

**Salado Independent School District**  
**Salado High School**  
**2021-2022 Campus Improvement Plan**

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# Goals

**Goal 1:** Increase the academic growth score in Domain II for all students from 80% to 85% by June 2022.

**Performance Objective 1:** Scores on the EOC English I and II have typically met or exceeded state average, but are still the lowest scores attained by SHS students. There is a need for increased focus on writing across the content areas.





**Evaluation Data Sources:** EOC assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased focus on writing across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed grade level expectation on state and local assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Content area teachers, campus administration.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate AVID writing to learn/learning to write/strategies in English and core content area classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success on English I and II as well as local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Seek out additional professional development opportunities for teachers to improve writing instruction</p> <p><b>Strategy's Expected Result/Impact:</b> increased student success on local and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and campus administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Increase the academic growth score in Domain II for all students from 80% to 85% by June 2022.

**Performance Objective 2:** To address additional targeted supports required to meet the closing the gaps criteria for ESSA, SHS will focus on the academic growth and achievement of all students enrolled in Algebra I, English I, and English II as measured by End of Course exams.





**Evaluation Data Sources:** STAAR EOC tests

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will be provided the appropriate level of intervention in order to pass the state assessments, pass all core classes with at least a 70% average and be promoted to the next grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Course passing rates, STAAR passing rates, class promotion rates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create intervention plans for 9th grade students who were not successful on the 8th grade STAAR Reading and Math tests. Plan will include additional supports through tutorials before or after school, pull outs during advisory period, and during a student's study hall period.</p> <p><b>Strategy's Expected Result/Impact:</b> Course passing rates, STAAR passing rates, class promotion rates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Increase the academic growth score in Domain II for all students from 80% to 85% by June 2022.

**Performance Objective 3:** Increase the percentage of students that meet or master their State of Texas Assessments of Academic Readiness/End of Course in all subjects, all students from 60% to 63%





**Evaluation Data Sources:** STAAR/EOC scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase the cognitive rigor of classroom instruction through the implementation of AVID WICOR strategies including critical thinking and higher order questioning strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance by students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Increase the percentage of graduates that meet the criteria for College, Career and Military Readiness (CCMR) from 68% to 78% by August 2024.

**Performance Objective 1:** Salado High School will increase the opportunities for students to gain career certificates including welding, pharmacy technician, and floral design.





**Evaluation Data Sources:** Number of students graduating with career certificates.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train teachers to certify students in new areas including pharmacy tech, floral design, and welding.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student certifications</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers</p> <p><b>Funding Sources:</b> Staff training - 199-PIC 22 State Career &amp; Technical Education (CT)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Reimburse student exam fees for students who successfully pass certification exams</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage more students to challenge the certification exams</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers, principal</p> <p><b>Funding Sources:</b> exam fees - 199-PIC 22 State Career &amp; Technical Education (CT)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Increase the percentage of graduates that meet the criteria for College, Career and Military Readiness (CCMR) from 68% to 78% by August 2024.

**Performance Objective 2:** Salado High School will provide opportunities for students to prepare for and take the TSIA in order to demonstrate college readiness.





**Evaluation Data Sources:** TSIA scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Schedule multiple TSIA tests throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase number of students who attain passing TSIA scores <b>Staff Responsible for Monitoring:</b> Principal, counselors	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** Salado High School will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations.

**Performance Objective 1:** Consistent, timely parent communications

**Evaluation Data Sources:** parent survey results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> weekly eNews email <b>Strategy's Expected Result/Impact:</b> improved communication <b>Staff Responsible for Monitoring:</b> campus admin	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 3:** Salado High School will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations.

**Performance Objective 2:** Timely recognition of outstanding student and staff performance





**Evaluation Data Sources:** community survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> recognition at monthly board meetings <b>Strategy's Expected Result/Impact:</b> increased awareness of staff and student successes	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** Salado High School will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations.

**Performance Objective 3:** Salado High School will ensure that students who are credit deficient or struggling to meet graduation requirements have access to high-quality intervention and credit recovery including PLATO online classes, summer school, and GCS intervention lab.





**Evaluation Data Sources:** graduation rate

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> thoughtful, individualized counseling for each student, through audit of transcripts, to ensure credit deficiencies are recognized and addressed quickly</p> <p><b>Strategy's Expected Result/Impact:</b> fewer credit deficiencies, increase recovered credits</p> <p><b>Staff Responsible for Monitoring:</b> counselor, principal, credit recovery teacher</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Salado High School will plan and implement processes to address future growth, evolving student needs, and the maintenance of effective and efficient operations.

**Performance Objective 4:** Salado High School will closely monitor attendance rates and ensure that students who are struggling to attend school consistently are put on a structured attendance plan that will help keep them in school.

**Evaluation Data Sources:** attendance rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent outreach to determine why students are struggling with attendance, development of personalized attendance plans. <b>Strategy's Expected Result/Impact:</b> increase attendance <b>Staff Responsible for Monitoring:</b> attendance secretary, assistant principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 1:** Increase the percentage of students that meet or master their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) in all subjects from 56% to 59% on the Spring 2022 STAAR/EOC assessments.

**Targeted or ESF High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR Scores  
CCMR Data

**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 2:** Increase the academic growth score in Domain II (Student Growth on STAAR) for all students from 80% to 83% by June 2022 and to 85% by June 2023.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR/EOC Scores  
 Accountability Rating  
 Domain II Rating

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase the cognitive rigor of classroom instruction through the implementation of AVID WICOR strategies including critical thinking and higher order questioning strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and campus administration</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 3:** Increase the percentage of graduates that meet the criteria for College, Career and Military Readiness (CCMR) from 68% to 72% by August 2022 and to 78% by August 2024.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Number of students graduating with career certificates.





**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 4:** Salado ISD will use all federal, state and local, and campus monies for the improvement of student learning and teacher instruction. Monies such as SCE, ESL, GT, CTE, and Special Ed, etc. will be utilized to extend student learning and staff development.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increased passing rate on STAAR/EOC  
Increased in the percentage of students who attain Meets and Master level





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use available funds to provide training and other staff development to improve instruction within the classroom and in our programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction in the classrooms, higher level of student learning and improved outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 5:** Utilize school and community/public agencies such as SAP, Credit Recovery, Accelerated Instruction, Communities in Schools, Grand Central Station, Texas Workforce, DARS, and Military Recruiters to decrease the dropout rate.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** PEIMS Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Salado High School created an alternative school setting, Choices, on the TAE campus to ensure qualified students can recover credits and/or accelerate earning credits towards graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students able to recover credits; early graduation for qualified students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers in Choices classroom, administration</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 6:** Salado ISD will hire, train, and retain the most effective and talented workforce and create a system of care and support that values, retains, and grows high-quality staff.

**Targeted or ESF High Priority**

**HB3 Goal**





**Evaluation Data Sources:** 100% Highly Qualified Staff  
Annual Retention Rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional development opportunities for all staff members. <b>Strategy's Expected Result/Impact:</b> Teacher's are better prepared for more valuable instruction. <b>Staff Responsible for Monitoring:</b> Teachers, administration	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** Increase the percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.

**Performance Objective 7:** Develop and implement a plan to ensure all HB 4545 objectives are met and any gaps created by the loss of instructional time during COVID are remediated.

**Evaluation Data Sources:** STAAR/EOC results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide interventions during advisory classes and study hall for students who were not successful on the previous years state assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on benchmarks and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, intervention staff, campus administrator</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** Continue to evaluate and update the plan to provide in-person instruction while maintaining a safe environment that minimizes the spread of COVID-19.





**Performance Objective 1:** Evaluate and update the comprehensive return to school plan that addresses protocols for returning to school safely and campus health and safety.

**Evaluation Data Sources:** Comprehensive plan developed, approved by the school board and communicated to the public.

**Goal 5:** Continue to evaluate and update the plan to provide in-person instruction while maintaining a safe environment that minimizes the spread of COVID-19.

**Performance Objective 2:** Develop a plan that addresses make up work and the use of Google classroom for students who are out due to quarantine for Covid-19.

**Evaluation Data Sources:** Plan developed by teachers and administration, and communicated clearly to parents and students.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate the plan and expectations for students academic work while on quarantine.</p> <p><b>Strategy's Expected Result/Impact:</b> Students able to stay up with work during quarantine. Clear expectations for parents, students and staff on providing make up work.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 1:** Provide comprehensive school counseling program to meet the academic and social and emotional needs of students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Number of students who access programs provided by counselors.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training and development opportunities to all counseling staff to keep them up to date on providing for our student's academic and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor's prepared to meet the multiple needs of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 2:** Provide evidence based practices to address suicide prevention, conflict resolution, sexual abuse, violence prevention and other maltreatment of students.

**Evaluation Data Sources:** Number of students receiving services through school counselor.

PEIMS Report

Discipline Referrals

**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 3:** Develop and implement strategies to increase safety and security for our students and employees.

**Evaluation Data Sources:** PEIMS Discipline Records

SRO Reports

Emergency Drill Reports

SafeSchools Training Reports

**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 4:** Develop long range facilities plan for construction, maintenance, repairs, and replacement.

**Evaluation Data Sources:** Budget  
Long Range Facilities Plan  
Preventative Maintenance Plan







**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 5:** Provide high quality evaluations and special education services for students with disabilities through our own special education program now that we are no longer members of the Bell County Special Education Cooperative.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** IEP's, ARD minutes





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training for all special education staff that is specific to their classroom and level of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers that our prepared to provide the best instruction for their specific students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, staff, administration</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6:** Plan and implement processes to address school safety, evolving student needs, future growth, and the maintenance of effective and efficient operations.

**Performance Objective 6:** Identify and engage stakeholders to foster meaningful, committed relationships that embrace our parents and community as partners in student success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent Engagement Survey  
Parent Attendance at School and District Events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Have parents and other stakeholders join in campus and district improvement committees. <b>Strategy's Expected Result/Impact:</b> Valuable input that is used to create a viable plan for our students and campus. <b>Staff Responsible for Monitoring:</b> Administration, committee members	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Campus Funding Summary

199-PIC 22 State Career & Technical Education (CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Staff training		\$0.00
2	1	2	exam fees		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

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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

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

**Sex-Based  
Harassment**

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

**Sexual Harassment  
By an Employee**

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

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

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

**By Others**

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

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

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

Examples

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

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

**Gender-Based Harassment**

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

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

Examples

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

**Dating Violence**

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

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

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

**Examples**

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

**Reporting Procedures**

**Student Report**

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

**Employee Report**

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

**Definition of District Officials**

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

*Title IX  
Coordinator*

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

*ADA /  
Section 504  
Coordinator*

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

*Superintendent*

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



**Alternative Reporting Procedures**

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

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

**Timely Reporting**

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

**Notice to Parents**

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

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

**Investigation of Reports Other Than Title IX**

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

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

**Initial Assessment**

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

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

**Interim Action**

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

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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>

	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>

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.

Title IX Formal  
Complaint Process

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;

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.