DE LEON ISD	09-12	169	52.1	3.0	14.4
9 DEKALB H S (019901001)	DEKALB ISD	09-12	230	60.4	2.6	13.5
10 DILLEY H S (082902001)	DILLEY ISD	09-12	267	54.3	4.5	14.4
11 EDNA H S (120901001)	EDNA ISD	09-12	418	56.0	5.7	13.8
12 FLORENCE H S (246902001)	FLORENCE ISD	09-12	307	57.3	9.1	11.1
13 FRUITVALE H S (234909001)	FRUITVALE ISD	09-12	127	54.3	0.8	14.2
14 GROESBECK H S (147902001)	GROESBECK ISD	09-12	468	58.1	1.3	13.1
15 HEMPHILL H S (202903001)	HEMPHILL ISD	09-12	268	51.9	0.7	13.3
16 HIGHLAND PARK H S (188903001)	HIGHLAND PARK ISD	09-12	245	53.5	2.9	14.0
17 INGRAM TOM MOORE H S (133904001)	INGRAM ISD	09-12	341	55.7	8.2	14.6
18 JARRELL H S (246907001)	JARRELL ISD	09-12	390	51.0	3.6	10.8
19 JOAQUIN H S (210902001)	JOAQUIN ISD	09-12	214	55.1	2.3	10.6
20 KARNES CITY H S (128901001)	KARNES CITY ISD	09-12	286	55.2	0.7	16.6
21 KEMP H S (129904001)	KEMP ISD	09-12	445	54.8	2.2	17.1
22 LULING H S (028903001)	LULING ISD	09-12	388	57.7	4.9	12.3
23 MANOR NEW TECHNOLOGY HIGH (227907004)	MANOR ISD	09-12	373	55.5	5.4	7.6
24 MINEOLA H S (250903001)	MINEOLA ISD	09-12	443	55.5	3.6	15.4
25 MOODY H S (161910001)	MOODY ISD	09-12	208	60.6	1.0	12.4
26 NEWTON H S (176902002)	NEWTON ISD	09-12	289	54.3	0.0	15.8
27 OLTON H S (140905002)	OLTON ISD	09-12	173	57.2	7.5	12.4
28 PALACIOS H S (158905001)	PALACIOS ISD	09-12	439	55.4	6.2	10.4
29 PEWITT H S (172905002)	PEWITT CISD	09-12	293	55.6	1.4	11.5
30 PLAINS H S (251902001)	PLAINS ISD	09-12	127	53.5	6.3	12.1
31 RICE H S (045903001)	RICE CISD	09-12	357	60.8	4.8	10.1
32 ELDORADO H S (207901001)	SCHLEICHER ISD	09-12	160	54.4	2.5	9.1
33 STRATFORD H S (211902001)	STRATFORD ISD	09-12	165	53.9	6.7	12.9
34 TIDEHAVEN H S (158902001)	TIDEHAVEN ISD	09-12	248	60.1	1.2	15.4
35 WASKOM H S (102903002)	WASKOM ISD	09-12	315	55.6	6.3	8.3
36 WELLINGTON H S (044902001)	WELLINGTON ISD	09-12	155	52.3	3.9	15.6
37 WESTWOOD H S (001908002)	WESTWOOD ISD	09-12	438	53.9	2.7	16.0
38 WHITNEY H S (109911001)	WHITNEY ISD	09-12	417	54.7	1.0	13.3
39 WOODVILLE H S (229903001)	WOODVILLE ISD	09-12	406	56.7	0.5	16.6
40 YOAKUM H S (062903001)	YOAKUM ISD	09-12	455	51.4	4.2	11.5
Comparison Group Average			309	55.4	3.4	12.8

2016 Campus Comparison Group
JEFFERIES J H (047901041) - COMANCHE ISD
 Campus Type: Middle School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
JEFFERIES J H (047901041)	COMANCHE ISD	06-08	271	62.7	8.1	12.4
1 ANAHUAC MIDDLE (036901041)	ANAHUAC ISD	06-08	277	57.8	3.2	11.7
2 ANSON MIDDLE (127901041)	ANSON ISD	06-08	145	66.2	2.1	13.3
3 BIG SANDY J H (230901041)	BIG SANDY ISD	06-08	166	60.8	3.0	18.0
4 LILLION E LUEHRS J H (178902041)	BISHOP CISD	06-08	342	67.0	2.3	11.3
5 BLOOMING GROVE JH (175902041)	BLOOMING GROVE ISD	06-08	207	62.3	10.1	13.5
6 BRADY MIDDLE (160901041)	BRADY ISD	06-08	270	63.0	4.8	10.7
7 COLORADO MIDDLE (168901041)	COLORADO ISD	06-08	198	58.6	2.0	13.6
8 COLUMBUS J H (045902041)	COLUMBUS ISD	06-08	324	58.6	5.2	10.5
9 COMMERCE MIDDLE (116903043)	COMMERCE ISD	06-08	361	65.1	7.2	9.8
10 OZONA MIDDLE (053001041)	CROCKETT COUNTY CONSOLIDATED CSD	06-08	177	58.8	14.1	10.4
11 EDNA J H (120901042)	EDNA ISD	06-08	327	64.8	5.8	16.6
12 FLORENCE MIDDLE (246902041)	FLORENCE ISD	06-08	231	64.1	13.9	13.5
13 FREER J H (066903042)	FREER ISD	06-08	185	68.6	4.3	10.7
14 GRAND SALINE MIDDLE (234904041)	GRAND SALINE ISD	06-08	227	63.4	7.5	12.2
15 GRAPE CREEK MIDDLE (226907041)	GRAPE CREEK ISD	06-08	235	63.8	3.0	18.0
16 INGRAM MIDDLE (133904042)	INGRAM ISD	06-08	209	68.9	8.1	15.8
17 ITASCA MIDDLE (109907041)	ITASCA ISD	06-08	127	63.0	9.4	9.6
18 JOAQUIN J H SCHOOL (210902041)	JOAQUIN ISD	06-08	153	60.8	5.9	13.1
19 KARNES CITY J H (128901041)	KARNES CITY ISD	06-08	241	64.3	2.5	12.3
20 LIBERTY MIDDLE (146906041)	LIBERTY ISD	06-08	407	60.7	8.8	15.0
21 LLANO J H (150901041)	LLANO ISD	06-08	404	60.9	4.0	12.8
22 LOUISE J H (241906041)	LOUISE ISD	06-08	116	64.7	10.3	11.1
23 LYTLE J H (007904041)	LYTLE ISD	06-08	371	68.2	10.0	12.9
24 ISBILL J H (161909041)	MCGREGOR ISD	06-08	291	69.4	6.2	11.9
25 MINEOLA MIDDLE (250903041)	MINEOLA ISD	06-08	344	57.3	6.4	12.3
26 ORE CITY MIDDLE (230903041)	ORE CITY ISD	06-08	201	66.2	1.0	10.9
27 PEWITT J H (172905041)	PEWITT CISD	06-08	198	57.6	4.0	10.4
28 POST MIDDLE (085902041)	POST ISD	06-08	179	57.5	3.9	15.1
29 QUITMAN J H (250904041)	QUITMAN ISD	06-08	267	58.1	3.0	15.7
30 RAINS J H (190903041)	RAINS ISD	06-08	391	60.6	4.1	14.2
31 RIVERCREST J H (194903102)	RIVERCREST ISD	06-08	159	62.3	1.3	15.6
32 SABINAL MIDDLE (232902041)	SABINAL ISD	06-08	124	68.5	7.3	13.1
33 SMITHVILLE J H (011904041)	SMITHVILLE ISD	06-08	376	65.2	4.8	12.2
34 SONORA J H (218901041)	SONORA ISD	06-08	207	55.1	8.7	10.7
35 TIDEHAVEN INT (158902041)	TIDEHAVEN ISD	06-08	191	66.0	6.3	14.6
36 TIMPSON MIDDLE (210905041)	TIMPSON ISD	06-08	147	60.5	2.0	14.0
37 VERNON MIDDLE (244903041)	VERNON ISD	06-08	463	63.3	9.1	13.3
38 WHITNEY MIDDLE (109911041)	WHITNEY ISD	06-08	336	58.3	1.8	14.3
39 WINONA MIDDLE (212910041)	WINONA ISD	06-08	228	67.1	3.5	16.3
40 WODEN J H (174906041)	WODEN ISD	06-08	172	60.5	6.4	12.9
Comparison Group Average			249	62.7	5.7	13.1

2016 Campus Comparison Group
COMANCHE EL (047901101) - COMANCHE ISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
COMANCHE EL (047901101)	COMANCHE ISD	EE-05	650	66.0	20.0	14.2
1 WALT DISNEY EL (020901107)	ALVIN ISD	03-05	545	67.0	24.8	12.4
2 CASEY EL (227901173)	AUSTIN ISD	EE-05	604	62.4	17.4	13.6
3 KOCUREK EL (227901172)	AUSTIN ISD	EE-05	490	64.7	16.9	15.7
4 TRAVIS HTS EL (227901140)	AUSTIN ISD	EE-05	521	66.8	25.0	10.5
5 CHISHOLM TRAIL EL (014903118)	BELTON ISD	KG-05	675	71.1	16.4	17.2
6 GRACE E HARDEMAN EL (220902114)	BIRDVILLE ISD	PK-05	734	59.8	21.1	13.9
7 HARRISON/JEFFERSON/MADISON COMPLEX (029901101)	CALHOUN COUNTY ISD	EE-05	767	71.6	17.2	12.8
8 COLUMBUS EL (045902101)	COLUMBUS ISD	EE-05	760	67.4	18.7	11.8
9 COMFORT EL (130902101)	COMFORT ISD	EE-05	543	65.4	19.0	15.2
10 VICTOR H HEXTER EL (057905153)	DALLAS ISD	PK-05	547	62.3	19.9	13.5
11 YOUNG EL (249905104)	DECATUR ISD	EE-05	464	62.3	18.1	13.5
12 EL MAGNET AT BLACKSHEAR (068901127)	ECTOR COUNTY ISD	KG-05	695	68.3	21.7	13.7
13 PEASE EL (068901117)	ECTOR COUNTY ISD	KG-05	585	67.0	15.2	11.6
14 FREDDY GONZALEZ EL (108904112)	EDINBURG CISD	PK-05	497	67.8	17.7	12.4
15 JEFFERSON ELEM (108904105)	EDINBURG CISD	PK-05	427	63.9	21.3	16.8
16 EDNA EL (120901104)	EDNA ISD	PK-05	792	66.9	13.6	16.0
17 BARRON EL (071902165)	EL PASO ISD	PK-05	468	69.4	16.7	16.4
18 DR SHIRLEY J WILLIAMSON EL (101910115)	GALENA PARK ISD	EE-05	636	65.1	23.4	13.8
19 TRAVIS EL (101911114)	GOOSE CREEK CISD	EE-05	831	66.1	16.4	14.9
20 ERVIN C WHITT EL (057910126)	GRAND PRAIRIE ISD	EE-05	628	71.3	21.5	12.6
21 HARMONY SCHOOL OF EXCELLENCE - SAN (015828006)	HARMONY SCIENCE ACAD (SAN ANTONIO)	KG-05	554	62.5	14.6	16.2
22 DURHAM EL (101912115)	HOUSTON ISD	PK-05	605	65.0	27.3	16.1
23 RIDGE CREEK EL (101913127)	HUMBLE ISD	PK-05	666	65.3	23.4	19.8
24 JACKSBORO EL (119902101)	JACKSBORO ISD	PK-05	477	67.1	19.3	16.7
25 CRESTVIEW EL (015916106)	JUDSON ISD	PK-05	608	64.6	26.2	15.2
26 DANIELS EL (133903101)	KERRVILLE ISD	KG-05	626	70.6	16.8	10.6
27 STARKEY EL (133903102)	KERRVILLE ISD	KG-05	564	63.7	14.0	11.4
28 MEYER EL (079901112)	LAMAR CISD	EE-05	620	65.2	15.0	15.3
29 LIBERTY EL (146906103)	LIBERTY ISD	02-05	623	65.8	24.2	14.5
30 CLEAR FORK EL (028902101)	LOCKHART ISD	01-05	574	70.6	20.9	13.3
31 RAMIREZ CHARTER SCHOOL (152901177)	LUBBOCK ISD	EE-05	488	68.2	16.0	15.9
32 COLT EL (027904102)	MARBLE FALLS ISD	EE-05	566	67.1	19.1	19.9
33 GARZA EL (108906122)	MCALLEN ISD	PK-05	597	62.5	18.4	11.3
34 DRIGGERS EL (015915171)	NORTHSIDE ISD	EE-05	630	71.4	14.6	16.1
35 EDITH & ETHEL CARMAN EL (108909119)	PHARR-SAN JUAN-ALAMO ISD	PK-05	619	66.4	23.4	13.0
36 BOWIE EL (105902101)	SAN MARCOS CISD	KG-05	577	73.0	18.2	12.4
37 DR SUE A SHOOK SCHOOL (071909126)	SOCORRO ISD	KG-05	705	58.6	19.6	12.7
38 ANDERSON EL (101919109)	SPRING ISD	PK-05	593	64.8	19.6	15.1
39 SMITH EL (101919111)	SPRING ISD	EE-05	564	70.4	19.1	14.5
40 NORTH STAR EL (071905142)	YSLETA ISD	EE-05	488	65.8	20.9	15.7
Comparison Group Average			599	66.4	19.3	14.4

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. I look forward to getting to know you and working with you during this exciting time! 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, and I hope that you will stop by and pick one up! I wish you the best of luck this year, and remember that I'm here to help!

College Testing Information

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

Great news! The ACT College Entrance Exam will be given at Comanche High School in October and in February. This is a great opportunity for you to test at your own high school and not have to drive out of town. Be sure to sign up by the registration deadline to reserve your seat! You may register at www.actstudent.org. Please contact Mrs. Hermesmeyer if you have questions. Following are important codes that will help during the registration process.

CHS High School Code (Use for ACT and SAT): 441435
CHS Test Center Code (For ACT): 201010

TSI Assessment:

According to the Texas Success Initiative (TSI), students must pass a reading, writing, and math skills test (TSI Assessment) prior to enrolling in college-level coursework. If one or more sections of the test are not passed, the college has the flexibility of deciding the best placement for the student. 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.

Additional test prep for the ACT and SAT can be found at www.number2.com.

CHS Testing Dates

The testing dates at the following link are specific to Comanche High School and include dates for college testing (ACT, PSAT, PLAN, Advanced Placement) and also dates for STAAR EOC and Exit Level TAKS Retesting.

[CHS Testing Dates 2016-2017](#)

STAAR Testing Dates 2016-2017

(Available at the following link...)

[2016-2017 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 child and let her know that you are proud of her.
- 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

(The 2016-2017 application is valid for the Summer 2016, Fall 2016, and Spring 2017 semesters.)

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 usually opens on August 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.ed.gov

Both the student and parent will need to apply for a PIN (Personal Identification Number). The PIN serves as your electronic signature and allows you to make corrections on the FAFSA once you submit. The FAFSA cannot be submitted until after January 1 of the student's senior year since it requires wage and tax information up through December 31. Students should submit the FAFSA as soon as possible after January 1 so encourage your parents to get their taxes done as soon as possible in 2017! 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 this web page regularly.
4. Do not pay for a scholarship search service. 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](#)

It's never too early to start talking to your child about college!!

A favorite activity of my family:

During summer vacations or when we're traveling, as we pass through a college town, we take the time to drive by the university, point out interesting facts about the college, and talk to our children about what college is and how to get there. We also talk about various occupations and careers and what type of college degree would be needed. It doesn't cost a thing...except for a little bit of time. :) You will be amazed at the questions kids will ask...sometimes quite humorous!

If your child will be the first in the family to attend college, do not worry! There are many college programs that provide assistance to first-generation college students. There are also many types of financial aid (grants, loans, work-study programs, scholarships) available to assist students while attending college.

Following is a link to College For All Texans....a helpful website that provides tons of college information! The site has a College Locator and a College Match-Up (Describe what you're looking for in a college and get a list of matches!)

[CollegeForAllTexans](#)

Additional college information can be found at the following websites:

[Texas College and Career](#)

[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; not just in academics but in all areas. 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.

Quick Links

Health Careers

The H.O.T. Jobs link has information on all of the careers related to the health care industry with explanations on salaries, job outlook, length of training, and which colleges in Texas offer education in each field:

H.O.T Jobs (Health Occupations in Texas)

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

STUDENT DISCIPLINE

FO
(LOCAL)

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.

STUDENT DISCIPLINE

FO
(LOCAL)

'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)]

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

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 parent or guardian of the victim and a parent or guardian of the 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, 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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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 the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving 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, gender, national origin, 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, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that 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 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; 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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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 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 DF]

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, communications, or contact.

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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; 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.

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 WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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.

RETALIATION

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, 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 discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

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.

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, counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives 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 or gender-based harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

ADA /
SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

SUPERINTENDENT

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

ALTERNATIVE
REPORTING
PROCEDURES

A student 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

Reports of prohibited conduct 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.

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.

INVESTIGATION OF
THE REPORT

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 proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immedi-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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ately undertake an investigation, except as provided below at
CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven,
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 investi-
gation.

DISTRICT
INVESTIGATION

The investigation may be conducted by the District official or a de-
signee, 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.

The investigation may consist of personal interviews with the per-
son 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.

CRIMINAL
INVESTIGATION

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 investiga-
tion would impede the criminal or regulatory investigation. The Dis-
trict 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 gath-
ering its evidence, the District shall promptly resume its investiga-
tion.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law en-
forcement or regulatory agency for the District to delay its investi-
gation, the investigation should be completed within ten District
business days from the date of the report; however, the investiga-
tor shall take additional time if necessary to complete a thorough
investigation.

The investigator shall prepare a written report of the investigation.
The report shall include a determination of whether prohibited con-
duct or bullying occurred. The report shall be filed with the District
official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to
both parties in compliance with FERPA.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DISTRICT ACTION PROHIBITED CONDUCT	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.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, 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 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.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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 provided below:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion 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 loss of credit on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program shall be submitted in accordance with FOC and the Student Code of Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
8. 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.
9. 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.
10. 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.
11. Complaints concerning instructional materials shall be submitted in accordance with EFA.
12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

NOTICE TO STUDENTS
AND PARENTS

The District shall inform students and parents of this policy.

GUIDING PRINCIPLES
INFORMAL
PROCESS

The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the 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, fax, or 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. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked 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.

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 or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

	shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	“Days” shall mean District business days. In calculating time lines 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 bring 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 level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
COSTS INCURRED	Each party shall pay its own costs incurred in the course of the complaint.
COMPLAINT FORM	Complaints under this policy shall be submitted in writing on a form provided by the District. 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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

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; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

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.

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.

The appropriate administrator shall investigate as necessary and hold 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.

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 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 hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. 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.

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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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.

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 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.

Note: This policy addresses bullying of District students. 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 as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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, counselor, principal, or other District employee.
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.
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, 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	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. 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.
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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.
DISCIPLINE	<p>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> <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>
CORRECTIVE ACTION	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 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 areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	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.
IMPROPER CONDUCT	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.
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.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Teacher Quality Plan Comanche ISD 2016-2017

Goal: Highly Qualified Staff	By the end of the 2016-2017 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., 2016 Feb., 2017 May, 2017
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., 2016
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All Teachers	Superintendent Principal	Local/state funds	Personnel files; teachers' credentials;	June, 2016 Aug., 2016
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, 2016 Aug., 2016 Jan., 2017

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., 2016 Jan., 2017 May, 2017
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., 2016 Jan., 2017 May, 2017
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., 2016 Jan., 2017 May, 2017
	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., 2016
	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 2016 January 2017
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., 2016 to July, 2017
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., 2016 Jan., 2017 May, 2017