

LINDSAY HIGH SCHOOL

Campus Improvement Plan 2017-2018

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, Mrs. Steffani Cornelison, 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 LHS Campus 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.

Campus Improvement Plan Lindsay High School 2017 - 2018

Campus Site Based Decision Making Team

Matt Brennan, Teacher

Ginger Dieter, Business

Robyn Hedrick, Teacher

Kelly Dykes, Parent

Bridget Anderle, Teacher

Dawn Snider, Community

Taylor Reiter, Teacher

Marilyn Sebade, Parent

Chelsea Yosten, S.E. Teacher

Steve Cope, Principal

Trevor Rogers, Superintendent

LINDSAY HIGH SCHOOL

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.

2017 – 2018 Board Goals

GOAL 1: Increase academic rigor and engage students to optimize learning.

- 1.1 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.
- 1.2 Provide on-going instructional learning opportunities to enhance the delivery of engaging curricula.
- 1.3 Each campus will participate in student safety activities as mandated by current regulation (drills, internet, bus, visitor monitoring, building security).
- 1.4 Administration and staff will consistently implement the Student Discipline Plan outlined in the Student Handbook and Student Code of Conduct.
- 1.5 Existing technology will be implemented and used to increase the effectiveness of student learning.
- 1.6 Post-Secondary Readiness opportunities will be provided through CTE course offerings, Advance Placement (AP) classes, and Dual Credit courses coordinated with North Central Texas College (NCTC).

GOAL 2: Make every effort to recruit, develop, recognize, and retain highly qualified personnel in every position.

- 2.1 Each campus will establish systemic support to maximize employee satisfaction and the quality of work life.
- 2.2 Develop improved communication with all stakeholders through campus staff meetings, site base committees, and faculty advisory committees.
- 2.3 Provide all teachers and administrators with staff development that assures all state mandates are met regarding faculty/staff training requirements, with emphasis on assuring all students are learning.
- 2.4 Leadership practices will include frequent walk-throughs by all administrators. Emphasis will be on positive reinforcement and support for both faculty and students.
- 2.5 Each campus will review and implement strategies to address turnover rates, pay scales, and teacher satisfaction surveys.

GOAL 3: Utilize relevant communication methods to ensure that accurate and timely information is conveyed among students, staff, parents and community members (School Spirit, Community Involvement)

- 3.1 The District will provide programs that promote district unity through the fostering of spirit, pride, character, and a tradition of excellence in both the school and community.

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

- 4.1 Campus teams will evaluate how ever-changing curriculum, instruction and technology needs will impact existing and future district facilities.
- 4.2 The District will evaluate the safety of facilities and prioritize improvements to provide an environment which enables students to learn at an optimal level.
- 4.3. Administrators will evaluate facilities to accommodate current students and future student growth.
- 4.4 Administrators will develop a strategic plan for maintaining and replacing existing capital outlay such as technology equipment, furniture, floors, and HVAC.

GOAL 5: Lindsay ISD will develop a long-term strategic plan for a balanced budget with equitable funding.

- 5.1 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.
- 5.2 Members of the board of trustees and administration will strive to maximize current funding resources.
- 5.3 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.
- 5.4 Comparison with area schools will be made to ensure LISD is competitive and equitable in salary, stipend and benefits costs without overspending.

2016-17 Texas Academic Performance Report

Here is the link to the report:

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1.2 Provide on-going instructional learning opportunities to enhance the delivery of engaging curricula.

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

1.5 Existing technology will be implemented and used to increase the effectiveness of student learning.

1.6 Post-Secondary Readiness opportunities will be provided through CTE course offerings, Advance Placement (AP) classes, and Dual Credit courses coordinated with North Central Texas College (NCTC).

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE (S) EVALUATION
1.1 Continue to implement a curriculum that is vertically and horizontally aligned to the TEKS	Principal	Meeting time Agenda Data	Oct. 2017 Jan. 2018 April 2018	F-Campus staff development/faculty meeting S-Sign in sheets S-Student Performance S-Recommendation report
1.2 Coordinate with campus staff and principal to identify instructional needs and assessment tools based on data feedback on areas of concern: Writing, short answers, 8 th Science, and 8 th Social Studies. (TPA - Teacher Participation in Making Assessment Decisions) (CNA - Campus Needs Assessment) Utilize Eduphoria to provide data feedback on identifying instructional needs and assessments for students.	Principal Staff Members	Time State Assessments Student Progress PBMAS reports AEIS reports PEIMS reports & rosters Eduphoria Region XI	December 2017 March 2018	F-Meetings with Departments and/or grade level teachers S-Summary of findings document

1.3 Coordinate with Director of Special Education to assist in meeting the assessment needs of Special Education Students	Principal Director of Special Education	Time	August 2017 January 2018 May 2018	F-Meeting agenda S-Agenda documents
1.4 Ensure that adequate resources and personnel are allocated to targeted students to meet the phase in standards of the STAAR test to attain the highest state rating.	Principals SBDM Committee	Region XI	November 2017 April 2018	F-Coordinate with Region XI staff development opportunities S-List of teachers who participated in trainings S-Student test results
1.5 Consistent campus-wide implementation of successful Response to Intervention (SA - Assistance to Students having Difficulty). We have implemented a new Rtl program throughout the high school.	Principal Counselor	Participating Staff Time Identified materials Eduphoria Data SCE funds	October 2017 January 2018 March 2018 May 2018	F-Progress forms will be kept for each student S-Number of referrals to sped
1.6 Parents of targeted students are clearly notified and aware of their child's progress toward success on the STAAR reading/math or EOC testing and retesting dates if required. (Parental Involvement)	Testing Coordinator Principal	Curriculum materials SCE funds	October 2017 January 2018 May 2018	S-STAAR Scores S-EOC Scores
1.7 Communicate the importance of making informed course selection choices to 7th and 8th grade students and their parents. (Parental Involvement)	Principal Counselor	Handouts and agendas Local Funds	August 2017 May 2018	F-Meeting agendas and handouts S-Documentation of communication efforts through student and parent surveys
1.8 Communicate the requirements for college admission and funding assistance including scholarships. (Parental Involvement)	Principal Counselor	Time	November 2017 April 2018	F-Meeting agendas and/or handouts S-Written procedure and documentation of student conferences S-Student surveys
1.9 Coordinate with North Central Texas	Principal	Time	August 2017	F-Agreement with NCTC

College (NCTC) to offer dual credit courses for juniors and seniors.	Counselor		January 2018 March 2018 May 2018	S-Number of students successfully completing dual credit classes
1.10 Design customized learning experiences for students in high school through the creation, implementation, and enhancement of instruction, career pathways, and HB5 endorsements	Principal Counselor Teachers ESC 11	Time	November 2017 February 2018 May 2018	F-Lesson plans S-Student survey S-Teacher evaluation S-Test scores
1.11 Provide a quality AAS/GT campus-wide program by coordinating the 30 hour initial training and six hour professional update training for campus core teachers	Superintendent Principal	Region XI GT Funds Local Funds	October 2017 April 2018	F-Lesson plans indicating the implementation of strategies from training S-AAS/GT STAAR scores S-Number of teachers receiving GT training
1.12 Support campus efforts for drop-out reduction and high school completion activities at the secondary campus.	Principal Counselor Staff	Staff time Local funds	December 2017 April 2018	F-Discussion at SBCM meetings S-Documentation of drop-out prevention activities S-High School completion rate as indicated on PEIMS report
1.13 Explore new CTE courses and career paths for students. Implemented two new CTE courses: Forensic Science and Robotics Design	Principal Counselor CTE Teachers	Career Education Curriculum Local Funds Career Cruising	December 2017 April 2018	F-Lesson plans in courses S-Student registration counts S-Academic credits for courses
1.14 Monitor student attendance and student progress. Implement rewards system for perfect attendance.	Principal Counselor Teachers	Local funds	December 2017 April 2018	F-Daily attendance records S-End of year attendance rate
1.15 Develop and consistently implement a discipline management plan	Principal SBDM Committee	Time Local funds	August 2017 May 2018	F-Written plans F-Meeting agendas

GOAL 2: Make every effort to recruit, develop, recognize, and retain highly qualified personnel in every position.

2.1 Each campus will establish systemic support to maximize employee satisfaction and the quality of work life.

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

2.3 Provide all teachers and administrators with staff development that assures all state mandates are met regarding faculty/staff training requirements, with emphasis on assuring all students are learning.

2.4 Leadership practices will include frequent walk-throughs by all administrators. Emphasis will be on positive reinforcement and support for both faculty and students.

2.5 Each campus will review and implement strategies to address turnover rates, pay scales, and teacher satisfaction surveys.

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE (S) EVALUATION
2.1 Recruit teachers who meet the highly qualified standards of state and federal certification	Principal	ESC 11 University job postings LISD webpage	September 2017 February 2018 June 2018	F-# of applicants for posted positions. S-100% of staff Highly Qualified as determined by NCLB.
2.2 Establish an effective teacher mentoring system to include mentor training and induction to first year teachers (AHQ-Attract Highly Qualified Staff)	Principal Staff members	ESC 11 Local Funds	August 2017 January 2018 May 2018	F-Program monitoring F-Teacher report S-Decreased turnover rate
2.3 Recruit paraprofessionals who meet the state and federal highly qualified standards or provide training	Principals	ESC 11 Job posting sites	May 2018 August 2018	S-100% of paraprofessionals will meet NCLB Highly Qualified standards.
2.4 Campus will investigate methods or needs to develop and maintain a highly motivated staff.	Principal SBDM Committee	Time Local Funds	December 2017 March 2018 May 2018	F-Events or activities S-Faculty survey S-Teacher turnover
2.5 Establish systemic support to maximize employee satisfaction and the quality of work life.	Principal SBDM Committee	Local funds Time SBDM Committee	November 2017 January 2018 May 2018	F-Meeting agendas and participants F-Report of findings F-Implementation of strategies S-Faculty survey

GOAL 3: Utilize relevant communication methods to ensure that accurate and timely information is conveyed among students, staff, parents and community members (School Spirit, Community Involvement)

3.1 The District will provide programs that promote district unity through the fostering of spirit, pride, character, and a tradition of excellence in both the school and community.

ACTION STEPS	PERSON RESPONSIBLE	RESOURCES	TIMELINE	FORMATIVE (F) & SUMMATIVE (S) EVALUATION
3.1 Distribute district information via the campus web site, School Messenger, report cards, social media, and local media.	Principal	Local funds Staff time	Fall 2017 Spring 2018	F-Distribution report cards F-Newspaper articles F-School Messenger postings S-Parent & Staff survey(s)
3.2 Coordinate efforts with the campus improvement committee and campus administration to ensure maximum opportunities for parental and community participation in campus activities	Principal	Staff time Local funds	Fall 2017 Spring 2018	S-Parental participation in events
3.3 Provide parents with information concerning various programs and the identification process for students (GT, Dyslexia, 504, etc.)	Principal Counselor	Materials Local funds	October 2017 March 2018 May 2018	F-Meeting agendas F-Sign in sheets S-Parent survey

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

4.1 Campus teams will evaluate how ever-changing curriculum, instruction and technology needs will impact existing and future district facilities.

4.2 The District will evaluate the safety of facilities and prioritize improvements to provide an environment which enables students to learn at an optimal level.

4.3. Administrators will evaluate facilities to accommodate current students and future student growth.

4.4 Administrators will develop a strategic plan for maintaining and replacing existing capital outlay such as technology equipment, furniture, floors, and HVAC.

4.1 Raise parental awareness of all forms of student harassment including social media, texting, and bullying, verbal and physical violence. Implemented anonymous online reporting method. (StopIt)	Principal Counselor	Local funds SHAC Coordinator	August 2017 May 2018	F-Presentation(s) F-Parent participation sign-in sheets S-Parent survey
4.2 Continue random drug testing in grades 9-12 and the use of an outside agency to provide searches by drug dogs on the LHS campus	Principal	Local funds	August 2017 May 2018	F-# of drug testing events F-# of canine searches S-Results of tests and searches S-Surveys
4.3 Maintain and implement handbooks and guidelines for all extra-curricular organizations.	Principal Athletic Director Sponsors	Time Local funds	August 2017 May 2018	F-Written handbooks/guidelines F-Meeting participation F-Report of infractions S-Success of activities
4.4 Safety drills will be practiced routinely for a variety of scenarios.	Principal	Local funds Time	August 2017 May 2018	S-Documentation of drills (date, time, type).
4.5 Use surveillance cameras to monitor school areas for safety.	Principal	Local funds Time	August 2017 May 2018	F-Verification of operation of camera system. S-End-of-year report
4.6 Provide an instructional program on bullying issues such as identification of bullying, how to report bullying, and how to stop bullying. Implemented anonymous online reporting method. (StopIt)	Principal Counselor SHAC	Local funds	August 2017 May 2018	F-Summaries of presentations F-# of incidents reported and investigated S-Findings on investigation of reports for the year S-Student, parent, staff surveys

GOAL 5: Lindsay ISD will develop a long-term strategic plan for a balanced budget with equitable funding.

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- 5.2 Members of the board of trustees and administration will strive to maximize current funding resources.
- 5.3 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.
- 5.4 Comparison with area schools will be made to ensure LISD is competitive and equitable in salary, stipend and benefits costs without overspending.

1.1 Utilizing Eduphoria to enhance student learning through better use of data disaggregation.	Principal	Local Funds	October 2017	S- Documentation of data usage F-Training Sign In Sheets

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 program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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 IV:

Secondary Discipline Management Plan – 2016-2017

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