

# **Midlothian Independent School District**

## **District Improvement Plan**

### **2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 15, 2021

# Mission Statement

*The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.*

## Vision

Midlothian ISD ... inspiring excellence today to change the world tomorrow.

## Core Beliefs

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe that effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

## **MISD Cultural Tenets**

We Are Family ~ Unlimited Potential ~ Excellence Through Purpose ~ Honor Relationships ~  
Celebrate the Power of Diversity ~ Midlothian Strong

## **MISD Visionary Leader Profile**

Serves First ~ Fosters Innovation ~ Communicates Effectively ~ Exhibits Integrity ~ Empowers Others

## **MISD Learner Profile**

Servant Leader ~ Digital Citizen ~ Cultural Leader ~ Innovative Designer ~ Knowledge Constructor ~ Critical Thinker ~ Creative  
Communicator ~ Global Collaborator ~ Peer Supporter ~  
Empowered Learner ~ Reflective Self-Evaluator ~ Purposeful Explorer

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnic Distribution:

African American 861 8.75%

Hispanic 2,282 23.2%

White 6,035 61.34%

American Indian 35 0.4%

Asian 90 0.91%

Pacific Islander 2 0.02%

Two or More Races 533 5.42%

Economically Disadvantaged 2,488 25.29%

Non-Educationally Disadvantaged 7,350 74.71%

English Language Learners (ELL) 373 3.8%

At-Risk 3,159 32.1%

Total Students with Disabilities 1,282 13.03%

Data Source: T2020 - 2021 Fall PEIMS file loaded 01/07/2021

### Demographics Strengths

Low SocioEconmic percentage as compared to the State (25.29% vs. 60.6%).

Low number of At-risk students compared to the State (32.11% vs. 50.1%).

# Student Learning

## Student Learning Summary

### 2021 STAAR: Not Rated - Declared State of Disaster

### 2018, 2019, 2021 STAAR Percent at Approaches Grade Level All Grades

	3rd Grade							4th Grade								
	Reading			Math				Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021
State	78	76	68	78	75	61	State	73	75	63	78	75	51	63	67	53
Region 10	77	78	69	79	75	63	Region 10	73	75	64	79	77	61	64	68	56
MISD	84	83	77	83	80	77	MISD	79	80	75	82	78	81	70	72	67

	5th Grade										6rd Grade					
	Reading			Math			Science				Reading			Math		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021
State	84	86	72	77	81	69	76	75	61	State	69	68	61	77	81	66
Region 10	85	87	73	79	83	72	76	75	63	Region 10	71	70	63	79	83	69
MISD	92	92	84	91	92	85	85	82	78	MISD	77	78	73	91	92	83

	7th Grade										8th Grade											
	Reading			Math			Writing				Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	74	76	68	72	75	54	69	70	62	State	86	86	72	86	88	60	76	81	67	66	69	56
Region 10	76	77	70	75	77	57	71	72	63	Region 10	86	87	74	87	90	61	78	83	69	68	72	59
MISD	87	81	80	89	87	59	81	77	73	MISD	94	94	83	93	95	82	89	92	86	82	80	69

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	65	68	66	67	68	70	83	68	72	87	88	81	92	93	88
Region 10	66	69	66	69	70	71	84	70	73	88	89	81	92	93	87
MISD	72	71	75	74	76	83	86	76	83	93	91	90	93	94	93

## 2018, 2019, 2021 STAAR Percent at Meets Grade Level All Grades

	<b>3rd Grade</b>					
	Reading			Math		
	2018	2019	2021	2018	2019	2021
State	42	44	38	46	48	30
Region 10	44	47	41	49	51	32
MISD	45	47	50	53	55	48

	<b>4th Grade</b>								
	Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	45	43	36	47	46	35	38	33	26
Region 10	47	46	39	50	50	38	40	36	30
MISD	49	47	48	53	56	59	44	35	36

	<b>5th Grade</b>								
	Reading			Math			Science		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	51	51	45	57	56	43	40	48	30
Region 10	54	55	48	59	59	46	41	49	32
MISD	63	58	58	59	64	58	47	54	44

	<b>6rd Grade</b>					
	Reading			Math		
	2018	2019	2021	2018	2019	2021
State	36	35	31	43	45	34
Region 10	39	39	34	47	50	38
MISD	38	41	39	62	65	50

	7th Grade								
	Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	45	47	44	38	41	25	41	40	32
Region 10	48	50	46	42	44	31	44	43	35
MISD	55	53	53	60	59	20	50	45	35

	8th Grade											
	Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	46	53	45	49	55	35	50	49	42	34	35	27
Region 10	49	56	47	51	58	35	53	53	44	38	39	30
MISD	56	63	57	60	70	60	69	70	62	56	49	38

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	44	49	50	50	51	57	56	62	41	60	63	54	72	74	71
Region 10	46	53	52	53	54	58	84	87	73	63	66	56	75	76	76
MISD	55	55	60	62	61	70	88	83	83	70	70	63	69	69	78

### 2018, 2019 STAAR Percent at Masters Grade Level All Grades

	3rd Grade							4th Grade								
	Reading			Math				Reading			Math			Writing		
	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021
State	24	28	19	23	24	14	State	24	22	18	26	28	21	10	10	8
Region 10	27	30	21	26	27	16	Region 10	26	25	20	30	32	24	13	12	10
MISD	26	27	25	29	29	26	MISD	26	22	25	30	39	43	12	9	11

	5th Grade										6rd Grade					
	Reading			Math			Science				Reading			Math		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021
State	25	29	30	30	36	24	16	23	12	State	18	17	14	17	20	14
Region 10	29	33	32	33	40	28	18	25	14	Region 10	20	20	16	21	24	17



	5th Grade										6rd Grade					
MISD	32	33	41	29	44	37	20	26	19	MISD	18	19	18	29	34	21

	7th Grade										8th Grade											
	Reading			Math			Writing				Reading			Math			Science			Social Studies		
	2018	2019	2021	2018	2019	2021	2018	2019	2021		2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	27	28	25	17	16	11	14	17	9	State	25	27	21	15	16	10	27	24	23	20	20	13
Region 10	30	31	27	22	20	16	16	20	12	Region 10	28	30	23	16	18	10	30	28	25	24	24	15
MISD	34	30	32	32	26	5	17	16	8	MISD	30	32	26	13	22	18	45	44	38	38	31	20

	EOC														
	English I			English II			Algebra I			Biology			US History		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
State	7	12	12	8	8	11	34	39	23	24	26	22	42	47	43
Region 10	9	15	14	10	10	13	37	44	26	27	29	24	46	49	45
MISD	8	13	13	11	10	17	33	35	35	34	30	25	36	40	55

2018-19 Dropout rate: 0.8%

4 Year Longitudinal Graduation Rate: 94.4% (2018-19)

5 Year Extended Longitudinal Graduation Rate: 96.5% (2017) 95.1% (2018)

6 Year Extended Longitudianl Graduation Rate: 94.2% (2016)

### Student Learning Strengths

- Exceeded State averages on 21 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Exceeded Regional averages on 20 of 22 possible grade level and subject area tests in STAAR & EOC at the “Meets Level”
- Met or exceeded State averages on 17 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”
- Met or exceeded Regional averages on 12 of 22 possible grade level and subject area tests in STAAR & EOC at the “Masters Level”
- 92 - CCMR Score in 2019 with 75 Certifications Earned
- Dropout Rate decreased from 1.1% (2017-18) to 0.8% (2018-19) Source: 2019-20 TAPR Report

- Increase in graduation rate of 2.1% over last two years available data.
- 2020 - 11,260 enrollments in High School AP, High School Dual Credit, and Algebra 1 at 8th grade; 1,740 AP College Hours Earned; 5,526 DC College Hours Earned
- 2020 - 120 AP Scholars with 634 AP Students Taking AP Exams
- Destination Imagination
  - 57 teams advanced to Regional Competition
  - 16 teams advanced to State Competition
  - 6 teams advanced to Global Competition
- Exceeded state and regional levels on SAT (1121) and ACT (22.1)
- AP Data
- 

	2017	2018	2019	2020
Total AP Students Testing	478	608	682	634
# of AP Exams Taken	906	1049	1237	1083
# of AP Scholars	58	96	92	120
% Scoring 3, 4, or 5	47%	41%	45%	54%
District HS Enrollment (May 30)	2,553 students	2,626 students	2,742 students	3016

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Lack of academic growth in reading and writing across all grade levels. **Root Cause:** Consistent implementation of structured professional learning and viable aligned curriculum & tier 1, 2, and 3 instruction.

**Problem Statement 2:** Underperforming at Approaches, Meets and Masters Level for Algebra I EOC. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

**Problem Statement 3:** Seventh grade writing master's level is below the state and Region 10 threshold. **Root Cause:** Tier 1 instruction Extension

**Problem Statement 4:** Seventh grade math master's level is below the state threshold. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

# District Processes & Programs

## District Processes & Programs Summary

Instructional/Curricular - TEKS Resource System, iPlan Days, iSupport Teams, 1:1 technology, Instructional Lead Learners, iCoaches for Teachers

Personnel - Humanex, teacher mentors, new teacher orientation, curriculum and technology support, recruitment through job fairs

Principals, Asst. Principals, and Aspiring Leaders professional learning

From iPlan Feedback and iSupport Sessions:

- Classlink single sign on
- Canvas at elementary - adjusted to 4th -12th and PK-3 Seesaw

## District Processes & Programs Strengths

Guaranteed, viable curriculum with integration of 1:1 technology and effective teacher support with district specialists

Instructional Lead Learners for teacher leaders on campuses

Apple partnership to build 1:1 implementation

Flexible learning spaces allowing the space to fit the learning, not the learning to fit the space.

Coach training for iCoaches through E2L eGROWE

Piloting of Performance Assessment

New 9-12 ELAR primary resource

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Consistent implementation of instructional practices and effective use of 1:1 technology across the district. **Root Cause:** Consistency of structured professional learning plan to implement new curriculum and purposefully integrate technology.

**Problem Statement 2:** Consistency of viable aligned curriculum delivery among teachers at all campuses. **Root Cause:** The implementation and follow-through of structured professional learning implementation at all campuses.

# Perceptions

## Perceptions Summary

Our Cultural Tenets encapsulate the culture of Midlothian Independent School District.

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe that effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

We strive to have a positive climate and to provide programs that address the needs of all students. We are MISD Proud; proud of our students, teachers, and parents. We strive for excellence.

Youth Truth Survey was not administered in spring of 2020 due to COVID-19.

## Perceptions Strengths

Data was not collected due to Youth Truth survey not administered in 2019-2020 due to COVID-19.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** No student survey data exist for 2019-2020. **Root Cause:** No survey was administered due to COVID-19.

# 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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: November 15, 2021

**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 1:** Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards with an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction by June 2022.

**Evaluation Data Sources:** TTESS M\*Powered Domain 1 and 2 data

STAAR annual assessment results

Higher Education Coordinating Board College Data on Students Enrolled in Texas Public or Independent Higher Education after Graduation

TAPR Post-Secondary Outcome CCMR Graduates data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design districtwide days for professional learning and collaboration to analyze district/campus data that will benefit teachers in designing lessons that are challenging and aligned with content and academic standards. <b>Strategy's Expected Result/Impact:</b> Campus leaders will see effective lesson plans based upon data. <b>Staff Responsible for Monitoring:</b> Department of Learning for iPlan Days content, Campus leaders for effective lesson plans based upon data.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability <b>Funding Sources:</b> - Local Budget	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will be coached by iCoaches to improve their practice through job embedded support, model teaching, and planning support on all campuses. <b>Strategy's Expected Result/Impact:</b> Teachers will perform higher on TTESS. <b>Staff Responsible for Monitoring:</b> iCoaches Campus Administrators Department of Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Focused curriculum-principal meetings will occur monthly with a focus on fundamental practices for classroom teachers with a walkthrough form and expectations to impact Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Fundamental practices for classroom teachers will be consistent across the district. Principals will collaborate on best practices. District and campus instructional leaders will be aligned in teaching expectations. <b>Staff Responsible for Monitoring:</b> Department of Learning Department of Leadership Development  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide training to staff providing instruction in core content areas on utilization of TEKS Resource System resources for the purpose of planning and understanding student learning needs. <b>Strategy's Expected Result/Impact:</b> Increase targeted instructional practices in lesson planning and classroom instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators Leadership Development Team Department of Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide students and parents information to make informed curriculum choices to be prepared to select desired course offerings and for success beyond high school. <b>Strategy's Expected Result/Impact:</b> Increase in students continuing in coherent sequence of courses. Increase in number of students involved in internships and practicum experiences. Increase in students continuing to college, career and military opportunities beyond high school. Positive student perception of course advisement from counselors and program staff. <b>Staff Responsible for Monitoring:</b> Director of CTE/The MILE Counselors Program Staff  <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 2:** Using aligned curriculum provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math by May 2022.

### HB3 Goal

**Evaluation Data Sources:** Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP, dyslexia treatment program progress checks, individual student STAAR annual performance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide support for all staff through student-focused instructional coaching with job-embedded professional learning. <b>Strategy's Expected Result/Impact:</b> Increase student engagement and achievement in classrooms of teachers going through the coaching cycle process. <b>Staff Responsible for Monitoring:</b> Department of Learning District Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability <b>Funding Sources:</b> - ESSA-Title II-TPRT	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support through district and campus PLCs on a regular basis. <b>Strategy's Expected Result/Impact:</b> Increase in effective learning strategies in classrooms aligned with student achievement data. Increase in campus consistency of lesson plans of classroom teachers. Improvement within TTESS for Planning and Instruction domains. Increase number of teacher-led PLCs and collaboration. <b>Staff Responsible for Monitoring:</b> Campus administration Department of Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide differentiation of professional learning by offering a variety of learning opportunities based upon teacher feedback, student data, district/campus needs, and classroom observations. <b>Strategy's Expected Result/Impact:</b> Increase in teacher performance on TTESS domains. Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide a dyslexia treatment program for identified students to address learning needs and develop long-term strategies for success upon completion of program. <b>Strategy's Expected Result/Impact:</b> Increase in student growth and achievement in comprehensive reading skills <b>Staff Responsible for Monitoring:</b> Dyslexia therapists Executive Director of Specialized Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 3:** Provide interim /district assessments which will increase performance at Meets on STAAR assessments by at least 7 percentage points in all content areas on spring STAAR 2021.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
Cambrium

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> From analyzing data of all district assessments with principals and during iPlan Days, students' progress will be monitored and will show evidence of learning. <b>Strategy's Expected Result/Impact:</b> Teachers and Principals will understand the data and how to use it to inform instruction. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional development will be provided based on data analysis of interim assessments, district assessments, and universal screeners within each content area. <b>Strategy's Expected Result/Impact:</b> Provide professional development that meets the needs of the data. <b>Staff Responsible for Monitoring:</b> Department of Learning  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers and students will become competent in online testing through the use of district interim assessments. <b>Strategy's Expected Result/Impact:</b> Students will score in the "middle half of the scale score range" or better. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			




**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 4:** Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BrightByte Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Measure, analyze data, and provide support for teachers in allowing students to utilize technology effectively and is aligned with the curriculum. <b>Strategy's Expected Result/Impact:</b> An increase of engagement from the new programs on Chromebooks. An increase in student-focused coaching through the coach training. <b>Staff Responsible for Monitoring:</b> iTech and iCoaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide district learning management systems to communicate with parents and allow for collaboration among staff and students. <b>Strategy's Expected Result/Impact:</b> Increase in student engagement and interaction Allow students to continue to progress when absent through these LMSs Parents stay abreast of student expectations and work through these LMSs <b>Staff Responsible for Monitoring:</b> Department of Learning Technology Department	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide a variety of tools teachers need to design lessons through PLCs and iPlan Day collaboration that increase rigor and relevance for all students. <b>Strategy's Expected Result/Impact:</b> Increase levels in Meets and Masters on STAAR. Increase growth through monitoring of universal screeners and STAAR. <b>Staff Responsible for Monitoring:</b> Department of Learning  <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Ensure a standard of education for digital citizenship on each campus. <b>Strategy's Expected Result/Impact:</b> Increase awareness of digital citizenship Responsible use of digital tools	Formative		
	Dec	Mar	June

Staff Responsible for Monitoring: Campus Administration				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	





**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 5:** Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students on assessments with a decrease of students requiring tiered or Accelerated Instruction services by 10%. by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** Frontline Tier data  
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide and support intervention strategies for campus administrators, accelerated instruction specialists and classroom teachers from Lead4ward conference and resources. <b>Strategy's Expected Result/Impact:</b> Decline of students in need of intervention/tutoring services. Increase number of students in Meets and Masters on STAAR. Increase in student growth in all assessments. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administration AI Specialists  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monitor individual student progress and all subpopulations after each assessment and adjust instruction as needed based on the data. <b>Strategy's Expected Result/Impact:</b> Decline of students in need of interventions/tutoring. Increase students' ability to track and own personal learning. <b>Staff Responsible for Monitoring:</b> RTI/interventionists AI Specialists Teachers Department of Learning Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide summer school opportunities and supplies for struggling and at risk students. <b>Strategy's Expected Result/Impact:</b> Students gain credit and are prepared for the next grade level. <b>Staff Responsible for Monitoring:</b> Summer School Administrators Summer School Teachers Department of Learning Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability <b>Funding Sources:</b> - State Compensatory Education - \$20,200	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide support and implementation of Accelerated Instruction for designated students providing 30 hours of targeted intervention for each content area that the student did not reach satisfactory standard on spring STAAR 2021.. <b>Strategy's Expected Result/Impact:</b> Decline in students requiring accelerated instruction. Decline in students requiring tiered interventions. Increase in STAAR 2022 academic growth and achievement <b>Staff Responsible for Monitoring:</b> Campus Administration Accelerated Instructional specialists  <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.





**Performance Objective 6:** Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points by end of 2021-22 school year.

**HB3 Goal**

**Evaluation Data Sources:** Increase of students in advanced academic courses  
Increase in CCMR accountability  
TAPR CCMR Annual Graduates data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice. <b>Strategy's Expected Result/Impact:</b> Increase participation in opportunities. <b>Staff Responsible for Monitoring:</b> Department of Learning  <b>Title I Schoolwide Elements:</b> 3.2 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to research and offer courses that meet all students' passions and interests. <b>Strategy's Expected Result/Impact:</b> Increase course list to meet students' passions and interests. <b>Staff Responsible for Monitoring:</b> Department of Learning Campus counseling staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CCMR: Inform and educate all secondary staff of college, career and military readiness and opportunities and financial aid opportunities for post-secondary planning. <b>Strategy's Expected Result/Impact:</b> Increase in CCMR accountability. <b>Staff Responsible for Monitoring:</b> Department of Learning Director of CTE/The MILE Campus counseling staff  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> National Merit: Provide opportunities for students to participate in bootcamps/study sessions to increase likelihood of reaching levels of recognition under scholars program.. <b>Strategy's Expected Result/Impact:</b> Increase the number of students earning recognition status in all national programs <b>Staff Responsible for Monitoring:</b> Department of Learning Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide training to campus administrators and counselors of the Gifted and Talented State plan to review alignment, set goals and evaluate the program. <b>Strategy's Expected Result/Impact:</b> 100% of GT students clustered.  State GT guidelines are met  Accelerated instruction in the 4 core content areas increased, including flexible pacing and differentiation of learning. <b>Staff Responsible for Monitoring:</b> Department of Learning GT Specialists Campus Counselors  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Princeton Review and MISD Staff: SAT/ACT/PSAT Boot Camp and Materials for Prep Courses <b>Strategy's Expected Result/Impact:</b> Increase in College Entrance Exam scores.  Increase in participation for college readiness prep courses  Provide SAT school day for Juniors/Seniors  Provide PSAT for 8th, 9th and 11th grade during the school day  Reach above state and national average on SAT and ACT <b>Staff Responsible for Monitoring:</b> Department of Learning  <b>Funding Sources:</b> - State Compensatory Education - \$4,000	Formative		
	Dec	Mar	June





Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Conduct campus visits to each middle school to showcase AVID to 6th grade class. <b>Strategy's Expected Result/Impact:</b> increase enrollment of 7th grade AVID students <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs AVID campus leaders  <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide career education to students in grades PK - 12 to develop knowledge, skills and competencies necessary for a broad range of career opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in CTE course enrollment Increase in students awareness of career options <b>Staff Responsible for Monitoring:</b> Director of CTE  <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 7:** Increase special education students' gain score by 5 percentage points on STAAR for each content area subject assessments by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2022 data by content area , MAP 2022 data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide special education PLCs using Lead4ward to analyze and monitor progress data and adjust instruction as needed. <b>Strategy's Expected Result/Impact:</b> Student progress in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning  <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support and training specific to special education staff on targeted instructional practices ( Lead4ward, 3-2-1 Insight) <b>Strategy's Expected Result/Impact:</b> Student progress in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning  <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability <b>Funding Sources:</b> Lead4Ward Training - ESSER-III - \$1,500	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize MAP Growth data as appropriate for special education students <b>Strategy's Expected Result/Impact:</b> Student progress in state assessments in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director for Specialized Learning Director for Specialized Learning  <b>Title I Schoolwide Elements:</b> 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

**Performance Objective 8:** Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

**HB3 Goal**





**Evaluation Data Sources:** STAAR 2022 LEP data by content, MAP Growth 2021-22 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted professional development for campuses to address the needs of emergent bilingual students to address learning needs in core and intervention. <b>Strategy's Expected Result/Impact:</b> Better understanding of the needs of emergent bilingual students <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Bilingual/ESL  <b>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</b>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> General education and Emergent Bilingual Teachers will use assessment data to plan targeted intervention for our emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Academic performance growth for Emergent Bilingual students <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</b>	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 1:** Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.





**Evaluation Data Sources:** Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop systems to recruit high level quality staff. <b>Strategy's Expected Result/Impact:</b> Marketing Plan  Competitive Benefits & Compensation Package  Market value of employee salaries as measured by TASB. <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services  Campus Principals  District Department Leaders	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all staff are trained and implementing high level recruitment plan. <b>Strategy's Expected Result/Impact:</b> Research-Based Screener External Recruiting Stipends for Hard-to-fill positions AP Pool Counselor Pool <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services  Campus Principals	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 2:** Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

**Evaluation Data Sources:** District Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop systems and support opportunities to retain high quality staff. <b>Strategy's Expected Result/Impact:</b> Competitive Benefits & Compensation Package / Professional Growth Opportunities <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services and HR Department  Assistant Supt. of Finance & Operations	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure all staff are utilizing all systems and opportunities to retain quality staff. <b>Strategy's Expected Result/Impact:</b> Positive improvements evidenced in the following programs/data portals/tools:  Onboarding Consistency MPowered Hours Mentors FYT Survey Executive Coaching iCoaching AP Academy Lunch & Learn MALA Stipends ILLs Team Leaders Interns PLCs iCoaching Ambassadors <b>Staff Responsible for Monitoring:</b> Assistant Supt. of Human Resources and Student Services and HR Department  Department Leads	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

**Performance Objective 3:** Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

**Evaluation Data Sources:** AP Academy Survey  
MALA Survey  
Any additional Leadership type academies or programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and facilitate systems and opportunities to build leadership capacity in staff. <b>Strategy's Expected Result/Impact:</b> Positive improvements/feedback evidenced in the following programs/data portals/tools:  Exec Coaching Principal Meetings AP Academy PLCs DBU Master's Cohort MALA ILLs Innovate Principal Conference Book Studies <b>Staff Responsible for Monitoring:</b> Human Resources Department of Learning	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and facilitate systems and opportunities to provide leadership training to teachers. <b>Strategy's Expected Result/Impact:</b> Positive improvements evidenced in the following programs/data portals/tools:	Formative		
	Dec	Mar	June



Stipends MALA ILLs Team Leaders Interns PLCs iCoaching Ambassadors Admin Intern DBU Master's Cohort <b>Staff Responsible for Monitoring:</b> Human Resources Department of Learning			
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>			





**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 1:** Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the personal skills survey by end of 2021-22 school year.

**Evaluation Data Sources:** Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Relationships: Provide social and emotional learning and character education tools, strategies and programs for campus implementation. <b>Strategy's Expected Result/Impact:</b> Students will have an understanding of the 5 competencies: grit, growth-mindset, self-efficacy, social awareness, and self-management and how it impacts their own academic achievement.  Character Trait Development will impact the culture of the campus positively. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance  <b>Funding Sources:</b> - ESSA-Title IV - \$6,050	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a continued focus on building a culture that aligns with the district vision. <b>Strategy's Expected Result/Impact:</b> Increase in teacher-student relationships and sense of belonging from personal skills survey results. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide and support tools, programs, professional development and strategies for campus implementation. <b>Strategy's Expected Result/Impact:</b> Provide professional development in social/emotional learning including tools and strategies for implementation in the classroom.  Provide ongoing classroom support for social/emotional learning and character education development provided by ELAR and campus counselors.  Review personal skills survey data as measured 3 times per year for campuses to devise action plans for improvement. <b>Staff Responsible for Monitoring:</b> Director of CCR and Guidance  <b>Funding Sources:</b> - ESSA-Title IV - \$25,000	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conversations with students to ensure that students are aware of using their student voice <b>Strategy's Expected Result/Impact:</b> Increase in student led organizations <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 2:** Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions by May 2022.

**Evaluation Data Sources:** District Staff Feedback (Survey)  
District Parent Feedback (Survey)  
District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and facilitate training and support for the district safety and security plan at the district and campus level. <b>Strategy's Expected Result/Impact:</b> Positive Responses to safety and security survey questions.  Safety Procedures implemented with fidelity across the district when safety audits are conducted  Yellow Folders are visible and in use for each classroom  Bullying/Harassment Reporting in place and used by students, staff and community - see FFI (Legal) and FFI (Local)  Teachers/staff understand how to respond to a crisis based on Crisis Intervention Training conducted--Counselors (Mental health, threat assessment, suicide prevention)  Volunteer Visitor Management utilized on each campus to monitor all campus activity  COVID19 Health and Safety Protocols mitigate the spread of disease <b>Staff Responsible for Monitoring:</b> Student Services Administrator and Director of Safety & Security  <b>Funding Sources:</b> Kognito - ESSA-Title IV - \$6,700	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Review and provide needed support and staff to implement safety and security across the district. <b>Strategy's Expected Result/Impact:</b> Partnership with Midlothian Police Department is coordinated and supportive.  Administrators, counselors and specialists are educated in safety and security and understand how to coordinate resources provided by campus SRO's and/or Midlothian PD. <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide opportunities and support for discipline training and coaching. <b>Strategy's Expected Result/Impact:</b> Discipline Management & Conflict Resolutions  Consistent Discipline Expectations  Discipline and Classroom Mgmt Support  Positive Behavior Interventions  Trauma Informed Practices  Social Emotional Support Specialist  Drug Dog Services  Mandatory Drug Testing for Extracurricular & Parking Permits <b>Staff Responsible for Monitoring:</b> Student Services Administrator, Director of Safety & Security, Director of CCR and Guidance	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide all tools necessary to meet state and district compliance to support the district and campus safety and security plans. <b>Strategy's Expected Result/Impact:</b> Staff will be trained in required areas:  Anaphylaxis & Auto-Injectors  Bloodborne Pathogens  Bully Prevention & Awareness  Child Abuse, Sexual Abuse, & other Maltreatment of Children  Concussions: Everything You Need to Know  Diabetes  FERPA (Student Records)  Section 504  Sexual Harassment  Suicide Prevention  Texas Educator Code of Ethics  Teen Dating Violence Prevention  Texas Behavior Support Initiative  Copyright Law  COVID19 Health and Safety Protocols <b>Staff Responsible for Monitoring:</b> Student Services Administrator and Director of Safety & Security	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 3:** Provide professional development and prevention programming using evidence based practices to support the needs of students in prevention, intervention and management outlined in state guidelines by end of 2021-22 school year.

**Evaluation Data Sources:** Prevention programs implemented on campuses reflected by the number of students in attendance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide prevention programming utilizing community resources and campus resources in the areas of suicide prevention, conflict resolution, dating violence prevention, bullying prevention, and positive behavior interventions. <b>Strategy's Expected Result/Impact:</b> Students will understand how to prevent and respond to adverse situations using healthy strategies.  Students will understand how to seek help for themselves or others using effective methods.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development in the areas of positive behavior interventions and management, best practices for grief and trauma informed care, suicide prevention, bullying prevention, sexual abuse including sex trafficking and other maltreatment of children, and implementation of the comprehensive school counseling program. <b>Strategy's Expected Result/Impact:</b> Teachers/staff are equipped with training to respond appropriately to students exhibiting at-risk behaviors.  Teachers/staff can identify students in need of intervention and support and are able to provide the appropriate resources.  Teachers/staff are able to intervene on behalf of a student utilizing best practices	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

**Performance Objective 4:** Reduce student dropout rate by 0.2% annually through the provision of support systems focused on student's individual needs by June 2022.

**Evaluation Data Sources:** TAPR annual dropout rate grades 9-12, Attendance rates, hours served through mentoring programs, hours provided through counseling programs, LEAP Academy course completion credits, LEAP Academy Attendance rate

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase enrollment in overall AVID enrollment by 2% where courses are offered at middle school and high schools by meeting with campus site team to discuss AVID current enrollment & recruitment practices . <b>Strategy's Expected Result/Impact:</b> Increase in AVID enrollment <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs AVID campus leaders  <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborate with Communication Department to increase parent/family understanding of AVID by January 2022. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in AVID <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs  <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide mentoring support and guidance to students exhibiting evidence of potential risk factors affecting success in school. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance, performance in classes and graduation rate. <b>Staff Responsible for Monitoring:</b> Campus administrators Counselors  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide accelerated graduation plan and academic support for students in danger of withdrawing from high school before graduation credit is earned. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate of students enrolled in LEAP Academy	Formative		
	Dec	Mar	June







<p>Increase in numbers of LEAP Academy courses completed in Edgenuity</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE/The MILE High School Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.





**Performance Objective 5:** Implementation of active Diversity Council to assist students in celebrating the power of diversity, as listed in the District's cultural tenets.

**Evaluation Data Sources:** Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct quarterly Diversity Council meetings <b>Strategy's Expected Result/Impact:</b> Increase community members and MISD staff and student engagement. <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide guidance on district-wide professional development plan <b>Strategy's Expected Result/Impact:</b> Increase in teacher/staff cultural diversity awareness <b>Staff Responsible for Monitoring:</b> Director of Student Support & Federal Programs	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

**Performance Objective 1:** Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and execute a comprehensive facilities plan to ensure maintenance and safety at all district facilities. <b>Strategy's Expected Result/Impact:</b> Landscaping/grounds - Will be clean and well-maintained Buildings Cleanliness - Climate Survey results Building Maintenance - Work orders will be done in timely fashion and without 2nd requests Safety & Security Audit Deficiencies - Will be addressed and remedied <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Finance and Operations Executive Director for Finance and Operations, and Controller	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and execute a comprehensive facilities plan with detailed budget and timeline to ensure future site acquisition, new construction, and renovation of existing facilities as needed. <b>Strategy's Expected Result/Impact:</b> Completion Date - All construction and renovation projects will be completed on time Budget - All construction and renovation projects will be completed at or under the assigned budget Land Acquisition - Land for future school sites will be acquired at a fiscally responsible price, and with forethought to district needs <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Finance and Operations Executive Director for Finance and Operations Controller	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

**Performance Objective 2:** Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and execute a budgeting process aligned with district needs and goals. <b>Strategy's Expected Result/Impact:</b> Budget Aligned to DIP Maintain Fund Balance - Maintain the fund balance at above 30% of our operating budget. FIRST Rating - maintain "Superior" rating from TEA Cross Function Transfer Reduction - Cross function transfers will decrease from 2019-20 Check Requests Reduction - Check requests will decrease by 10% from 2019-20 <b>Staff Responsible for Monitoring:</b> Executive Director for Finance and Operations and Controller	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Budget meetings will be held in March with all campuses and departments for the purpose of reviewing budgets, communicating needs, and answering questions. <b>Strategy's Expected Result/Impact:</b> Greater understanding of the budgeting process, better communication between finance office and other departments/campuses. <b>Staff Responsible for Monitoring:</b> Executive Director for Finance and Operations and Controller	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.





**Performance Objective 3:** Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

**Evaluation Data Sources:** FIRST accountability system

**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Performance Objective 1:** Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

**Evaluation Data Sources:** Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement opportunities for training and support with blended learning across the district. <b>Strategy's Expected Result/Impact:</b> Teachers will be competent with blending technology to enhance the student learning. <b>Staff Responsible for Monitoring:</b> Department of Learning iTechs iCoaches	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collect and analyze all feedback on training and support to ensure success. <b>Strategy's Expected Result/Impact:</b> Teachers will score anonymous feedback questions as a 4 or 5 on the level of benefit of trainings. <b>Staff Responsible for Monitoring:</b> Department of Learning iTech	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Performance Objective 2:** Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide systems, training, and support to ensure ease of use of all technology for teachers and students. <b>Strategy's Expected Result/Impact:</b> Improved metrics seen in usage reports and feedback on Classlink <b>Staff Responsible for Monitoring:</b> Department of Learning  Technology Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide products, training, and support to utilize learning management systems for teachers, parents, and students. <b>Strategy's Expected Result/Impact:</b> Positive increases in usage and feedback on the following learning management systems:  Canvas (4th - 12th) SeeSaw (PK-3rd) <b>Staff Responsible for Monitoring:</b> Department of Learning  Technology Department	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Evaluate the help-request process for after hours student, staff, and parent assistance. <b>Strategy's Expected Result/Impact:</b> Provide better real-time support for students after hours. <b>Staff Responsible for Monitoring:</b> Technology Department	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide a student information system that meets all district needs. <b>Strategy's Expected Result/Impact:</b> Positive increases in usage and feedback on:  Skyward Qmlativ SIS <b>Staff Responsible for Monitoring:</b> Chief Technology Officer PEIMS Director	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.

**Performance Objective 3:** Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Analyze current systems and develop a plan to meet all district needs. <b>Strategy's Expected Result/Impact:</b> On Time/On-Track Replacement Schedule to guide budget planning and district acquisition. <b>Staff Responsible for Monitoring:</b> Technology Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a committee to analyze needs and create a plan to meet those needs. <b>Strategy's Expected Result/Impact:</b> Establish Committee to determine replacement plan for M*Powered 1:1. Replacement Plan to guide budget planning and district acquisition. <b>Staff Responsible for Monitoring:</b> Technology Department and DOL	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 1:** Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

**Evaluation Data Sources:** Feedback on communication  
Survey Results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A staff member of the Communications Department will be on campuses on weekly basis. <b>Strategy's Expected Result/Impact:</b> The Communication department is aware of best practices happening on campuses and communicates that to our school community. <b>Staff Responsible for Monitoring:</b> Communications Department  Campus Administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate information related to cultural tenants through social media, local/area media coverage, and the district website. <b>Strategy's Expected Result/Impact:</b> The Communication department is aware of best practices happening on campuses and communicates that to our school community. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.





**Performance Objective 2:** Collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

**Evaluation Data Sources:** Feedback from campus administrators  
Improvement in district systems

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Executive Director of Communications will meet with a principal 2 times a month during the school year. <b>Strategy's Expected Result/Impact:</b> Executive Directors know the needs of each campus and how Communications can better serve them. Improved customer service to campuses. Improved communications with campuses. Build relationships with campus staff. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff members will visit a campus each week during the school year. <b>Strategy's Expected Result/Impact:</b> Awareness of campus and classroom activities. Better promotion of schools. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 3:** Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide training to our department and campus staff members who manage website content from beyond our department by providing a training document for basic website updates and making sure each person responsible for updating website content has been trained to accomplish what they need to do. <b>Strategy's Expected Result/Impact:</b> Create and Share Training Document Spreadsheet of staff who manage website content Training for said staff <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Improve website accessibility in two ways. Ensure that we use the accessibility tool in the editor mode to ensure our content is accessible and begin the process of getting photos on our website in the No ALT Text format. <b>Strategy's Expected Result/Impact:</b> Content on the website will be more universally accessible and meet standards of accessibility. All new photos added to the website will be in No ALT Text format and we will work across the year to update 25% of the photos that currently exist on the site to this format. <b>Staff Responsible for Monitoring:</b> Communications	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> A staff member will manage web content to keep it the most up-to-date and in compliance with TEA/TASB standards. <b>Strategy's Expected Result/Impact:</b> Compliance page for an easy compliance check. Most up-to-date info on the website. Out of date info will be gone. <b>Staff Responsible for Monitoring:</b> Communications Dept	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

**Performance Objective 4:** Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Produce a community video update once a week during the school year and summer (exclude major school year breaks). <b>Strategy's Expected Result/Impact:</b> 1 time per month should be a video update from the Superintendent. The other weekly updates will rotate among the departments or even occasionally the campuses. Communicate through email and on our website. <b>Staff Responsible for Monitoring:</b> Communications Department	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send out a monthly newsletter to parents and post for the community online once a month the Thursday following the regularly scheduled Board meeting. <b>Strategy's Expected Result/Impact:</b> Monthly written update for those who prefer a written update via email. Constant clear communication. Can substitute for a video that week but would prefer to have both.	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Design districtwide days for professional learning and collaboration to analyze district/campus data that will benefit teachers in designing lessons that are challenging and aligned with content and academic standards.
1	1	2	Teachers will be coached by iCoaches to improve their practice through job embedded support, model teaching, and planning support on all campuses.
1	1	3	Focused curriculum-principal meetings will occur monthly with a focus on fundamental practices for classroom teachers with a walkthrough form and expectations to impact Tier 1 instruction.
1	1	4	Provide training to staff providing instruction in core content areas on utilization of TEKS Resource System resources for the purpose of planning and understanding student learning needs.
1	1	5	Provide students and parents information to make informed curriculum choices to be prepared to select desired course offerings and for success beyond high school.
1	2	1	Provide support for all staff through student-focused instructional coaching with job-embedded professional learning.
1	2	2	Provide support through district and campus PLCs on a regular basis.
1	2	3	Provide differentiation of professional learning by offering a variety of learning opportunities based upon teacher feedback, student data, district/campus needs, and classroom observations.
1	2	4	Provide a dyslexia treatment program for identified students to address learning needs and develop long-term strategies for success upon completion of program.
1	3	2	Professional development will be provided based on data analysis of interim assessments, district assessments, and universal screeners within each content area.
1	5	1	Provide and support intervention strategies for campus administrators, accelerated instruction specialists and classroom teachers from Lead4ward conference and resources.
1	5	2	Monitor individual student progress and all subpopulations after each assessment and adjust instruction as needed based on the data.
1	5	3	Provide summer school opportunities and supplies for struggling and at risk students.
1	5	4	Provide support and implementation of Accelerated Instruction for designated students providing 30 hours of targeted intervention for each content area that the student did not reach satisfactory standard on spring STAAR 2021..
1	6	1	Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice.
1	7	1	Provide special education PLCs using Lead4ward to analyze and monitor progress data and adjust instruction as needed.
1	7	2	Provide support and training specific to special education staff on targeted instructional practices ( Lead4ward, 3-2-1 Insight)
1	7	3	Utilize MAP Growth data as appropriate for special education students
1	8	1	Provide targeted professional development for campuses to address the needs of emergent bilingual students to address learning needs in core and intervention.
1	8	2	General education and Emergent Bilingual Teachers will use assessment data to plan targeted intervention for our emergent bilingual students.

Goal	Objective	Strategy	Description
3	4	3	Provide mentoring support and guidance to students exhibiting evidence of potential risk factors affecting success in school.
3	4	4	Provide accelerated graduation plan and academic support for students in danger of withdrawing from high school before graduation credit is earned.

# State Compensatory

## Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gubser, Sonia	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Foster, Lynn	Teacher	Title I Reading Intervention	1
Monreal, Marla	Teacher	Title I Intervention Reading and Math-Vi	1
Rodriguez, Christina	Paraprofessional	Title I Math- Vitovsky	.93
Syverson, Erica	Teacher	Title I Reading and Math-Baxter	1
Turner, Rachel	Teacher	Title I Reading- Vitovsky	1
Withrow, Cindy	Paraprofessional	Title I Reading-Vitovsky	.93
Zavala, Norma	Parent Liaison	Title I	extra duty only



# District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Shelle Blaylock	Assistant Superintendent of Curriculum and Instruction
District-level Professional	Melissa Wolfe	Executive Director of Specialized Learning, SPED
District-level Professional	Leslie Garakani	Chief Technology Officer
District-level Professional	Shannon Thompson	Director of Special Education
Non-classroom Professional	Julie Post	MHS, Library Media Specialist
Classroom Teacher	Valerie Beckwith	MILE/LEAP
Classroom Teacher	Lindsay Robertson	FSMS
Classroom Teacher	Lisa Houchin	WGMS
District-level Professional	Sheri Brezeale	Executive Director of Communications
Administrator	Chris Foster	DMS, Assistant Principal
Classroom Teacher	Sarah Claunch	Baxter ES
Classroom Teacher	Katy Hoff	Baxter ES
Classroom Teacher	Robin Webster	Longbranch ES
Non-classroom Professional	Terrie Money	Longbranch ES
Classroom Teacher	Judy King	Miller ES
Non-classroom Professional	Shannon West	Miller ES, Principal
Classroom Teacher	Amber Sparks	Mt. Peak ES
Non-classroom Professional	Adam Henke	Mt. Peak ES, Principal
Classroom Teacher	Maria Vasquez	Vitovsky ES
Classroom Teacher	Chaynie Borum	McClatchey ES
Classroom Teacher	Tiffany Roberson	McClatchey ES
Classroom Teacher	Lesli Deer	McClatchey ES
District-level Professional	Jim Norris	Asst. Superintendent of Finance and Operations
District-level Professional	KayLynn Day	Asst. Superintendent of HR and Student Services
District-level Professional	Lisa Knight	Coordinator of Special & Federal Programs
District-level Professional	Becki Krsnak	Executive Director of Curriculum and Instruction
Non-classroom Professional	Nikki Nix	Director of Career and Technical Education and The MILE
District-level Professional	Becky Wiginton	Director of College/Career Readiness & Guidance

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Dr. Al Hemmle	Student Services Administrator
District-level Professional	Chalisa Fain	Director of Student Support and Federal Programs
Community Representative	Tracey Williams	Community Representative
Community Representative	Judy McGraw	Community Representative
Accelerated Instructional Specialist	Joelle Jenkins	FSMS
Parent	Carson Parrish	Parent Representative
District-level Professional	Tanesha Yusuf	Coordinator of ELAR and Library Media Services
District-level Professional	Dr. Jo Ann Fey	Superintendent
Non-classroom Professional	Katie Jackson	HHS
Classroom Teacher	Mariane Taylor	HHS
Classroom Teacher	Carter McClung	HHS
Classroom Teacher	Demi Pratt	The MILE
Administrator	Ty Glover	FSMS
Classroom Teacher	Stacy Guermi	FSMS
Classroom Teacher	Susan Pullin	WGMS
Administrator	Natalie Dennington	WGMS
Classroom Teacher	Elizabeth Strange	DMS
Classroom Teacher	Melissa Everhart	DMS
Non-classroom Professional	Lynne Gubichuk	Baxter ES
Non-classroom Professional	Khourie Jones	Irvin ES, Principal
Classroom Teacher	Melanie Verdin	Irvin ES
Classroom Teacher	Joshua Marek	Irvin ES
Classroom Teacher	Seth McKinney	Longbranch ES
Classroom Teacher	Shannon Consalus	Miller ES
Classroom Teacher	Sharon McDonald	Mt. Peak ES
Accelerated Instructional Specialist	Candace Burke	Vitovsky ES
Non-classroom Professional	Haywood Thomas	Vitovsky ES, Assistant Principal
Community Representative	Clay Guest	Business Representative
District-level Professional	Darin Kasper	Deputy Superintendent
District-level Professional	Aaron Williams	Executive Director of Leadership
Parent	Ana Luz Hernandez	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Evan Cook	MHS
Classroom Teacher	Culley Franks	MHS
Parent	Casey Lopez	Parent

# District Funding Summary

Local Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$20,200.00
1	6	6			\$4,000.00
Sub-Total					\$24,200.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$6,050.00
3	1	3			\$25,000.00
3	2	1	Kognito		\$6,700.00
Sub-Total					\$37,750.00
ESSER-III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Lead4Ward Training		\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$63,450.00

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

**“Bullying”:**

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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

**Policy**

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

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

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

**Internet Posting**

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Prevention and  
Mediation**

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

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

*Education Code 37.0832*



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

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.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## **Threat Assessment**

### Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

### *Education Code 37.115(a)*

### Threat Assessment Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

### Membership

The superintendent shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more

STUDENT WELFARE  
CRISIS INTERVENTION

FFB  
(LEGAL)

than one campus of a district, provided that each district campus is assigned a team.

Oversight  
Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
  - a. Referring a student for mental health assessment; and
  - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Consent for Mental  
Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

*Education Code 37.115(c)–(g)*

Determination of  
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the

parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

*Education Code 37.115(h)–(j)*

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
  - a. Any disciplinary action taken, including a change in school placement;
  - b. Any action taken by law enforcement; or
  - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
  - a. Citations issued for Class C misdemeanor offenses;
  - b. Arrests;
  - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
  - e. Referrals to or changes in counseling, mental health, special education, or other services;
  - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
  - g. Unexcused absences of 15 or more days during the school year; and
  - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Health and Safety Code 161.325 [redesignated to Education Code 38.351, see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
  - b. Mental health or psychological first aid for schools;
  - c. Training relating to the safe and supportive school program; or
  - d. Any other program relating to safety identified by the commissioner.

*Education Code 37.115(k)*

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**Threat Assessment  
and Safe and  
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or  
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment  
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.



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For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School  
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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

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### Dating Violence

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

A dating violence policy must:

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

*Education Code 37.083, .0831 [See BQ]*

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

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### Sexual Harassment

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

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

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

Designation of  
Title IX Coordinator

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

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

*34 C.F.R. 106.8(a)*

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

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

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

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

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

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

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

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Complaint  
Procedures

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

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

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

*34 C.F.R. 106.8(c)–(d)*

Response to Sexual  
Harassment

*Definitions*

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

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

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

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

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

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

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

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

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

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

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

*Deliberate  
Indifference*

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

*Education  
Program or  
Activity*

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

*34 C.F.R. 106.44(a)*

Title IX Coordinator  
Response

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

*Supportive  
Measures  
Required*

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

*Constitutional  
Restrictions*

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

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

*34 C.F.R. 106.44(a)*

*Response to a  
Formal Complaint*

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

*Emergency  
Removal*

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

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

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

*34 C.F.R. 106.44(c)*

*Administrative  
Leave*

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

Process for Title IX  
Formal Complaint

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

A district's Title IX formal complaint process must:

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



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

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

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prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

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

*Notice of  
Allegations*

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

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

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

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

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

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

*Dismissal of a  
Formal Complaint*

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

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

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

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*Consolidation of  
Formal  
Complaints*

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

*34 C.F.R. 106.45(b)(3)–(4)*

*Investigation of a  
Formal Complaint*

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

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

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

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

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

*Hearings*

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

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

*Determination  
Regarding  
Responsibility*

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

The written determination must include:

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

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

*34 C.F.R. 106.45(b)(7)(i)–(ii)*

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*Implementation  
of Remedies*

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

*Appeals*

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

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

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

As to all appeals, the district must:

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

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

*Informal  
Resolution*

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

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

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

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

Recordkeeping

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

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



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available upon request for inspection by members of the public.

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

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

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

Retaliation  
Prohibited

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

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

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

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

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

*34 C.F.R. 106.71(a)–(b)*

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Confidentiality

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

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

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**Statement of  
Nondiscrimination**

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

**Discrimination**

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

**Prohibited Conduct**

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

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

**Prohibited  
Harassment**

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

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

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

**Examples**

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

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

**Sex-Based  
Harassment**

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

**Sexual Harassment  
By an Employee**

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

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

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

**By Others**

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

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

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

Examples

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

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

**Gender-Based Harassment**

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

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

Examples

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

**Dating Violence**

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

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

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

Examples

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

Definition of District  
Officials

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

*Title IX  
Coordinator*

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

*ADA /  
Section 504  
Coordinator*

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

*Superintendent*

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

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**Alternative  
Reporting  
Procedures**

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

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

**Timely Reporting**

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

**Notice to Parents**

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

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

**Investigation of  
Reports Other Than  
Title IX**

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

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

**Initial Assessment**

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

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

**Interim Action**

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

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



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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	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.
<i>Improper Conduct</i>	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.
<b>Response to Sexual Harassment–Title IX</b>	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant's wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul> <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal  
Complaint Process

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

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

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

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

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**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, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**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.