



Always Innovating

**South
Texas ISD**

RIO GRANDE VALLEY | GRADES 7-12

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STISD.NET

Board Agenda Report South Texas Independent School District

Meeting Date:	December 2, 2021
Subject/ Agenda Item Language:	Review and Act on the 2021-2022 District Improvement Plan (Final Reading)
Reference:	Curriculum & Instruction Committee

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The District Improvement Plan (DIP) is developed annually. It is a state and federal requirement. This is the final reading of the 2021-2022 plan.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

This is the final reading of the 2021-2022 South Texas ISD District Improvement Plan.

LEGAL REVIEW:

None required

BUDGETARY CONSIDERATIONS:

Funds already budgeted in the 2021-2022 STISD budget and in the 2021-2022 federal funds budget.

RECOMMENDED BOARD ACTION:

We recommend the board approve the 2021-2022 District Improvement Plan (Final Reading).

Approved for presentation to the Board of Directors

Submitted by: Nereyda Trevino, Chief Academic Officer

South Texas Independent School District

District Improvement Plan

2021-2022



Vision

Our call to action:

Each student thrives in real world challenges as a visionary in a global society.

Core Beliefs

We Believe:

- Commitment from all stakeholders play a role in student success
- Student engagement and exposure to life experiences is vital to function in a real-world setting.
- Education is key to success in life
- Learning is continuous and lifelong
- That respect of community, culture and family values equip us to acknowledge diversity in a global society.
- Collaborative relationships are important for learning.
- Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.
- That adapting to changing technological, industrial and societal structures is crucial to expanded learning.

Our Learner Outcomes:

- Each learner will consistently demonstrate courtesy, compassion and ethical values within the learning environment.
- Each learner will graduate prepared for higher education.
- Each learner will communicate in a variety of ways.
- Each learner will demonstrate academic growth every year.
- Each learner will engage in authentic career ready experiences.
- Each learner will use multiple resources, including technology, that enhance their ability to learn.
- Each learner will set comprehensive goals and develop a holistic plan annually.
- Each learner will apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.
- Each learner will thrive in hands-on, diverse and relevant learning activities in all learning environments.
- Each learner will demonstrate the soft and hard skills to be successful in a global society.

Our Learner Profile

Resiliency:

- Flexible
- Optimistic
- Dedicated
- Self-motivated
- Persistent
- Tenacious
- Self-disciplined

- Inventive
- Communicator
- Net workable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- A listener
- Confident

Problem Solving

- Imaginative
- Innovative
- Open-minded
- Inquisitive
- Imaginative
- Resourceful
- A critical thinker
- Logical
- Observant

Integrity

- Ethical
- Respectful
- Transparent
- Honest
- Understanding
- Accountable

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- School safety data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

Performance Objective 1: 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

Evaluation Data Sources: 2020-2021 student enrollment numbers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Changes to the district and campus recruitment activities. Strategy's Expected Result/Impact: 2020-2021 student enrollment numbers reached for each STISD campus.</p> <p>Title I Schoolwide Elements: 3.2 Funding Sources: Recruitment activities for students and parents. - 199 - General Fund</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings both online and in-person.

Evaluation Data Sources: 2020-2021 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Changes to the individualized instructional offerings and pacing for students at the STISD high school campuses.</p> <p>Strategy's Expected Result/Impact: STISD high school students will have increased individualization of their instructional plan based upon their pacing and future goals.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources, technology, support for individualization of learning plan. - 211 - Title I, Part A School Wide</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.3 We will develop a system for parental involvement that engages all parents.

Evaluation Data Sources: Parent and student contact and interactions (online and in person) at campus activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Changes to the activities in the STISD Calendar for Collaboration.</p> <p>Strategy's Expected Result/Impact: Increased parent and student participation in campus activities (online and in-person).</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Parent and student activities. - 199 - General Fund, Parent activities - 211 - Title I, Part A School Wide, Parent and student activities. - 212 - Title I, Part C Migrant</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 1: 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

Evaluation Data Sources: Use of formative assessment data (online and in-person) to change instruction.
2020-2021 Campus Course Offerings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the use of formative assessment data to tailor instruction.</p> <p>Strategy's Expected Result/Impact: Changes in instructional content and engagement based upon formative data.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources - 410 - Instructional Materials Allotment</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.4 Expand collaborative learning models that integrate real-world experiences.

Evaluation Data Sources: Use and improve the quality online learning and face to face learning within instruction. Increased project-based instruction and learning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.</p> <p>Strategy's Expected Result/Impact: Increased use of cooperative learning strategies, project-based learning, and real-world experiences (online and in-person). Increased student engagement in high-level academics (online and in-person).</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Teacher Training Continued - 255 - Title II, Part A Training, Real-world resources - 244 - Career Technical Education</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

Evaluation Data Sources: STISD district and campus websites, social media, and calendar of events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student clubs will be encouraged to hold virtual social activities that interest our students. Examples: music concert, entertainment night, Java Night, pep-rallies, and other virtual social occasions.</p> <p>Strategy's Expected Result/Impact: Increased student connection with school and each other. The need for social connections is essential while adhering to the current covid 19 social distancing restrictions.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative		
	Jan	Mar	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: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

Evaluation Data Sources: Student high school transcript at the end of the 8th grade school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the instructional and support systems at the two STISD junior highs.</p> <p>Strategy's Expected Result/Impact: Each STISD junior high student will have attained at least three high school credits by the completion of 8th grade.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>Funding Sources: Resources - 199 - General Fund, Resources and tutoring - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources and increased instruction in core areas - 199 - State Compensatory Education</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 98 percent and above on annual student and teacher attendance.

Evaluation Data Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve student and teacher engagement and attendance through the use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.</p> <p>Strategy's Expected Result/Impact: Increase student and teacher attendance.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

Evaluation Data Sources: STAAR state assessments were not conducted state-wide (due to Covid 19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the instructional and support systems at all STISD campuses.</p> <p>Strategy's Expected Result/Impact: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Supplemental Resources and Tutoring - 211 - Title I, Part A School Wide</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 4: - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the instructional and support systems at the four STISD high schools.</p> <p>Strategy's Expected Result/Impact: - 90 percent of the student cohort will reach graduation completion at STISD. - 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources - 199 - General Fund</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.
 - 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Sources: STISD College Score Report.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the during the school day testing for SAT and/or ACT examinations.</p> <p>Increased student participation in advanced courses.</p> <p>Increased support for students in preparation for SAT or ACT.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score reports available to the District so that there is at least one college entrance score report on each student.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: During the school day student exam fees - 199 - General Fund, During the school day student exam fees - 204 - Title IV, Part A Student Support and Academi, Resources - 211 - Title I, Part A School Wide</p>	Formative		
	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: - Each student achieves a passing score on one or more AP or IB exam or pass a dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

Evaluation Data Sources: STISD AP and IB Participation and Score Report.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the use of formative assessment data to tailor instruction in AP and IB courses.</p> <p>Support teachers through training for AP and IB instruction.</p> <p>Continue to provide funding for AP and IB student fees as per the approved district rates.</p> <p>Strategy's Expected Result/Impact: - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.</p> <ul style="list-style-type: none"> - Student participation rates on AP and IB tests will remain the same or increase annually. - Qualifying AP and IB scores will increase annually. <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Resources and exam fees funding - 199 - General Fund, Resources - 211 - Title I, Part A School Wide, Exam fees funding - 204 - Title IV, Part A Student Support and Academi</p>	Formative		
	Jan	Mar	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: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

Evaluation Data Sources: STISD IEP's with ARD approval.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.</p> <p>Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals that are annually updated.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 224 - IDEA B, Special Education, Teacher Training - 255 - Title II, Part A Training</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 8: Results Driven Accountability (RDA) and State Performance Plan (SPP) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) Reports published by the Texas Education Agency. State Performance Plan (SPP) indicators for special education.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue high quality instruction and support for all students.</p> <p>Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Resources - 224 - IDEA B, Special Education, Resources - 350 - English Language Learner</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Correct deficiency in State Performance Plan (SPP) for special education students.</p> <p>Strategy's Expected Result/Impact: During the Spring 2020 Covid 19 shut down, one special education student was not able to be assessed for initial services due to restrictions. The district has completed this assessment and is now back in compliance with the State Performance Plan (SPP) for special education. The district will continue to focus on all SPP indicators applicable to the district.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Jan	Mar	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>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 2.4

Brief Description of SCE Services and/or Programs

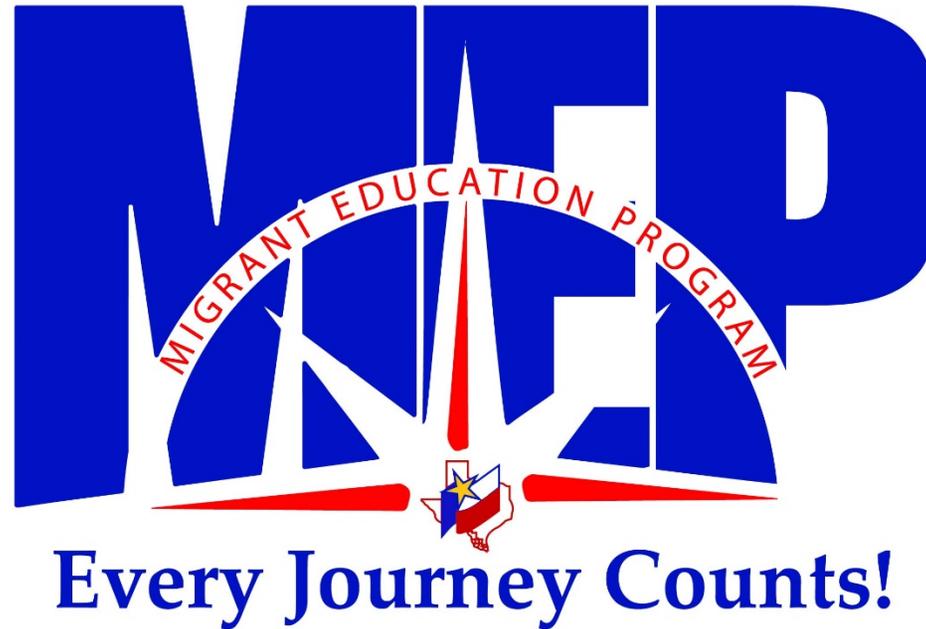
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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
	Wellness Counselor	0.8
	Wellness Counselor	0.8
	Wellness Counselor	0.8

Addendums

**Region One Migrant Education Program
Shared Service Arrangement Partner
2020-2021**



For SSAs including
Los Fresnos CISD, Point Isabel ISD, San Perlita ISD,
Santa Rosa ISD, & South Texas CISD,

ESC Migrant Education Department

Name	Email	Phone Number
Martha Hinojosa, ESC Migrant Director	mhinojosa@esc1.net	956-984-6240
Denise Anaya, Migrant Specialist	danaya@esc1.net	956-984-6187
Tana Armitage, Migrant Specialist	tarmitage@esc1.net	956-984-6248
Graciela Avila, Migrant Specialist	gavila@esc1.net	956-984-6194
Maria Elena Cortez, Migrant Specialist	mecortez@esc1.net	956-984-6252
Julissa Sandoval, Migrant Specialist	jsandoval@esc1.net	956-984-6255
Beatriz Garcia, Recruiter	beagarcia@esc1.net	956-984-6218
Priscilla Olivarez, NGS Clerk	prolivarez@esc1.net	956-984-6107

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Region One SSA Partners
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Graciela Avila
Date: August 14, 2020

School Year: 2020 - 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <ul style="list-style-type: none"> • 100% of Priority for Service students will have access to supplemental instructional and support services. • 85% of Priority for Service students will be on grade level within two years • 85% of Priority for Service students will meet the state and federal academic achievement standards 	<p>Objective(s):</p> <p>The Migrant Education Program (MEP) will focus on instructional improvement resulting in migrant students meeting goals for all accountability measures. In addition, supplemental instructional and support services will be provided to meet the actual identified needs of each PFS student with MEP funding to help migrant PFS students succeed.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly, 25 th of the month	ESC NGS Clerk	PFS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	ESC Lead SSA Contact	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ PFS Implementation Process will be secured 	Twice a year	ESC & Member District	Progress review
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	ESC & Member District PFS contact	PFS Training Agenda PFS Training Sign -In PFS Action Plan NGS PFS Report PFS Progress Reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Once a year	ESC Specialist & ESC Lead SSA Contact	PAC Meeting Agenda General Parent Meeting Agenda Sign-ins
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	ESC Lead SSA Contact	Parent Contact Log Parent Meeting Sign-In Meeting Agenda Meeting Flyer
Additional Activities			
<ul style="list-style-type: none"> Parents will be notified of the PFS activities and supplemental services available. 	Ongoing	ESC Specialist & ESC Lead SSA Contact	Contact log
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	ESC Specialist, ESC Lead SSA Contact, and Member District PFS contact	PFS Contact Logs PFS Monthly Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	ESC Specialist, ESC Lead SSA Contact, and Member District PFS contact	Supplemental Services Report PFS Progress Reviews Support Services Referral Log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	ESC Specialist, ESC Lead SSA Contact	District Improvement Plan Campus

			Improvement Plan Master List of Services
Additional Activities			
<ul style="list-style-type: none"> Migrant Book Distribution will be provided for intensive Reading and Math for PFS students 	Once a year	ESC MEP	Distribution List

GRACIELA AVILA

LEA Signature

08/14/2020

Date Completed

M. Hinojosa

ESC Signature

08/14/2020

Date Received

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

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

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

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.

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.

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.

Response to Sexual Harassment—Title IX

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

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:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

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.

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.