

Academy Independent School District
Academy Intermediate
2021-2022 Campus Improvement Plan

Mission Statement

Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.

Vision

Inspiring students to Love Learning, Excel in All We Do, Achieve Goals Through Collaboration, and Do What is Right. LEAD!

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 4
 - Student Learning 5
- Priority Problem Statements 6
- Comprehensive Needs Assessment Data Documentation 7
- Goals 9
 - Goal 1: Academy Intermediate will meet or exceed all State and Federal Standards for Academic Excellence. 10
 - Goal 2: Academy Intermediate community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders. 15
 - Goal 3: Students in Academy Intermediate will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff. 17
- Title I Personnel 19
- Plan Notes 20
- Addendums 21

Comprehensive Needs Assessment

Needs Assessment Overview

Technology

Need 22 computers per core teacher

Online reading and math resources

Classroom

Pull down screens for projection of videos

Staffing

Interventionist to pull small groups and support with RtI

Art teacher to support increased number of students

Demographics

Demographics Summary

Demographic Breakdown of students tested on 2019 STAAR:

Hispanic/Latino - 83 - 21%

American Indian or Alaska Native - 2 - 0.5%

Asian - 6 - 2%

Black or African American - 26 - 7%

Native Hawaiian or Other Pacific Islander - 2 - 0.5%

White - 260 - 66%

Two or More Races - 16 - 4%

Economically Disadvantaged - 46.5%

English Learners - 7.1%

Special Education - 8.8%

Demographics Strengths

Distinction Designations 2018-19

- Academic Achievement in Science (4th year in a row)
- Top 25% - Comparative Academic Growth
- Top 25% - Comparative Closing the Gaps

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Multiple data points indicate low student performance in Reading and Writing. **Root Cause:** Campus staff has not had enough time with specially trained personnel (coaches) to learn how to meet the needs of all students in both reading comprehension and written expression.

Student Learning

Student Learning Summary

OVERALL PERFORMANCE DETAILS - 2019 STAAR

STUDENT ACHIEVEMENT DOMAIN = B

83 out of 100

ACADEMIC GROWTH DOMAIN = B

82 out of 100

Distinction: Top 25% in Comparison Group

CLOSING THE GAP = B

88 out of 100

Distinction: Top 25% in Comparison Group

Student Learning Strengths

In 2018-19, STAAR scores were highest in 5th grade ELAR, Math, and Science. 3rd Grade Math made significant improvement (12%) over the previous year. As far as Distinctions on STAAR, we received a distinction in Science, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gap.

Priority Problem Statements

Problem Statement 1: Multiple data points indicate low student performance in Reading and Writing.

Root Cause 1: Campus staff has not had enough time with specially trained personnel (coaches) to learn how to meet the needs of all students in both reading comprehension and written expression.

Problem Statement 1 Areas: Demographics

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Academy Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: By June 2022, all students and each accountability sub group will grow 2% on STAAR performance targets for 3rd -5th Grade.

HB3 Goal

Evaluation Data Sources: STAAR Meets and Masters
 TEKS Resource System Common Unit Assessments (CUAs)
 Local benchmarks
 Measure of Academic Progress (MAP) BOY, MOY, and EOY data
 Intervention and Tutorial attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will utilize TEKS Resource system in planning and preparing lessons. This will ensure all teachers are aligning lessons to the state standards.</p> <p>Strategy's Expected Result/Impact: 2% increase in all content areas</p> <p>Staff Responsible for Monitoring: IC and Admin</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyzing formal and informal assessment data to form reteach groups in math and reading. Teachers will then pull small groups at least 4 days per week to reteach and provide support to students not mastering current and past objectives. Teachers will also pull guided reading groups at least 4 days per week to provide reading instruction at each students instructional level.</p> <p>Strategy's Expected Result/Impact: Student growth will increase by 2%</p> <p>Staff Responsible for Monitoring: Content Teachers will monitor student growth. Admin will ensure reteach groups are formed and groups are being pulled consistently.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will collaboratively analyze data from beginning of year screener, historical STAAR scores, and qualitative data to identify students who are at-risk and in need of specialist accelerated instruction. Once students are identified specialized instruction will be planned and provided for all students identified as at-risk.</p> <p>Strategy's Expected Result/Impact: 2% increase on student achievement and growth</p> <p>Staff Responsible for Monitoring: IC, Admin, and Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Goal 1: Academy Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: In keeping alignment with the State's 60x30TX goal, the School Finance Commission recommended establishing a PreK-12th grade goal of at least 60% proficiency at TEA's Meets standard at two key "checkpoints" along the state's public PreK-12th grade educational continuum.

Therefore, in pursuit of academic growth towards the State's goal, students will increase 2% on all state assessments, and special education students will meet ARD expectations.

HB3 Goal

Evaluation Data Sources: Early childhood literacy and mathematics (EC-LM) proficiency:

* 60% of all students meeting the state's "Meets" standard at 3rd grade reading and math

Strategy 1 Details	Reviews			
<p>Strategy 1: All 3rd grade teachers and 4th and 5th grade ELAR teachers will complete the Texas Reading Academy. All participating teachers will receive a minimum of 2 observations with feedback and coaching from the IC department to support in growing and learning as an educator. (All required by Texas Reading Academy)</p> <p>Strategy's Expected Result/Impact: 2% increase in growth and performance Staff Responsible for Monitoring: IC and Admin</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students who are At-Risk will receive intervention through HB4545 or Response to Intervention a minimum of two days a week per subject in reading and math. Intervention includes Level Literacy Intervention, Hegerty Phonics instruction, Education Galaxy computer aided intervention, and focused small group instruction in groups of 5 or fewer from a certified teacher. Campus interventionist and intervention aides will be utilized to support students in areas of need.</p> <p>Strategy's Expected Result/Impact: 2% increase in reading and math performance and growth Staff Responsible for Monitoring: Classroom teachers, RTI Coordinator, and Admin</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All math classes will teach math fluency strategies and practice math facts daily through Extra Math and or Math Fluency Games. Students will set fluency goals and progress will be tracked.</p> <p>Strategy's Expected Result/Impact: By May 2022 80% of students will have mastered their fluency goals.</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Academy Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: Hire, retain, and recruit experienced knowledgeable teachers and staff for all teaching and staff positions.

Evaluation Data Sources: 5% increase in teacher retention

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district hiring protocols when interviewing and hiring all staff. This includes: hiring committee, questions with rubric, and in depth reference checks.</p> <p>Strategy's Expected Result/Impact: 5% increase in teacher retention</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provided opportunities for teachers to collaborate in grade level teams and vertical teams to analyze data, share strategies, and plan for instruction.</p> <p>Strategy's Expected Result/Impact: 5% increase in teacher collaboration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize teacher leaders to lead Professional Learning Communities in planning for instruction, analyzing data, and share strategies.</p> <p>Strategy's Expected Result/Impact: Strengthen campus leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Academy Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: By May of 2022 student attendance will show an average of 95% attendance each school day.

Evaluation Data Sources: 5% increase of attendance from September 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor, encourage, and reward student attendance by communicating with parents regarding attendance issues, encouraging attendance by participating in classroom attendance challenges, and rewarding classrooms that meet the challenge.</p> <p>Strategy's Expected Result/Impact: 5% increase of attendance from September 2021</p> <p>Staff Responsible for Monitoring: Classroom Teachers and PEIMS specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent will be notified through parent portal of any student absence. Once a student misses 4 or more days of instruction a letter will be sent home to inform parents of 90% attendance policy, and teachers will work with students and parents to ensure all work is made up for students who miss multiple days of school.</p> <p>Strategy's Expected Result/Impact: 5% increase in student attendance from September 2021</p> <p>Staff Responsible for Monitoring: Classroom Teacher, PEIMS specialist, Campus Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
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Goal 2: Academy Intermediate community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.

Performance Objective 1: By May 2022, at least 90% of all students' parents/guardians/family members will participate in at least one school-sponsored on-campus opportunity, including Busy Bee Volunteers, Open House/Meet the Teacher, Freshman Orientation, 6th grade Orientation, Parent Conferences, Book Fairs, Booster Club, Field Day, Field Trip and/or special holiday program meeting/presentation.

HB3 Goal

Evaluation Data Sources: Positive interactions/response(s) to social media
 Visitors to AISD websites
 Campus Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: In August of each school year parents will be invited to an Open House to drop off school supplies and meet their child's teacher.</p> <p>Strategy's Expected Result/Impact: 60% parent participation</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will engage in a musical performance directed by campus music teacher. Parents and community will be invited to attend each performance.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and celebration of student success.</p> <p>Staff Responsible for Monitoring: Music teacher and grade level teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents Conferences will take place during the month of October and as needed throughout the school year to review parent compact, beginning of year assessment data, and set goals for each student.</p> <p>Strategy's Expected Result/Impact: Opportunities for parents to ask questions and engage with school and community.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All grade levels will utilize weekly newsletters, parent communication folders, and Remind 101 to communicate with parents.</p> <p>Strategy's Expected Result/Impact: increased parent communication</p> <p>Staff Responsible for Monitoring: Team Leads</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Students in Academy Intermediate will be educated in a safe and orderly school environment that is drug-free, disciplined, and conducive to teaching and learning for students and staff.

Performance Objective 1: By May 2022, social and emotional supports, including individual and group counseling, will reduce discipline referrals and incidents of violence by 2% as measured in PEIMS.

HB3 Goal

Evaluation Data Sources: Teacher lesson plans - Excel - Character Strong daily lessons
 PEIMS reports
 Increased officer presence on campuses

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive Character Development lessons each week from the classroom teacher and the school counselor.</p> <p>Strategy's Expected Result/Impact: 2% percent reduction of office referrals and acts of violence</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: An online app and bully alert link through STOP It will be available for students to utilize to report incidents of bullying. Additionally, the campus counselor will create a school wide system for students to report concerns and obtain social emotional support as needed throughout the school day.</p> <p>Strategy's Expected Result/Impact: 2% percent reduction of office referrals and acts of violence.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Beginning in September and throughout the school year teachers will teach and review clear expectations for hallway, cafeteria, recess, lunch and library. Expectations will focus on Safety, Respect, and Responsibility. Each month the leadership team will analyze data and determine areas of needed change and or support. Students will be rewarded with positive affirmations or WOW's for meeting school wide expectations.</p> <p>Strategy's Expected Result/Impact: 2% reduction of office referrals and acts of violence.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Beginning in September and throughout the school year, teachers will utilize the acronym CHAMP to teach classroom expectations. C- Conversation Level, H- How to ask for help, M- movement in the classroom: including sharpening pencil, and P for what high level participation looks and sounds like.</p> <p>Strategy's Expected Result/Impact: 2% reduction in referrals and incidents of violence.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Ware	99- undesignated	11- Instruction	1
Darby Edds	24- Accelerated Instruction	11- instruction	1
Jermaine Williams	24- Accelerated Instruction/Intervention	23- Special Education	1
JJ Lisenbe	ARD Facilitator	23- Special Education	1
Laura Harmon	Intervention	24 - Accelerated Instruction Interventio	.5
Lori Harlan	24- Accelerated Instruction- MTSS	13- Curriculum	1
Sarah Campbell	LSSP	Special Education	1
Tracey Sniggs	24 - Accelerated Instruction	24- Accelerated Instruction	.5

Plan Notes

October 18th

Committee met to review all goals and complete formative assessment.

February 21st.

Committee met and reviewed school wide data. Specially, the data they reviewed included F&P reading data, MAP scores, and growth goals. The committee discussed the importance of learning multiplication facts. Additionally, the committee discussed ideas to improve communication across the campus.

Addendums

STAAR Results 2012-present

	STAAR 2012	STAAR 2013	STAAR 2014	STAAR 2015	STAAR 2016	STAAR 2017	STAAR 2018	STAAR 2019	STATE 2019	2019 above/below STATE
3rd grade reading	85%	85%	89%	78%	84%	72%	85%	82%	76%	6%
3rd grade math	75%	64%	87%	82%	87%	77%	77%	89%	78%	11%
4th grade reading	78%	81%	69%	89%	70%	77%	73%	78%	74%	4%
4th grade math	60%	58%	76%	87%	68%	90%	86%	77%	74%	3%
4th grade writing	66%	84%	80%	85%	76%	76%	68%	66%	65%	1%
5th grade reading	87%	88%	92%	90%	85%	78%	89% (94%)	82% (90%)	77%	5%
5th grade math	83%	92%	93%	88%	94%	96%	99% (100%)	94% (99%)	83%	11%
5th grade science	71%	71%	82%	75%	86%	90%	92%	90%	74%	16%
		Improvement Required	Met Standard - Distinction in Student Progress	Met. Standard - Distinction in Post Secondary Readiness	Met Standard - Distinction in Science	Met Standard - Distinctions in Math, Science & Closing Performance Gaps	Met Standard - Distinctions in Science (3rd year in a row), Academic Growth & Closing Performance Gaps (2nd year in a row)	Met Standard - Distinctions in Science (4th year in a row), Top 25% - Comparative Academic Growth, and Top 25% - Comparative Closing the Gaps		

[2nd Admin in ()]

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>