

Goals











Revised/Approved: September 13, 2018

Goal 1: Instill community and ethical values in our students

Performance Objective 1: 100% of students will participate in The Wylie Way

Evaluation Data Source(s) 1: Student climate survey

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 5 CSF 6 1) Monthly Wylie Way Focus	2.4, 2.5	Counselor	Number of students participating in Think College Thursdays Number of Teachers promoting The Wylie Way			
Critical Success Factors CSF 5 CSF 6 2) One Wylie Way guidance lesson per grading period for each class	2.4, 2.5, 2.6	Counselor	Counseling Calendar			
3) PALS program for high school students to mentor elementary age students	2.5, 2.6	Counselor	PALS log			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students

Performance Objective 2: 100% of teachers will create bully-free classrooms so that 100% of students experience a bully-free classroom.

Evaluation Data Source(s) 2: Campus bully report log

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 5 CSF 6 1) Implementation of District Anti-Bullying Policy	2.5, 2.6	Counselor and Assistant Principal	Bullying Report Forms, Guidance Lesson Plans			
Critical Success Factors CSF 5 CSF 6 2) Participate in Unity Day through Wylie Way to join together against violent classrooms.	2.5, 2.6	Counselor, PTA	Anti-bullying assembly			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Campus attendance rate will be at 97.5% or above.

Evaluation Data Source(s) 3: Campus attendance reports

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Attendance and tardies will be monitored on a monthly basis</p>	2.5, 2.6	Principal, Assistant Principal, Attendance Clerk	Tardy and attendance reports, tardy and attendance letters to parents			
<p>Critical Success Factors CSF 6</p> <p>2) Recognize students with perfect attendance and no tardies each nine weeks period.</p>	2.5, 2.6	Classroom teacher, attendance clerk	Campus attendance reports			
Funding Sources: Title I - 500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students

Performance Objective 4: Encourage parent involvement

Evaluation Data Source(s) 4: social media invitations, pictures, teachers sending CHOMPliments home

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Encourage more parental involvement with student successes and achievements.	2.6	admin, teachers	More parents will come to the campus when invited through social media event notices and the marquee to hear good things about their child.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 1: Groves will increase the percentage of 3rd grade students who show mastery of grade level standard.

Evaluation Data Source(s) 1: 3rd grade reading STAAR scores

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide small group differentiated reading instruction for all 3rd grade students.	2.4, 2.5, 2.6	3rd grade teachers, campus administration, ESL teacher, dyslexia therapist, special education teachers	Increase percentage of 3rd grade students approaching grade level on STAAR reading by 2% each year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 2: 100% of students will show at least one year of growth in reading and math.

Evaluation Data Source(s) 2: District diagnostic Reading and Math scores, DRA, STAAR Student Progress Measure

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will provide rigorous instruction based on district curriculum documents.</p>	2.4, 2.5, 2.6	teachers, auxillary staff, campus administration	Weekly lesson plans, walk-thru data, unit assessments, DPAs, CFAs			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide small group differentiated instruction for ELL students and special education students as indicated by diagnostic assessments.</p>	2.4, 2.5, 2.6	ELL and special education certified teachers	Weekly lesson plans, unit assessments, DPAs, Walk-thru data, WIN (intervention time)			
Funding Sources: State ELL Allotment - 2300.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide small group instruction outside the regular school day for students who are performing below expectations in independent practices.</p>	2.4, 2.5, 2.6	Campus administration, classroom teachers, Title I FTE, Title I temporary tutor	Student data on CFAs, STAAR, MAPs, DRA			
Funding Sources: Title I - 250.00, State Comp Ed - 1520.00						
<p>4) Provide students access to on-line assessment, learning and remediation at school and at home.</p>	2.6	Classroom teachers	Student data on CFAs, STAAR, MAPs, DRA			
Funding Sources: State Comp Ed - 3250.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 3: Campus STAAR scores will be 10 points above the state average all areas including Asian student group for reading.

Evaluation Data Source(s) 3: STAAR results; MAP results for BOY, MOY, EOY; district unit assessment results

Summative Evaluation 3:












Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Disaggregate data to identify individual student needs so that all student groups, including special education and ELL student groups, perform at the same level as all student groups. Intervention groups will be assigned during WIN time for these students groups.</p>	2.4, 2.5, 2.6	Campus administration and teachers, including Title I FTE	2017-18 STAAR data, current year Benchmark data, Unit assessment data			
	Funding Sources: Title I - 5100.00					
<p>2) Provide small group differentiated instruction in order for the ELL, special education, and all race groups to perform at the state and federal targets.</p>	2.4, 2.5, 2.6	All certified staff members including Title I FTE, Title I Temporary Tutor, Title I Paraprofessionals	Master schedule, Intervention PLC agenda, WIN time lesson plans			
	Funding Sources: Title I - 24100.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide rigorous classroom instruction at performance standard of TEKS ensuring economically disadvantaged students meet the same learning standard as students who are not economically disadvantaged.</p>	2.4, 2.5, 2.6	All certified staff members including Title I FTE, Title I Temporary Tutors, Title I paraprofessional	Weekly lesson plans, PLC agendas			
	Funding Sources: Title I - 96000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 4: Increase the number of parents and community members involved in activities that support student learning by 40%.

Evaluation Data Source(s) 4: Parent Volunteer Logs and Parent attendance sign in sheets

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Schedule monthly PTA programs	3.2	Campus administration	PTA attendance records			
Critical Success Factors CSF 5 2) 100% of parents will attend at least one of the three Parent Education Nights including Title I Parent Information Night, Title I Engagement Night, Title I PAT event	3.1, 3.2	Campus administration and Title I FTE	parent sign in sheets			
	Funding Sources: Title I - 3000.00					
3) Invite parents of low-SES students to attend field trips with their student.	3.2	Campus administration, team leader	increased background knowledge and vocabulary, increase parent engagement			
Funding Sources: Title I - 1000.00						
4) Invite parents to actively participate in author visit by hosting author at night and providing one copy of the author's book per household.	3.2	campus administration, library paraprofessional	increased reading and vocabulary skills			
Funding Sources: Title I - 2500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 5: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-side funds and the TexSHEP grant.

Evaluation Data Source(s) 5: End of year documentation

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 1. Provide staff development sessions for district counselors.	2.6	Counselor, Principal, attendance clerk	Attendance log			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	2.6	Counselor	Staff Survey			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance.	2.6	Counselor	Budget report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 6: Provide real-life experiences for students outside of the school building to increase background experience and vocabulary.

Evaluation Data Source(s) 6: lesson plans pre-teaching field trip experiences and follow-up activities
implement Discovery Club with invitation only for students of most limited experiences and vocabulary

Summative Evaluation 6:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide field trips that are aligned with grade level TEKS.	2.4, 2.5, 2.6	Campus administrator, team lead	increased vocabulary and background knowledge			
Funding Sources: Title I - 7560.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 7: Provide dyslexia services for students identified with dyslexia.

Evaluation Data Source(s) 7: master schedule, WIN schedule, RTI discussion logs

Summative Evaluation 7:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Incorporate time in the WIN (intervention) schedule to provide dyslexia services to students outside of the ELAR time.	2.6	dyslexia therapist, admin	Students with dyslexia will utilize strategies for reading success and achievement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 8: Campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source(s) 8: Fitness Gram, campus wellness team, participation in school or community wellness events

Summative Evaluation 8:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	2.5, 2.6	admin, nurse, cafeteria management, coach	Students will make healthier eating choices.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Attract, retain, and value a quality staff

Performance Objective 1: All core subjects will be taught by Highly Qualified teachers.

Evaluation Data Source(s) 1: Staff roster and certification report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Only applicants who are highly qualified will be interviewed for open positions	2.4, 2.5	Campus administration	Campus HQ staff roster			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> 2) At least one representative will be required to attend available snack attacks through the district for continuous professional learning and present to their teammates during PLC.	2.4, 2.5	administration, team leader	increased repertoire of knowledge for quality teaching			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 2: 2nd-4th grades will provide advanced academics for students who qualify based on the district rubric.

Evaluation Data Source(s) 2: Campus master schedule

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Designated advanced academics teachers (pods) in 2nd-4th grades	2.4, 2.5	Campus administration, grade level team leaders, PEIMS clerk	Class rosters	✓	✓	✓

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 3: ELAR teachers will present Mapping Your Future Monday videos featuring skills needed to be successful in high-interest job varieties.

Evaluation Data Source(s) 3: Mapping Your Future Monday videos

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers will view link for Mapping your Future Monday and in grades 2-4 students will use as a springboard for writing.	2.4, 2.5, 2.6	Admin	Heighten student awareness of the variety of jobs available, as well as the need for school to prepare for such jobs.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Celebrate our Excellence

Performance Objective 1: Academic success of students achieving honor roll will be celebrated publicly each grading period.

Evaluation Data Source(s) 1: Campus calendar showing award assemblies, honor roll lists, social media

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students receiving A/B, A or Principal's honor roll will be recognized at each Gator Groove	2.4, 2.5, 2.6, 3.2	Classroom teachers, campus secretary, classroom teachers, PEIMS clerk	Gator Groove agendas			
Funding Sources: Title I - 500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Celebrate our Excellence

Performance Objective 2: 100% Groves students will participate in one of the following: District Celebrate the Arts, District Honor Choir, or District Track Meet and be recognized publicly through assemblies, Facebook, and/or the campus webpage.

Evaluation Data Source(s) 2: Rosters for Celebrate the Arts, District Track Meet
Campus webpage, Facebook timeline

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Campus art, music, and PE teacher will select and promote individual students' art work to display in the hallway and enter in Celebrate the Arts, district honor choir, and district track meet.	2.5	Campus art, choir, and PE	Log of Celebrate the Arts, Honor Choir, and track meet participants			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: Student success in extracurricular activities such as the 4th grade track meet, UIL district event, and various outside achievements will be noted through assemblies and/or Facebook recognition.

Evaluation Data Source(s) 1: Facebook page, other social medias sites such as Bloomz and SeeSaw,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Student names will be submitted for CHOMPliments in the halls and announced on Fridays over the PA.	2.5	Review CHOMPliment counts on whiteboards and celebrate school wide goals.	Students will strive to improve character decisions to receive the notoriety of a CHOMPliment.			
2) Teachers will submit descriptions of student character awards that will be read at the Gator Gathering celebrations every three weeks, including the Gator Groove for awards recognition once a 9 weeks.	2.5	Every three weeks	Students will strive to improve character for public recognition by their teacher.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide small group differentiated reading instruction for all 3rd grade students.
2	2	1	Teachers will provide rigorous instruction based on district curriculum documents.
2	2	2	Provide small group differentiated instruction for ELL students and special education students as indicated by diagnostic assessments.
2	2	3	Provide small group instruction outside the regular school day for students who are performing below expectations in independent practices.
2	3	3	Provide rigorous classroom instruction at performance standard of TEKS ensuring economically disadvantaged students meet the same learning standard as students who are not economically disadvantaged.

State Compensatory

Budget for Groves Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6118 00 105 024 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,376.21
	6100 Subtotal:	\$59,376.21

Personnel for Groves Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Alpha Phonics	1
	Paraprofessional		1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Pendergrass	Title I Instructional Facilitator	Title I	1
Robin Guthrie	Title I Instructional Paraprofessional	Title I	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Debra Bottoms	Assistant Principal
Special Programs Teacher	Diana Menjivar	ELL
Non-classroom Professional	Kristi Pendergrass	Title I Facilitator
Administrator	Vanessa Hudgins	Principal
Classroom Teacher	Veronica Johns	PLC leader
Classroom Teacher	Chelsea Ashley	classroom teacher
Classroom Teacher	Jennifer Stokes	classroom teacher
Community Representative	Courtney Jones	community representative
Business Representative	Sherman Hudgins	business rep
Classroom Teacher	Karen Turner	Team Leader
Classroom Teacher	Brandy Green	PLC facilitator
Classroom Teacher	Michelle Simmons	Team Leader
Parent	Elena Kotrola	parent
Parent	Bethann Wagner	parent

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	supplemental pay for teachers		\$1,520.00
2	2	4	education galaxy software		\$3,250.00
Sub-Total					\$4,770.00
Budgeted Fund Source Amount					\$7,720.00
+/- Difference					\$2,950.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$2,300.00
Sub-Total					\$2,300.00
Budgeted Fund Source Amount					\$2,300.00
+/- Difference					\$0
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	spirit monkey attendance sticks		\$500.00
2	2	3	nutritious snacks for students		\$250.00
2	3	1	substitutes for classroom teachers one day each semester to evaluate data		\$5,100.00
2	3	2	Reading and math materials		\$24,100.00
2	3	3	Title I Instructional Facilitator, Title I paraprofessional, Title I tutor		\$96,000.00
2	4	2	Materials and Supplemental Pay for PAT night		\$3,000.00
2	4	3	parent cost on field trip		\$1,000.00
2	4	4			\$2,500.00
2	6	1	field trip admission and travel costs		\$7,560.00
3	2	1	teacher incentives		\$500.00

5	1	1	materials		\$250.00
6	1	1	spirit sticks to recognize students		\$500.00
Sub-Total					\$141,260.00
Budgeted Fund Source Amount					\$156,294.00
+/- Difference					\$15,034.00
Grand Total					\$148,330.00

Addendums

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national 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 stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

PROHIBITED
CONDUCT

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

REPORTING
PROCEDURES

STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, 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
TITLE IX
COORDINATOR

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

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)]

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>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.</p> <p>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.</p>
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	<p>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.</p> <p>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.</p>
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	<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,</p>

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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.

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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 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.

Local Wellness Plan: District and Campus Improvement Plan

Performance Objective: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and School Based Activities:

- The District/Campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.
- The District/Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.
- The District/Campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.
- The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.

