

Leonard Independent School District District Improvement Plan

2021-2022



Mission Statement

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. " At LISD we are investing in the future of our students. "

Vision

To prepare LISD students to be active, productive citizens by developing these skills throughout their educational experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leonard ISD is a 3A district located in northeast Texas in Fannin County. It is a small, rural agricultural community. The demographic breakdown of the district is approximately: 830 students, 70.4% White, 20.5% Hispanic, 6.5% Two or More Races, 1.3% African American, and 1.3% American Indian. The district serves approximately 48.9% of students who are Economically Disadvantaged, 5.9% of students who are English Language Learners, and 11.7% of students who receive Special Education. We have 100% graduation rate.

Demographics Strengths

Drop-out and completion rate at the high school

A large number of students participate in extracurricular activities

Parent participation in PTL at the Elementary and Intermediate campuses are high

There are numerous opportunities for participation in school activities

Businesses are supportive of the district

Communication through school messenger, social media, and Remind

Public Library partners with school and has evening hours to accommodate students and parents

Teachers working extended days to tutor students when needed, before and after school

Quality staff development for rigor and critical thinking

Use of technology to facilitate teaching: including Interactive Panels in most classrooms

All facilities are well maintained and repairs are completed in a timely manner

All campuses are in close proximity resulting in collaboration and shared activities and events

Buildings and grounds are aesthetically pleasing and well-maintained

Chromebooks are available for all students on a 1:1 ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: On 2021 STAAR, the student subgroups (EL and SPED) passing rates for STAAR tests were significantly lower than the overall student passing rate.

Student Learning

Student Learning Summary

Students are monitored regularly on all campuses with a data-based management system, Eduphoria. Staff is able to disaggregate data in different content areas and by student groups. Data is maintained for each student throughout the school career while here at Leonard ISD.

All campuses Met Standard in the state accountability system in 2019.

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for the 2020 and 2021 accountability ratings. A-F ratings were not assigned.

2020-2021 STAAR Performance Data

Test	Approaches	Meets	Masters
3rd Math	79%	33%	10%
3rd Reading	72%	36%	22%
4th Math	58%	25%	13%
4th Reading	57%	35%	18%
4th Writing	47%	17%	3%
5th Math	63%	35%	16%
5th Reading	62%	40%	33%
5th Science	63%	32%	16%
6th Math	85%	46%	6%
6th Reading	81%	56%	17%
7th Math	50%	17%	0%
7th Reading	70%	46%	30%

7th Writing	72%	31%	2%
8th Math	85%	55%	11%
8th Reading	79%	53%	27%
8th Science	74%	42%	21%
8th S. Studies	59%	21%	8%
Algebra I EOC	73%	27%	3%
Biology EOC	84%	45%	5%
English I EOC	70%	53%	10%
English II EOC	62%	41%	3%
US History EOC	77%	44%	24%

All Students All Subjects

14% of students across the district Mastered Grade Level.

18% of students across the state Mastered Grade Level.

40% of students across the district Meet Grade Level.

41% of students across the state Meet Grade Level.

71% of students across the district Approach Grade Level.

67% of the students across the state Approach Grade Level.

Student Learning Strengths

80% or more students scored Approaches Grade Level on the following assessments: Biology EOC, 8th Grade Math, 6th Grade Reading, and 6th Grade Math.
50% or more students scored Meets Grade Level on the following assessments: English I EOC, 8th Grade Math, 6th Grade Reading.
30% or more students scored Masters Grade Level on the following assessments: 7th Reading, 5th Grade Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 60% of students scored Approaches Grade Level in several subject areas and grade levels across the district. **Root Cause:** Gaps in learning and lack of foundational skills

Problem Statement 2: Learning gaps increased for students enrolled in remote learning. **Root Cause:** COVID-19

District Processes & Programs

District Processes & Programs Summary

The district uses a variety of resources for instructional purposes. The district utilizes the TEKS Resource System as a guide for scope and sequence to achieve the vertical and horizontal aligned curriculum. The teachers have access to a variety of resources for lesson planning. Eduphoria is used across the district to analyze assessment data. The district has implemented a well-organized, thorough RTI program that starts with screening/assessing students. Students are continuously progressed monitored using programs that are selected based upon individual needs. Each campus has a separate time built into the master schedule to allow for intervention and enrichment for students. Teachers across the district participate in vertical team meetings both on-campus and between campuses in order to give input and ensure alignment of curriculum. Leonard ISD is recruiting teachers through the local colleges/universities and by attending job/teacher/career fairs and partnering with ESCs. A variety of programs and clubs are offered to students including: Gifted and Talented, UIL, Honor Choir, Physical Education, Robotics, Coding, Fishing, Beta, Student Government, and Summer Enrichment. The administration and school board have evaluated the pay scale to be competitive within our area.

District Processes & Programs Strengths

- A competitive pay scale with schools our size in the area
- TEKS Resources System
- RTI Processes
- Eduphoria
- A new K-8 aligned Writing program that follows TEKS Resource System
- K-12 MAP Testing
- Master Schedule for each campus allows for intervention and enrichment time

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: In 2020-2021, there were a large number of students learning remotely. **Root Cause:** COVID-19

Problem Statement 2: Additional time is needed for required intervention and reteaching of current grade-level TEKS. **Root Cause:** Gaps in student learning

Perceptions

Perceptions Summary

LISD believes that having a positive culture and climate across the district is an essential part of what makes Leonard a great place to be. Each campus offers a variety of activities from athletic events, band competitions, one-act play participation, and even a district viewing of a live wrestling match. The district has high parent participation in the PTL organization at the elementary and intermediate campuses. The Junior High established PTL organization this year. One way campuses increase positive culture is to provide many different clubs and organizations for students to participate in both during and after school. Some of these include Beta, Student Government, UIL, Fishing Team, Robotics, and Honor Choir. LISD values feedback from families and community members and strive to communicate in many different ways. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, Remind, and campus and district newsletters.

Perceptions Strengths

As COVID restrictions ease, the campuses are able to provide more opportunities for parents, community, and business members to actively participate in school activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lower parent involvement at the secondary campuses than at the elementary and intermediate campuses.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Texas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data










- Parent surveys and/or other feedback

Goals

Goal 1: Leonard ISD will receive a "B" on each campus and at the district level, measured by state accountability guidelines.

Performance Objective 1: By June 2022, 80% of all students will pass all portions of the state assessment.

Evaluation Data Sources: STAAR results, Eduphoria, Lesson plans, Professional Development

		Strategy 1 Details			
		Nov	Jan	Mar	June
<p>Strategy 1: Teachers will analyze and monitor student data using MAP scores.</p> <p>Strategy's Expected Result/Impact: Teachers will be trained on the new MAP testing reports resulting in students' increased performance on the state assessment.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>					
		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>Strategy 2: Teachers will receive training for the TEKS Resource System for all core teachers to align content for core subjects at all grade levels.</p> <p>Strategy's Expected Result/Impact: Teachers will deliver improved lessons that will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>					
		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use district assessment data and Eduphoria to analyze student data and adjust learning throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p>					
		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p> <p>Discontinue</p>					

Goal 1: Leonard ISD will receive a "B" on each campus and at the district level, measured by state accountability guidelines.

Performance Objective 2: By June 2022, our EL and SPED subgroups will have a 10% increase in state assessment scores.

Evaluation Data Sources: STAAR results, Eduphoria

		Strategy 1 Details				Reviews			
		Strategy 1 Details				Reviews			
		Strategy 1 Details				Reviews			
<p>Strategy 1: ESL students will utilize a new, online ESL program targeting listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: ESL students will have opportunities to build their knowledge of the English language in order to close the achievement gap.</p> <p>Staff Responsible for Monitoring: Principal, Assigned Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>		<p>100%</p>				<p>Nov</p> <p>Jan</p> <p>Mar</p> <p>June</p>			
<p>Strategy 2: All teachers will receive differentiation training to improve instruction for at-risk students and those receiving ESL, GT, 504, and SPED services.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Director</p>		<p>100%</p>				<p>Nov</p> <p>Jan</p> <p>Mar</p> <p>June</p>			
<p>Strategy 3: Each campus will implement targeted intervention time on their campus during the school day.</p> <p>Strategy's Expected Result/Impact: Close the student achievement gap.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionists</p>		<p>0%</p>				<p>Nov</p> <p>Jan</p> <p>Mar</p> <p>June</p>			
<p>0% No Progress</p> <p>100% Accomplished</p> <p>→ Continue/Modify</p> <p>✗ Discontinue</p>									

Goal 1: Leonard ISD will receive a "B" on each campus and at the district level, measured by state accountability guidelines.

Performance Objective 3: Teachers will deliver rigorous and relevant curriculum through innovative instructional strategies to engage all learners.

Evaluation Data Sources: lesson plans, Professional Development, Eduphoria

Strategy 1 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 1: Consultants, Curriculum Director, or mentors will provide coaching and planning support for teachers in core classes for instructional strategies and alignment of TEKS. Strategy's Expected Result/Impact: Teachers will have more training in TEKS and instructional strategies resulting in improved student achievement. Staff Responsible for Monitoring: Principals, Curriculum Director Title I Schoolwide Elements: 2.4, 2.5, 2.6		100%	X	X	
Strategy 2 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2: Appraisers will utilize walk-through and observation forms through T-Tess to monitor teacher implementation of TEKS and TRS. Strategy's Expected Result/Impact: Teachers will be evaluated on the use of TEKS and its impact on learning. Staff Responsible for Monitoring: Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5		100%	X	X	
Strategy 3 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3: Teachers across the district will participate in vertical alignment meetings. Strategy's Expected Result/Impact: Vertically align expectations for rigor and content area strategies. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Director		100%	X	X	
<div style="display: flex; justify-content: space-between; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>					

Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, thorough developed instructional strategies, high quality academic courses.

Performance Objective 1: LISD will hire staff that are state certified and highly effective in teaching students through best practice, research-based strategies.











Evaluation Data Sources: Region Service Centers, Lesson plans

Strategy 1 Details		Reviews			
		Formative			Summative
Strategy 1: Language Arts teachers will be certified as ESL teachers. Strategy's Expected Result/Impact: Students will receive instruction from teachers that have been trained and certified in ESL. Staff Responsible for Monitoring: Administrators		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Partner with local colleges/universities for graduating teachers. Strategy's Expected Result/Impact: There will be an increase in the applicant pool for jobs within the district. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Professional development for teachers will include student-centered, hands-on instruction to enhance mastery of the curriculum and higher levels of cognitive learning for all students. Strategy's Expected Result/Impact: Teachers will have professional development for instructional strategies that will increase student learning. Staff Responsible for Monitoring: Principals, Curriculum Director		Formative			Summative
		Nov	Jan	Mar	June
<p> No Progress Accomplished</p> <p> Continue/Modify Discontinue</p>					

Goal 3: Leonard ISD will support learning in environments that are safe, positive, drug free, and conducive to learning, according to discipline data.

Performance Objective 1: All students will be involved with activities to promote drug and bully free school environments.

Evaluation Data Sources: Scheduled campus activities

Strategy 1 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>Strategy 1: Campuses will participate in Red Ribbon week with activities to promote drug-free and bully-free zones.</p> <p>Strategy's Expected Result/Impact: Students will be educated in a drug-free and bully-free school environment.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p>					
Strategy 2 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>Strategy 2: Provide programs for cyber safety, drug prevention, suicide prevention, conflict resolution, and dating violence prevention to appropriate age levels.</p> <p>Strategy's Expected Result/Impact: Students will be able to make better choices which creates a more positive learning environment.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p>					
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

Goal 3: Leonard ISD will support learning in environments that are safe, positive, drug free, and conducive to learning, according to discipline data.

Performance Objective 2: Each campus will support and promote a safe and positive learning environment.

- Evaluation Data Sources: Incentives
- PBIS
- surveys
- guidance lessons
- drop-out rates

Strategy 1 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 1: Campuses will implement drills according to the Standard Protocol Response. Strategy's Expected Result/Impact: The campus will be trained in procedures for drills. Staff Responsible for Monitoring: Principals, School Police Chief Title I Schoolwide Elements: 2.5		100%	X	X	
Strategy 2 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2: The SHAC committee will organize a parent and student education on health and wellness for the community. Strategy's Expected Result/Impact: There will be increased opportunities for parents to participate and be involved with the school. Staff Responsible for Monitoring: Nurse, Administrators, SHAC Title I Schoolwide Elements: 2.5		100%	X	X	
Strategy 3 Details		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3: Provide CPI training and updates to campus teams annually. Strategy's Expected Result/Impact: Campuses will be trained to help provide a more positive learning environment. Staff Responsible for Monitoring: Administrators		100%	X	X	
<div style="display: flex; justify-content: space-between; align-items: center;"> 0% No Progress 100% Accomplished → Continue/Modify </div>		X Discontinue			

Goal 4: Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.

Performance Objective 1: Leonard ISD will strive to increase parent and community involvement through communication and school-sponsored activities.

Evaluation Data Sources: Parent Surveys, parent attendance

		Strategy 1 Details			
		Reviews			Summative
Strategy 1: As COVID restrictions ease, all campuses will begin hosting organized and functioning PTLs. Strategy's Expected Result/Impact: Parents will be more involved with the school resulting in positive relationships. Staff Responsible for Monitoring: Principals		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Campuses will participate in college/career activities with regular activities on campus along with virtual and in-person College/Career Fairs. Strategy's Expected Result/Impact: Parents, students, and community members will learn more about careers and college expectations, grant and financial aid opportunities, and/or career opportunities. Staff Responsible for Monitoring: Administrators, Teachers, Counselors		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Campuses will disseminate state assessment results in English and Spanish. Strategy's Expected Result/Impact: Parents will be informed of student performance on state assessment resulting in better communication. Staff Responsible for Monitoring: Principals, Testing Coordinators Title I Schoolwide Elements: 2.5		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Use letters, newsletters, local newspaper, staff meetings, faculty meetings, district marquee, board meetings, and student events to recognize achievements publicly. Strategy's Expected Result/Impact: LISD achievements will be recognized publicly which will result in positive communication with stakeholders. Staff Responsible for Monitoring: Administrators, Technology		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details

Strategy 5: LISD will provide parents and community members awareness of online and internet safety, including social media, and sexual abuse/ sex trafficking.

Strategy's Expected Result/Impact: LISD partners will be educated in technology safety and signs of maltreatment of children that will result in a safer environment for LISD students.










Staff Responsible for Monitoring: Principals, Counselors

Strategy 6 Details

Strategy 6: LISD will provide additional technology training to parents via phone calls, in-person support, or providing video tutorials and step-by-step guides on the school website.

Strategy's Expected Result/Impact: Parents will be educated on district LMS and online tools which will result in increased ability to support online learning.

Staff Responsible for Monitoring: Principals, Technology Department

		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>Strategy 5: LISD will provide parents and community members awareness of online and internet safety, including social media, and sexual abuse/ sex trafficking.</p> <p>Strategy's Expected Result/Impact: LISD partners will be educated in technology safety and signs of maltreatment of children that will result in a safer environment for LISD students.</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>					
	<p>Strategy 6: LISD will provide additional technology training to parents via phone calls, in-person support, or providing video tutorials and step-by-step guides on the school website.</p> <p>Strategy's Expected Result/Impact: Parents will be educated on district LMS and online tools which will result in increased ability to support online learning.</p> <p>Staff Responsible for Monitoring: Principals, Technology Department</p>				
<p>0% No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>					

District Improvement & Planning Committee

Committee Role	Name	Position
Classroom Teacher	Sarah Shearer	Teacher
Classroom Teacher	Misty Berry	Teacher
Classroom Teacher	Kacie McCarley	Teacher
Non-classroom Professional	Debra Mitchell	Staff Member
Classroom Teacher	Jacki Dennis	SPED
Administrator	Regina Blain	Elementary Principal
Non-classroom Professional	Judy Williams	Counselor
Classroom Teacher	Nicole Taylor	Teacher
Classroom Teacher	Emily McCarley	Teacher
Paraprofessional	Justina MaJean	Staff Member
Administrator	Sarah Day	Intermediate Principal
Classroom Teacher	James Beebe	Teacher
Classroom Teacher	Katie Cook	Teacher
Classroom Teacher	Lisa Davis	Teacher
Paraprofessional	Jessica Lewis	Staff Member
Non-classroom Professional	Rebecca Duncan	Counselor
Administrator	William Onley	Junior High Principal
Classroom Teacher	Corrie Ebyans	Teacher
Classroom Teacher	Erin McGill	Teacher
Classroom Teacher	Sara Anderson	Teacher
Non-classroom Professional	Carla Murandu	Staff Member
Non-classroom Professional	Kacie Littrell	Counselor
Administrator	Tammy Hutchings	High School Principal
Non-classroom Professional	Nancy Zachary	Nurse
District-level Professional	Lisa Jones	Curriculum Director
District-level Professional	Brad Maxwell	Superintendent
Parent	Ashley Hartley	Parent
Parent	Amanda Songer	Parent

Committee Role	Name	Position
Community Representative	Vicki McAngus	Community Member
Community Representative	Alisha Brackett	Community Member
Business Representative	Blaine Alexander	Business Representative
Business Representative	Mark Blackerby	Business Representative

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

Student Report

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.

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<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>

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

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- 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.

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**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