

LINDSAY INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

2019-2020

It is the policy of Lindsay ISD not to discriminate on the basis of race, color, national origin, sex, age or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and Title II of the Americans with Disabilities Act. Lindsay ISD will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Mr. Trevor Rogers, at 495 6th Street (P.O. Box 145), Lindsay, TX 76250, 940-668-8923, and/or the Section 504 Coordinator, Mr. Trevor Rogers, at 495 6th Street (P.O. Box 145), Lindsay, TX 76250, 940-668-8923.

This plan is intended to be a working document. The Lindsay ISD Board of Trustees approves the plan annually. However, data from various sources and feedback from the LISD District Site-Based Committee members may result in modifications to this plan during the year. The Board of Trustees will be notified of all significant changes in this plan.

District Improvement Plan Lindsay Independent School District 2019-2020

District Improvement Team

Matt Brennan, Teacher

Ginger Dieter, Business

Robyn Hedrick, Teacher

Kelly Dykes, Parent

Dawn Snider, Community

Brandi Dieter, Teacher

Trevor Rogers, Superintendent

Steve Cope, HS Principal (Chair)

Shelly Hundt, Teacher

Marilyn Sebade, Parent

Pat Autry, Elem. Principal

LINDSAY INDEPENDENT SCHOOL DISTRICT VISION STATEMENT

Lindsay ISD's vision is to provide a dynamic educational environment where every student is a learner, every learner is a graduate, and every graduate is a success.

GOAL 1: Provide the best possible learning environment for all students.

1.1 Continue to assess current facility needs and create a plan to address needs going forward

1.2 Long term budgeting/planning to address larger environmental (transportation, safety, etc.) needs

1.3 Ensure the maintenance of existing facilities including specifically addressing district wide energy management program

ACTION STEPS	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
<p>1.1 Conduct updated Facility study</p> <p>1.2 Hold several community based meetings to create a plan to address facility needs</p> <p>1.3 Move forward with a defined plan to improve district facilities. The process will include creating another district improvement team, reviewing construction partnerships, creating a time frame for another bond proposal etc.</p> <p>1.4 Through meetings with various groups, through local media outlets in conjunction with social media, and through written documents the school board and the superintendent will inform the community of the specific aspect of the facility improvement plan</p> <p>1.5 Conduct the bid process and select best option for district wide energy management plan</p>	<p>Superintendent School Board</p>	<p>Materials needed to support bond program development.</p> <p>Time for various meetings</p> <p>Local Funds Potential Grant Funds</p>	<p>By end of Nov. 2019- Have facility study completed</p> <p>Prior to July 1, 2020 have defined plan for addressing facility needs of the district.</p> <p>April 2020</p>	<p>S-Results of the study S-Creation of the plan to address facility needs S-Energy management plan in place</p>

Goal 2-Provide educational programs and opportunities that are specifically designed to better prepare students for life after school. Begin the process of implementing the 5 C and a T program (Character Development, Critical Thinking, Creativity, Communication, Collaboration and Technology)				
ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
2.1 Implement the Character and Technology pieces of 5 C and a T program	Superintendent Campus Principals Teaching Staff Technology Dir.	Time for research	August 2019	F-Monitor implementation throughout the year
2.2 Work with Campus Administration and school staff to select the specific curriculum piece that for Communication and Collaboration	Superintendent Campus Principals Teaching Staff Technology Dir.	Time for Research	Dec. 2019	S – Selection of Curriculum
2.3 Create an implementation plan for both curriculum pieces that should include a Scope and Sequence for each category.	Superintendent Campus Principals Teaching Staff Technology Dir.	Time for creation of the plan. Stipend for creation of Scope and Sequence baselines	Dec. 2019	S – completion of Scope and Sequence for Communication and Collaboration
2.4 Provide training for staff in regards to implementation of curriculum.	Superintendent Principal	General Fund-Cost of training materials	As needed from Jan.- May-2020	F – Meeting Agendas F – Sign In Sheets F-Staff Input

DISTRICT GOAL 3: Work with local entities within the community to united, supportive community. Through the creation of a “Lindsay United” program all stake holders will be will informed of the goals and plans for all entities. By knowing the direction of each unit within the community, the other components can provide support to help them reach their goals. The end result is that each individual “body” will be able to provide a better service to the Lindsay community because we all worked together to reach our goals.

	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
3.1 Meet with City/Community wide leaders to create a vision for Lindsay United.	Superintendent	Time	May-2020	S-A plan is created
3.2 Conduct Lindsay United Meetings	Superintendent School Board	Time General Fund	Sept. 2019 May 2020	S-Conduct Meetings
3.3 Provide support for other community entities by attending functions, distribute information, or whatever is needed to support the program	Superintendent School Board	Time	May-2020	F –LISD participation in other group programs

GOAL 4: Monitor all aspects of effective performance on an annual basis and determine plans for improvement as needed

4A Increase academic rigor and engage students to optimize learning.

4.A.1 Design curricula and assessments to incorporate innovation and increase academic rigor and align Curriculum Assessment Instruments. Student passing rate on state-mandated assessments will increase 10% overall or reach 95%, whichever is higher.

4.A.2 Provide on-going instructional learning opportunities to enhance the delivery of engaging curricula.

4.A.3 Each campus will participate in student safety activities as mandated by current regulation (drills, internet, bus, visitor monitoring, building security).

4.A.4 Administration and staff will consistently implement the Student Discipline Plan outlined in the Student Handbook and Student Code of Conduct.

4.A.5 Existing technology will be implemented and used to increase the effectiveness of student learning.

4.A.6 Post-Secondary Readiness opportunities will be provided through CTE course offerings, Advance Placement (AP) classes, Dual Credit courses, and exposure to the real world work place coordinated with North Central Texas College (NCTC) and local employers.

	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.A.1 Review and revise curriculum to implement a vertically and horizontally aligned to the state mandated TEKS	Principals Teachers	Meeting Time Agenda Data	Jan. 2020 April 2020	F - Campus staff development/faculty meeting S - Sign in sheets S- Student performance S-Recommendation report
4.A.2 The Superintendent will coordinate State Compensatory Education Funds to support at-risk students who are identified with the greatest need in programs at the campus level (See campus plans for details)	Superintendent Principals	State Compensatory Education Funds Fund 199 - General Operating Fund 211 - Title I Part A Fund 255 - Title II Part A Fund 289 - US Dept. of Education	Jan. 2020 May 2020	F – Identified students served F - Grade reports S – State test results S - Final report card

4.A.3 Coordinate with principals and appropriate campus staff to identify instructional needs and assessment tools based on data feedback. (TPA-Teacher Participation in Making Assessment Decisions) (CNA- Comprehensive Needs Assessment PD- HQ and Ongoing Professional Development	Principals Teachers	Time State assessment Student progress PBMAS reports TAPR reports PEIMS reports and rosters Eduphoria Region XI	December 2019 March 2020	F - Meetings with Departments and/or grade level teachers S - Summary of findings document
ADDRESSED AT CAMPUS 4.A.4 Consistent district-wide implementation of successful Response to Intervention (SA-Assistance to Students having difficulty)	Elementary/ High School Principal Counselor	Participating staff Time Identified materials Eduphoria data SCE funds	October 2019 Jan. 2020 March 2020 May 2020	F - Progress forms will be kept for each student S – Number of referrals to Special Education, etc. S- Student test results

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.A. 5 Provide a quality (Advanced Academic) AAS/GT district-wide program by: <ul style="list-style-type: none"> Coordinating the 30 hour initial training and six hour 	Superintendent Campus Principals	Region XI G/T funds Fund 199-General Operating Salaries & Payroll Costs 6100-6199 \$9,301 Supplies 6300-6399 \$590 Travel, Fees, Other Operating 6400-6499 \$450	Dec. 2019 April 2020	F – Lesson plans indicating the implementation of strategies from training S – AAS/GT STAAR scores S- Number of teachers receiving GT training

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.A.6 Maintain a job shadowing program for seniors	Superintendent HS Principal Counselor	Local	Jan. 2020 May 2020	Number of student participants Individual business partners

GOAL 4.B: Make every effort recruit, develop, recognize, and retain highly qualified personnel in every position.

4.B.1 Each campus will establish systematic support to maximize employee satisfaction and the quality of work life.

4.B.2 Develop improved communication with all stakeholders through campus staff meetings site base committees, and faculty advisory committees.

4. B.3 Provide all teachers and administrators with all stakeholders through campus staff meetings, site base committee, and faculty advisory

4.B.4 In conjunction with TASB, conduct a district wide, compensation package that is competitive with school's in our relative size range and in our general area.

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.B.1 The School Board and Superintendent will annually review the salary schedule, turnover rate, and teacher experience to attract and retain qualify staff.	Superintendent Campus Principal	ESC 11, TASBO Fund 199 - General Operating Fund 211 - Title I, Part A Fund 255 – Title II, Part A 6100-6199 Payroll Costs	Fall 2019 Spring 2020	F – Distributions report cards F- Newspaper articles F- Student messenger postings S- Community, Parent and staff surveys
4.B.2 Establish an effective teacher mentoring system to include mentor training and induction to first year teacher.	Campus Principals	Staff time Local funds	January 2020 May 2020	F – List of events S - Parental participation in events S- Parent survey
4.B.3 Individual campus will investigate methods or needs to develop and maintain a highly motivated staff	Elementary Principal	Title I funds Fund 199 - General Operating Fund 211 - Title I, Part A	October 2019 May 2020	F - parent conference days and parent night sign-in sheets S - Parent surveys
4.B.4 Continue to follow TASB Pay partnership	Superintendent	Local	May 2020	F-Actual package created S-Turnover rates
4.B. 5 Incorporate Staff Compensation Program that matches student results in comparison to the best 2A districts in the state	Superintendent Business Manager Principals	Local Funds	May 2020	S-Pay scale compared to the 10 best in Lone Star Cup Comp.

GOAL 4.C: Utilize relevant communication methods to ensure that accurate and timely information is conveyed among student, staff, parents and community members (School Spirit, Community Involvement)

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.C.1 Continue allowing Lindsay ISD students in free to all home athletic events.	Superintendent	Fund 199 – General Operating	Aug. 2019	S – Students in Free
4.C.2 Increase community partnerships and involvement through HT Hero program, Senior luncheons, community work days. Specifically incorporate the idea of creating a Lindsay United partnership between the Church, the city, and LISD.	Supt Principals Campus sponsors, coaches, team leaders	Local	May 2020	S-Parent Suvery/Needs Assessment
4.C.3 Increase community engagement through facility improvement meetings.	Supt.	Local	May 2020	F-Formation of the team
4.C.4 Expound on the “Character” component of the “5 C and a T” curriculum to encourage student participation in partnerships within the community.	Supt Princiapls	Local	May 2020	S-Number of Created Partnerships

DISTRICT GOAL: 4.D Evaluate, modify and refine our classrooms and facilities to adapt to the changing needs of our students and community.

4.D.1 Campus teams will evaluate how every-changing curriculum, instruction and technology needs will impact existing and future district facilities.

4.D.2 The District will evaluate the safety of facilities and prioritize improvements to provide an environment which enables student to learn at an optimal level

4.D.3 Administrators will evaluate facilities to accommodate current students and future student growth.

4.D.4 Administration will develop a strategic plan for maintaining and replacing existing capital outlay such as technology equipment, furniture, floor and HVAC.

	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.D1 Review and evaluate the needs of the district for capital improvement.	Superintendent Principals School Board Community	Local Funds Survey Materials	Ongoing Review In May 2020	S – School Board and Community/Staff Input
4.D2 Continue review and evaluate the district technology plan to address needs that will impact existing and future district technology needs	Technology Director, Superintendent Staff	Fund 199 – General Operating 6219.50 Professional Services \$18,140 6395.50 Technology Equip \$61,640	Ongoing Review in May 2020	S-School Board and Community/Staff Input
CAMPUS PLAN 4.D3 Maintain and implement handbooks and guidelines for all extra-curricular organizations. Ex athletic, FFA, FCCLA, Cheerleading, TMSCA, UIL	Athletic & Director/sponsors/ High School Principal Superintendent	Fund 461 – Campus Activity Fund 865 – Student Activity	August 2019 April 2020 July 2020	F – Written guidelines F- Meeting of participants to review expectations F – Report to School Board S- Success of activities
Campus PLAN 4.D4 Drills and practices addressing various scenarios of safety as required	Principals	Fund 199 – General Operating	Dec. 2019 June 2020	S- Documented drills (date, time, type, etc.)

GOAL 4.E Lindsay ISD will develop a long-term strategic plan for a balanced budget with equitable funding.

4.E 1 In reviewing district finances, there will be a focus to redirect discretionary resources to those activities that have the greatest impact on sustainable student academic success.

4.E 2 Members of the board of trustees and administration will strive to maximize current funding resources.

4.E 3 Efforts will be made to keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence without cutting vital programs.

4.4 4 Comparison with area schools will be made to ensure LISD is competitive and equitable in salary, stipend and benefits costs without overspending.

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.E 1 Research and investigate the addition of Career and Technology Classes based on teacher certification and student interest. (CAMPUS GOAL)	Principal Counselor CTE Teachers	Time Local Funds NCTC Schedule	Dec. 2019 May 2020	F – Number of CTE Students S – Number of CTE classes and students
4.E 2 Research district resources	Superintendent	Time Fund 199 – General Operating Payroll Costs 6100-6199 \$181,244 Supplies 6300-6399 \$ 8,690 Travel, Fees & Other Operating 6400-6499 \$ 7,370	May 2020	S – list of district resources and availability
4. E 3 Continue to recruit quality students to increase student enrollment	Principals	Newspaper Time Local Funds	Feb. 2020	F – number of quality transfers on a yearly basis S – Evaluate all transfers yearly
4.E 4 Research and investigate the possibility of a bond package to improve school facilities	Superintendent	Time Local Funds Newspaper	May 2020	S – Community survey

4.E 5 Strive to financially compensate LISD staff to a degree that is competitive with local school districts	Superintendent Business Office	Fund 199 – General Operating 6100-6199 Payroll Costs	Monthly	LISD Salary Schedule Monthly Budget Reports TASB Salary Study
4. E 6 Strive to maintain “Superior” FIRST rating	Superintendent Board	Time	May 2020	TEA FIRST Rating
4.E 7 Create a strategic plan to use LISD Funds to support dist. Needs without putting the district in financial duress	Superintendent Board	“Working” fund balance amounts	July 2020	End of year budget Fund balance amount

Goal 4.F Lindsay ISD will improve the safety plans and strategies of the district to ensure the safety of our students and staff

ACTIVITIES	PERSON (S) RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE(S) EVALUATION
4.F 1 Review Crises Management plans to ensure they maximize effectiveness	Supt. Principals	Local Emergency experts State Safety guidelines Maintenance budget	June 2018 October 2018	Annual Needs Assessments from staff and community District wide safety audit
4.F 2 Create district wide safety manual to serve as a long term guide to maintaining safety procedures for the district	Supt.	State safety audit checklists and guidelines	June 2019	The safety manual will be completed
4.F 3 Provide trainings for administration and campus staff to improve safety standards	Supt. And Principals	Region 11 ESC and Regional Safety Experts	June 2019	Certificates of trainings, Plan implementations
4.F4 Implement District Wide Guardian training plan. Each quarter Team members will receive training of some sort.	Supt Principals Staff Team	Local Funds Local Law Enforcement \ Certified Trainers	July 2020	Plan Implementation
4 F5 Create a District wide Safety Team to create a comprehensive safety plan and monitor its effectiveness	Supt Principals Team Members	Local Funds	May 2020	S-Creation of a comprehensive plan

STATEMENT OF NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, nation-al origin, disability, age, 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, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereo-types; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT BY AN EMPLOYEE

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

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

- b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

BY OTHERS

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

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

EXAMPLES

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

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

GENDER-BASED HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

EXAMPLES

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

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

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

FALSE CLAIM

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

PROHIBITED CONDUCT

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

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

DEFINITION OF DISTRICT OFFICIALS

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

TITLE IX COORDINATOR

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

ADA / SECTION 504 COORDINATOR

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

SUPERINTENDENT

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

ALTERNATIVE REPORTING PROCEDURES

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

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

TIMELY REPORTING

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

NOTICE TO PARENTS

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

INVESTIGATION OF THE REPORT

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

INITIAL ASSESSMENT

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

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

INTERIM ACTION

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

DISTRICT INVESTIGATION

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.

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.

CRIMINAL INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District 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.

CONCLUDING THE INVESTIGATION

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.

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.

NOTIFICATION OF OUTCOME

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

DISTRICT ACTION PROHIBITED CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education pro-gram for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student hand-books. 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.

APPENDIX III:

Elementary Discipline Management Plan – 2019-2020

DRESS CODE OFFENSES (PER SEMESTER REFERRED TO OFFICE)

- 1st Offense – Warning Letter and Phone Call Home; Correct the offense
- 2nd Offense – After-School Detention; Correct the offense
- 3rd Offense – Parent Conference and 1 Day In-School Suspension; Correct the offense
- 4th Offense – Parent Conference and 2 Day In-School Suspension; Correct the offense
- 5th Offense – Parent Conference and 3 Days In-School Suspension; Correct the offense

TARDY POLICY (LATE TO SCHOOL) (PER SEMESTER)

- 1st Tardy – Warning
- 2nd Tardy – Lunch detention
- 3rd Tardy – 30-minute Detention
- 4th Tardy – 1 hour Detention
- 5th Tardy – 1 day of ISS
- 6th Tardy – 2 days of ISS
- 7th Tardy – 3 days of ISS Additional

BUS DISCIPLINE (PER SEMESTER)

- 1st Offense – Conference with student and phone call to parents
- 2nd Offense – Lunch Detention
- 3rd Offense – After School Detention
- 4th Offense – Suspended from the bus for 5 days
- 5th Offense – Suspended from the bus for the remainder of the semester (Minimum of 2 weeks)

LEVEL I OFFENSES (CLASSROOM AND HALLWAY BEHAVIORS)

- ❖ Not bringing necessary materials to class.
- ❖ Not participating in classroom activities.
- ❖ Eating/drinking in undesignated areas.
- ❖ Violating the telecommunication device guidelines.
- ❖ Horseplay/scuffling (not fighting).

LEVEL I CONSEQUENCES (TEACHER CONSEQUENCES)

- ❖ Warning to student.
- ❖ Confiscation of food, drink, and/or telecommunication devices.
- ❖ Documented parental contact by teacher.
- ❖ Teacher held detention(s) or consequence.
- ❖ Teachers can send a student to the office at any time

LEVEL II OFFENSES (REFERRAL TO OFFICE)

- ❖ Persistent Level I offenses.
- ❖ Disrespect.
- ❖ Cheating/plagiarism.
- ❖ Inappropriate language non-directed.
- ❖ Inappropriate language to other student(s).
- ❖ Not serving a teacher assigned detention.
- ❖ Disruptive behavior.

LEVEL II CONSEQUENCES (PRINCIPAL DISCRETION)

- ❖ Lunch Detention
- ❖ After school detention
- ❖ 2 Afterschool Detention
- ❖ In School Suspension
- ❖ 2 Days In School Suspension
- ❖ Out of School Suspension
- ❖ DAEP

LEVEL III OFFENSES

- ❖ Persistent Level II offenses.
- ❖ Disrupting the school environment or educational process.
- ❖ Using profane, vulgar, obscene, or threatening language including hit lists (written or verbal); or obscene gestures.
- ❖ Using ethnic, racial or gender-related slurs or inappropriate acts towards others.
- ❖ Fighting.
- ❖ Using lighters or matches.
- ❖ Possessing ammunition.
- ❖ Stealing or unauthorized possession of another person's property.
- ❖ Assault of another student or adult that is not a removable (DAEP) or expellable offense.
- ❖ Vandalizing, defacing or damaging school property, including non-felony graffiti.
- ❖ Sexual harassment, hazing, bullying or cyber-bullying.
- ❖ Possessing, distributing, or using fireworks, stink bombs, smoke bombs, other noxious chemicals, or "shock" pens.

POSSIBLE LEVEL III CONSEQUENCES (PRINCIPAL DISCRETION)

- ❖ Afterschool Detention
- ❖ In School Suspension
- ❖ Out of School Suspension
- ❖ DAEP

APPENDIX IV:

Secondary Discipline Management Plan – 2019-2020

TARDY POLICY (LATE TO SCHOOL)

- 1st Tardy – Warning
- 2nd Tardy – lunch detention
- 3rd Tardy – 30-minute before/after school detention
- 4th Tardy – 30-minute before/after school detention and lunch detention
- 5th Tardy – 1 day of ISS
- 6th Tardy – 2 days of ISS
- 7th Tardy – 3 days of ISS
- Additional Tardies – 3 days of ISS for each occurrence.

TARDY TO CLASS

Each teacher will report all students who are tardy to the office on their computer through the attendance feature. Tardy policy will reset every six weeks.

DRESS CODE OFFENSES

- 1st Offense – correct the issue (warning)
- 2nd Offense – correct the issue; lunch detention
- 3rd Offense – correct the issue; lunch detention
- 4th Offense – correct the issue; lunch detention
- 5th Offense – correct the issue; 30-minute before/after school detention
- 6th Offense – correct the issue; 30- minute before/after school detention
- 7th Offense – correct the issue; 2-day of ISS
- 8th Offense – correct the issue; 2-days of ISS
- 9th Offense – correct the issue; 3-days of ISS
- 10th Offense – correct the issue; 5-days of ISS

Continued dress code infractions will result in 5-day assignments to ISS

During 2nd period, teachers will often be reminded to conduct a dress code check. This dress code check will count as the warning each day. Anyone violating the dress code after 2nd period will receive the consequence for the 2nd Offense level.

OFFICE REFERRAL

Any student removed from class will receive an automatic lunch detention plus any other consequences deemed appropriate by the principal based on the level of offense as described below.

LEVEL I OFFENSES (CLASSROOM, BUS, AND HALLWAY BEHAVIORS)

- 1. Not bringing necessary materials to class.
- 2. Not participating in classroom activities.
- 3. Eating/drinking in undesignated areas.
- 4. Cheating/plagiarism.
- 5. Violating the telecommunication device guidelines.
- 6. Horseplay/scuffling (not fighting).

LEVEL I CONSEQUENCES

- 1. Warning to student.
- 2. Confiscation of food, drink, and/or telecommunication devices.
- 4. Teacher held detention(s).
- 5. Teachers can send a student to the office at any time

LEVEL II OFFENSES

1. Persistent Level I offenses.
2. Disrespect.
3. Inappropriate language non-directed.
4. Inappropriate language to other student(s).
5. Not serving a teacher assigned detention.
6. Disruptive behavior.
7. Possessing a current prescription (student's own medication); or possessing or using one's own nonprescription drug, natural and/or homeopathic-like substances, dietary supplements, or energy pills.

LEVEL II CONSEQUENCES

1. Referral to office.
2. Minimum of a 45-minute detention.

LEVEL III OFFENSES

1. Persistent Level II offenses.
2. Disrupting the school environment or educational process.
3. Using profane, vulgar, obscene, or threatening language including hit lists (written or verbal); or obscene gestures.
4. Using ethnic, racial or gender-related slurs or inappropriate acts towards others.
5. Fighting.
6. Using lighters or matches.
7. Possessing or using tobacco or tobacco-related products (e-cigarettes).
8. Possessing drug paraphernalia, aerosol paint, or fixative spray.
9. Possessing ammunition.
10. Possessing, distributing, or creating pornographic or sexually-oriented material or material that promotes violence or other illegal activities, including sexting.
11. Selling, giving, or delivering to another person a non-prescription drug; possessing or using a non-prescription drug other than one's own; or possessing, transmitting, selling, attempting to sell, or exhibiting what is represented to be a prohibited substance.
12. Stealing or unauthorized possession of another person's property.
13. Assault of another student or adult that is not a removable (DAEP) or expellable offense.
14. Vandalizing, defacing or damaging school property, including non-felony graffiti.
15. Sexual harassment, hazing, bullying or cyber-bullying.
16. Gambling.
17. Possessing, distributing, or using fireworks, stink bombs, smoke bombs, other noxious chemicals, or "shock" pens.

LEVEL III CONSEQUENCES

1. Minimum 3-day ISS assignment.
2. Length of assignment to ISS will be dependent on the severity of the offense.
3. Persistent Level III consequences may result in Out-of-School Suspension of no more than 3 consecutive days.

LEVEL IV OFFENSES

1. False alarm/report; terroristic threat.
2. Conduct punishable as a felony.
3. Assault with bodily injury.
4. Marijuana or other controlled substance (non-felony).
5. Dangerous drugs (non-felony).
6. Alcohol (non-felony).
7. Abusable volatile chemicals.

8. Public lewdness/indecent exposure.
9. Retaliation against any school employee (regardless of location).
10. Public intoxication other than alcohol, marijuana, controlled substance or controlled drugs.
11. Possession of a device designed to propel a projectile (BB-guns, pellet guns, air soft guns, slingshots, etc.).
12. Title V felonies or aggravated robbery (off-campus).
13. Aggravated assault, sexual assault, or aggravated sexual assault; murder, capital murder, or criminal attempted murder or capital murder; or aggravated kidnapping.
14. Registered sex offenders under court supervision.

LEVEL IV CONSEQUENCES

See Code of Conduct