



Agenda of Regular Meeting October 19, 2020 5:30 PM Closed Session / 7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD will be held October 19, 2020, beginning at 5:30 PM in the GISD Hammerlun Center for Leadership & Learning Building at 507 E University Avenue. Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session following the completion of Closed Session. The Board will not reconvene in Open Session before 7:00 p.m.

On July 2, 2020, the Governor of Texas Greg Abbott issued Executive Order GA-29, which requires individuals to wear a face-covering over the nose and mouth when inside a building or space open to the public. As such, all in-person attendees must wear a face-covering over the nose and mouth, unless the person meets one or more of the criteria listed in that order, or any subsequent order in effect at the time of the meeting, that exempts them from this requirement.

Further, on June 26, 2020, Governor Abbott issued Executive Order GA-28, which prohibits business establishments from operating at more than 50% of the total listed occupancy. While this order does not apply to local government operations, such as meetings of the Georgetown ISD Board of Trustees, Georgetown ISD recognizes the need to protect the community and desires to help limit the development, contraction, and spread of COVID-19. Further, the Texas Department of State Health Services minimum recommended health protocols recommend that when inside office facilities, people maintain at least 6 feet of space between other people. Therefore, the number of in-person attendees who may be in the meeting room and overflow room will be limited to 90 [50% capacity], and seating will be spaced out to ensure the recommended social distancing is maintained.

Any person wishing to address the Board at the meeting may register to speak by emailing Domelc@georgetownisd.org before 1:00 p.m. on the day of the meeting. For those who attend in-person, you may sign up on-site, before the start of the meeting. If more people register to speak in person exceeds 50% of the Board room's capacity, District employees will stagger attendance such that each registrant is given an opportunity to speak without exceeding the 50% capacity limit. The meeting will also be live-streamed at http://sbmonitor.com/tx/georgetown/board_of_trustees. Members of the community may also email their comments to Domelc@georgetownisd.org and the comments will be provided to the Board members prior to the meeting. In light of the public health emergency posed by COVID-19, the Board encourages members of the community to participate remotely.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be

acted on at one time. Prior to consideration of agenda subjects, the Board will hear public comments from any member of the public who has complied with District procedures for signing up to speak.

- I. Determination of Quorum, Call to Order, and Pledges of Allegiance
- II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.074, 551.082, 551.0821)
- III. Recognitions
 - Malinda Brasher
 - A. Jack Frost Citizens of the Month
- IV. Presentations
 - A. Campus Projects Update
 - Kirby Campbell
 - B. Technology 1 to 1 Device Update
 - Lannon Heflin
- V. Information Items
 - A. Campus and District Planning Updates
 - Wes Vanicek
- VI. Superintendent's Report
- VII. Hearing of Citizens Who Desire to Come Before the Board
- VIII. Consent Items
 - A. Financial Reports
 - B. Budget Amendment #3
 - C. Annual Financial Report (AFR) Due Date Extension Waiver
 - D. Minutes of Previous Board Meetings
 - E. TASB Policy Update and DIA (Local)
 - F. Right of Way Dedication Deed
- IX. Action Items
 - A. Consideration and Possible Action on Appointment, Employment, Evaluation, or Duties of Professional Employees
 - Lisa Napper
 - B. Consideration and Possible Action on Student Out of District Transfers
 - Courtney Acosta
 - C. Consideration and Possible Action on Policy FEC (Local)
 - Courtney Acosta
 - D. Consideration and Possible action on Approval of the Student Code of Conduct
 - Courtney Acosta
 - E. Consideration and Possible Action on Revision of FOC (Local) Policy
 - Courtney Acosta
- X. Closed Session (authorized by TX Gov't Code Section 551.071, 551.129, 551.074)
- XI. Adjourn



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 12:12:03

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Recognition

Name of Person Responsible:

Maria Arellano

Department or Campus:

East View HS

Title of Agenda Item:

Jack Frost Citizens of the Month

Background Information:

September and October Jack Frost student recipients.

Attachments:

Superintendent's Recommendations:

Recognition

Sept

Application for Jack Frost Citizen of the Month Award

(Please use black ink if printing and filling out by hand)

Applicant's Name Era Zane

Parents' or Guardians' Names Ruth and Jeff Zane

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
HOSA	4	President	Responsible for blood drive, fundraisers, and organizing our spring competition.
GOLF	4	N/A	qualified for districts, competed in a variety of competitions.
Ruby Slipper	3	CO-President	organize events to provide dresses to students.
Girls State	1	City Manager	conducted town hall meetings and collaborated with my team.
Orchestra	3	Historian	kept track of meeting records and performed competitively.
Serteens	2	treasure	keep log of organizational finances will providing for the community.
The Locker	3	N/A	Help students with personal needs year round.
Cross-Country	1	N/A	Race in a variety of races.
Spanish Club	3	N/A	Host diverse cultural events at Evts
NHS	2	parliamentarian	organize activities for my class, and community.
class council	1	parliamentarian	organize events for my senior class.

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
camp opportunity at school	4	counseled at a camp for abused children in the foster-care system.
St. David's Hospital	1	Helped doctors and nurses on duty in the emergency department.
The Rock	2	volunteer at a ranch for kids who are special needs. Therapeutic horse riding.
Georgetown Animal Shelter	2	In charge of walking, feeding, + bathing dogs and cats.
The Caring Place	3	organize donated items, tag prices, and assist shoppers.
Park Place Nursing Home	1	provided medical and hygienic senior care.

Why do you strive to be a good citizen?

I am a very active member in my community because I want to see the world around me thrive. That can't happen if I am not an outstanding citizen. Society can only function if everyone, including myself, does their best to be a good citizen.

Tell about something you have done or an accomplishment you are most proud of.

Being elected the Health Occupations Students of America (HOSA) president is one of my greatest accomplishments. I'm in a position where I can host community-wide blood drives and help educate my community on health precautions. This responsibility is even more of an honor during these difficult times.

What are your goals after high school graduation?

I recently received my Texas A+M acceptance in the Biomedical sciences major. I hope to attend medical school after my time at TAMU. Then, become an emergency physician.

Please have your assistant principal or assistant principal's secretary complete the following:

This student has no serious or frequent referrals to the principal.

Signature required


9/25/2020

This student is not truant or frequently absent from school.



Signature required

Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Coach Ricky Coulson Current Campus East View #5

Reason for selection Coach Coulson is currently my Peer Assistance

and Leadership (PALs) teacher. While being his student I've learned that, yes academics are important, but your character is much more important. He has taught me that being kind and having an impactful personality is essential for life. Every day he comes in with a smile, ready to motivate us. Coach Coulson understands that we are just students and he encourages us to be our best selves.

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name Mason Cunningham

Parents' or Guardians' Names Magdalena Quintana

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Wrestling	4 years	Yes →	Team Captain
Football	2 years	NO	Right Tackle O-line
NJROTC	4 years	Yes →	Platoon Commander, Team Commander
French Club	2 years	NO	Member

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Young Marines	7 years	Commanding Officer

Why do you strive to be a good citizen? I strive to be a
good citizen, because I would like to be
a role model for the next generation to
better the community.

Tell about something you have done or an accomplishment you are most proud of.

An accomplishment that I am most
proud of is becoming the Commanding
Officer of my Young Marine Unit.

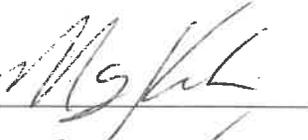
What are your goals after high school graduation?

My goals after high school graduation
are to enlist in to the U.S. Marine Corps,
go to Texas A&M University to commission
as an Officer and still be part of this community.

Please have your assistant principal or assistant principal's secretary complete the following:

This student has no serious or frequent referrals to the principal.

Signature required



This student is not truant or frequently absent from school.

Signature required



Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Karen Breslin Current Campus East View

Reason for selection Mme. Breslin always motivate me to do my best, and put 100% in everything I do.

***Please return the completed application to Mrs. Maria Arellano in room 304.**

Oct

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name Park Vogler

Parents' or Guardians' Names _____

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Football	2017-2018	11/A	Corner back
Basketball	2017-2018		Point guard
Track	2019-2020		long jump High jump 100 meter DASH

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Guardians of the Park	2017-2018	Helped with maintenance and cleanup of park
The Park	2018	Helped with maintenance and cleanup of park
First Services	2017-2018	Helped with maintenance and cleanup of park
Mission Trip	2017	Helped with maintenance and cleanup of park
Mission Trip	2018	Helped with maintenance and cleanup of park

Why do you strive to be a good citizen? With all of the negativity

around us, I think

being a good citizen is

extremely important. Being kind to all, helping
those in need, and showing empathy are all things

Tell about something you have done or an accomplishment you are most proud of.

My time as a high school athlete has
been a great accomplishment. Not only the

accomplishment of making the varsity team

but also the relationships I built with my
players. Building life long relationships with teammates and
coaches are things I will always remember.

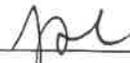
What are your goals after high school graduation?

Achieve a degree in criminal justice to
continue my belief in helping people.

Please have your assistant principal or assistant principal's secretary complete the following:

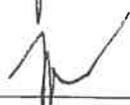
This student has no serious or frequent referrals to the principal.

Signature required



This student is not truant or frequently absent from school.

Signature required



Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Wesly King Current Campus FVHS

Reason for selection I Selected Coach King because
He has been a great role model for me
and life. Coach King has helped me walk
through the steps after high school. He is very
dedicated to my future as well as his other students.

***Please return the completed application to Mrs. Maria Arellano in room 304.**

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name Claire OShoney

Parents' or Guardians' Names Juliet ? Joel OShoney

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Choir	2	Member	Two-time sweepstakes award recipient
Show Choir	2	Varsity	Leadworthy Conference performer
Culinary	4	Member	Student class leadership
Adv. Culinary	3	Member	Commitment to org. and after school hours.
FCCLA	4	President, VP, Secretary	Team leadership, Organization, Communication
Competition Team	4	Head Chef	Team Captain leading groups through hard work.

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Free Foods Pantry	1	Current community project bring food to GISD families
Feeding GISD Homeless	1	Church based volunteer to feed local homeless
Trunk-or-Treat	3	FCCLA community volunteer for community gathering

Why do you strive to be a good citizen? I strive to be a leader in my School and Community to create an open and inclusive group of students to benefit other students. Being a good citizen means going beyond what is asked to help your neighbor.

Tell about something you have done or an accomplishment you are most proud of.

I am currently creating the first free-foods Pantry in Williamson County to help bring food and necessities to socioeconomically disadvantaged families who are struggling during Covid-19.

This fridge and Pantry will include dry and canned goods, water, formula, masks, toiletries, and other basic needs.

What are your goals after high school graduation?

After highschool I plan to study at a four year university focusing on Agricultural sciences and food sciences to create more affordable and sustainable food for families

Please have your assistant principal or assistant principal's secretary complete the following:

This student has no serious or frequent referrals to the principal. AL
Signature required

This student is not truant or frequently absent from school. AL
Signature required

Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Chef Emily Jimenez Current Campus East View HS

Reason for selection Chef Jimenez has been the single most important person in my success at East View. Chef continues to support and go every extra mile for all students and inspires me to be a better leader each day. Chef has instilled in me responsibility, integrity, honesty, and a work ethic that I will carry with me for the rest of my life. I am incredibly thankful for every opportunity she has given me and I am forever excited to grow as a person in a way that will show the hard work she has put into all of her students.

***Please return the completed application to Mrs. Maria Arellano in room 304.**



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/8/2020 13:30:12

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Recognition

Name of Person Responsible:

Amy Beran

Department or Campus:

Georgetown High School

Title of Agenda Item:

Jack Frost Citizen of the Month- Sept. and Oct.

Background Information:

Award for Seniors for outstanding citizenship and participation in school and community

Attachments:

https://drive.google.com/open?id=1_2UAltSO7pj5Qzbx-0hq8RYDAoaGI0Jp

Superintendent's Recommendations:

N/A

Sept.
winner

Application For Jack Frost Citizen of the Month Award
(Please use black or blue ink, or type for photocopying purposes)

You must fill out this form. You may also attach a resume, but this form needs to be completed.

Applicant's Name Emma Harper Student ID number

Parents'/Guardians' Names Heidi Harper & Adam Harper

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

Activity	Year(s)	Offices Held	Responsibilities/ Accomplishments
Key Club	2017- Present	Vice President (2018-2020) & President (Present)	Supervise and direct fellow members. Lead meetings and give information. Work closely with fellow members and club sponsors. Volunteer and help organize community service opportunities and events.
Texas Association of Future Educators	2018- Present	member	Compete in regional and state competitions. Attend meetings. Work with other members. Won state placement at regional event in the interactive middle school bulletin board contest. Won red ribbon at state.
National Honors Society	2018- Present	member	Attend meetings. Work with other members. Volunteering and community service.
National Art Honors Society	2019- 2020	member	Attend meetings. Work with other members.
Mu Alpha Theta	2018- Present	member	Attend meetings. TXML competitions.

PALS	2018- Present	mentor	Supervise and mentor children of various ages. Provide educational games/learning activities, and assist with homework. Give advice and listen to problems.
Child Guidance	2018- 2019	intern	Provided care to infants eight to ten months of age. Tended to the everyday needs of children in a daycare setting. Shadowed a fifth grade special education teacher.
Practicum of Human Services	2019- Present	intern	Assist in a kindergarten classroom. Shadow the teacher.

Community Activities

List all activities in which you have participated for the betterment of your community, church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

Activity	Year(s)	Responsibilities/Accomplishments
Estrella Oaks	2017- 2020	Created and dropped off bingo prizes and holiday/seasonal decor.
Red Poppy Festival	2017- 2020	Helped at various booths.
Wolf Hirschhorn Syndrome Auction	2018	Created a painting for an auction to raise money for Wolf Hirschhorn Syndrome.

Why do you strive to be a good citizen?

I strive to be a good citizen because it makes me happy. Knowing that I made a change or that I was kind to someone brings me joy. I want to make the community and the world a better place. If I want the world to look a certain way or make an issue better, I have to work at it. One person can make a difference by being a good citizen because there are many good citizens in the world. Being a good citizen also makes you a good role model, and I want to be a role model for my siblings. I have seven siblings and I want them to strive to be a good citizen as well.

Tell about something you have done or an accomplishment you are most proud of:

I am most proud of leading Key Club. I have been in Key Club all throughout high school. I have seen the club grow and develop from my freshman to senior year. I became Vice President during my freshman year, and I beat many others who had been in the club longer and were grades above me. As a senior, I ran for President and won. I love the club and what we accomplish for the community and school.

What are your goals after high school graduation?

After graduation, I would like to be accepted into the University of Texas at Austin. I want to be in the College of Education at UT to major in early childhood education. College will give me my degree and teaching certification, and then I can become a kindergarten teacher.

Most people find that few successes are due to simple talent, luck and personal goals. Many people have helped you across the years to help you become the person you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Laura Bruce Current Campus Georgetown High School

Reason for selection

Ms. Bruce has been my teacher for three years now. I had her for Child Development sophomore year, Child Guidance junior year, and Practicum of Human Services senior year. Her class is my favorite class. She has made me see the impact a teacher and parent can have on a child. Ms. Bruce has made me realize that I want to be a kindergarten teacher.

You may attach your resume if you wish.

Emma Harper

Georgetown, TX

EDUCATION

Georgetown High School, Georgetown, TX

Expected Graduation Date: May 2021

GPA: 4.0

Rank: 7/442

SAT Score: 1330

EXPERIENCE

Child Care, Georgetown TX - PALS

October 2019- Present

5 hours/week; 20 weeks/year

- Supervise and mentor children of various ages.
- Provide educational games/learning activities, and assist with homework.
- Give advice and listen to problems.

Child Care, Georgetown TX - Eagle Wings Day Care via Child Guidance

August 2019- May 2020

10 hours/week; 28 weeks/year

- Provide care to infants eight to ten months of age.
- Tend to the everyday needs of children in a daycare setting.

Child Care, Georgetown TX - Babysitting

July 2017- Present

2 hours/week; 30 weeks/year

- Provide care for children of various ages (newborn to teen).
- Provide games, entertainment, food, and assistance.

Peer Mentoring, Georgetown TX - Peer Buddies

August 2018- May 2019 & August 2020- Present

5 hours/week; 28 weeks/year

- Assisted in a high school classroom of special needs students.

Interning, Georgetown TX - Practicum of Human Services

September 2020- Present

10 hours/week; 28 weeks/year

- Assisted in a kindergarten classroom.
- Shadowed the teacher.

Clubs, Activities, and Honors

Clubs

- Key Club Vice President

November 2018- August 2020

Freshman year: 2 hours/week; 20 weeks/year

Sophomore year: 2 hours/week; 25 weeks/year

Junior year: 2 hours/week; 25 weeks/year

- Supervise and direct fellow members.
- Lead meetings and give information.
- Work closely with fellow members and club sponsors.
- Volunteer and help organize community service opportunities and events.

- Key Club President

August 2020- Present

1 hour/week; 25 weeks/year

- Supervise and direct fellow members.
- Lead meetings and give information.
- Work closely with fellow members and club sponsors.
- Volunteer and help organize community service opportunities and events.

- Mu Alpha Theta

October 2018- Present

1 hour/week; 5 weeks/year

- Complete TXML math competitions.
- Work with other members.

- National Honors Society

November 2018- Present

1 hour/week; 9 weeks/year

- Volunteer and help at community service events.
- Make donations.
- Work with other members.

- National Art Honors Society
November 2019- May 2020
1 hour/week; 5 weeks/year
 - Attend meetings.
 - Work with other members.
- Texas Association of Future Educators (TAFE)
August 2019- Present
1 hour/week; 5 weeks/year
 - Compete in regional and state competitions.
 - Attend meetings.
 - Work with other members.

Activities

- Peer Assistance and Leadership (PALS)
Fall 2019- Present
- Child Guidance
Fall 2019- Present
- Drawing II
Fall 2019- May 2020
- Practicum of Human Services
Fall 2020- Present

Honors

- Top ten percent of class
- Red ribbon in TAFE state competition

COMMUNITY SERVICE

- Estrella Oaks Assisted Living
Fall 2017- May 2020
 - Created and dropped off bingo prizes and holiday/seasonal decor.
- Red Poppy Festival
Spring 2018- May 2020
 - Assisted with various booths.
 - Handed out flyers.
- Sun City Senior Community
Fall 2018- Present

- Helped out at holiday events.
 - Helped at garage sales with purchases and moving items.
 - Delivered groceries.
 - Various activities.
- Wolf Hirschhorn Auction
 - Summer 2018- Summer 2018
 - Created a painting to be sold to raise money for Wolf Hirschhorn Syndrome.
- PALS
 - Fall 2019- Present
 - Mentor elementary aged children.

SKILLS AND QUALIFICATIONS

- Excellent communication and people skills.
- Work effectively with others.
- Team player and leadership skills.
- Active listening.

Sept. Winner

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name: Andrew Thompson Student ID

Parents' or Guardians' Names Kristin & Lee Thompson

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
GHS Tennis	2017-present		Varsity Tennis, Most Improved Tennis Player GHS JV Tennis (May 2019)
GHS Acapella Elite Mixed Choir	2018-present		Varsity Choir, UIL Sweepstakes Large Choir, Region Solo (2018,2019), Pre-Area Solo (2018-2019), Eagle Award for Outstanding Participation (May 2019)
GHS Men's Choir	2017- 2018		UIL Sweepstakes
GHS Encore Show Choir	2018- present		Responsible for learning choreography, attending rehearsals for Holiday to Remember as well as other performances scheduled by Choir Directors
GHS National Honor Society	2019- present		Inducted 10 th grade year

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Christ Lutheran Church Praise & Worship Band	2018-present	Lead Male Vocalist-attend rehearsals and perform as scheduled

Christ Lutheran Church High School Youth	2017-present	Lead worship songs during Trinity Nursing Home Visits, participate in service projects
USTA Junior Team Tennis	Fall 2017, Fall 2018	Fall JTT Track Sectional Championships-Champ Team (Fall 2017), Fall CATA Champ Team, Fall Austin Area Championship Champ Team (Fall 2017)
Lutheran Youth Leadership Experience	Summer 2017, 2018, 2019	Counselor in Training
Vocalist at Christ Lutheran Church	2017-present	Perform vocal music during worship, midweek services
Brendan D. Downey Memorial Scholarship Fundraiser	Jan 2019-May 2019	Vocalist in Fundraiser Concert for the scholarship fund (attended rehearsals and concert Jan-May 2019)
Day Camp Volunteer for Cross Trails Ministry	Summer 2015, 2016, 2017	40 hours volunteer service as a day camp volunteer each summer
Junior Forum "Fill the Bus" Campaign	August 2017	Collected, sorted and distributed school supplies for Georgetown ISD students
Bridge Builders Anti-Racism Leadership Camp	July 2019	Member of Texas delegation to attend leadership camp focused on being a leader

Why do you strive to be a good citizen?

I strive to be a good citizen because I want to be known as a good person to everyone that meets me or hears about me. It is important to be a good citizen so that you can build trust with people so that others can rely on you.

Tell about something you have done or an accomplishment you are most proud of.

Something I am most proud of is having the opportunity to attend Living Water Ministries' Bridge Builders, which is an anti-racism leadership camp focusing on building bridges among diverse populations. Bridge Builders was a life changing experience for me and it really opened my eyes to become a better person after going through the experiences at the camp. Hearing people share their stories and struggles dealing with systemic racism has made me want to make a difference in this world. I am extremely proud and blessed to have been able to attend this camp and meet some great friends.

What are your goals after high school graduation?

My plan is to attend Texas A&M University, major in Recreation, Parks & Tourism Management, and eventually become a Texas Game Warden or a Park Ranger.

Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Jennifer Buckley

Current Campus: Ford Elementary

Reason for selection: My reason for selecting Mrs. Buckley is that she is an amazing teacher. Her motivation for all students and wanting her students to become better people day in and day out. Mrs. Buckley hands down was my favorite teacher throughout my entire K-12 education. She is such a great teacher and a kindhearted person. Mrs. Buckley ultimately helped me become the person I am today.

You may attach a current Resume if you wish.

Andrew Thompson

Education: Anticipated graduation date May 2021 from Georgetown High School, Georgetown, TX with Distinguished Level of Achievement Diploma and Arts & Multidisciplinary Studies Endorsement

GPA: 3.7 on 4.0 unweighted scale

AP Courses taken: Human Geography, World History, Statistics, US Government & Politics

Future Goal: To work for the National Park Service as a Park Ranger

Extracurricular Activities

- Georgetown High School Tennis team (August 2017-present)
- Georgetown High School Acapella Elite Mixed Choir (August 2018-present)
- Georgetown High School Encore Show Choir (August 2018-present)
- Georgetown High School National Honor Society (January 2019-present)
- Georgetown High School Parent Teacher Student Association (August 2017-present)
- Georgetown High School Technical Theatre Program (August 2017-May 2018)
- Christ Lutheran Church High School Youth Group (August 2017-present)
- Lutheran Youth Leadership Experience (LYLE) Counselor-In-Training (Summer 2017-Summer 2019)
- High School Synod Gathering-Participant in annual weekend gathering at Camp Chrysalis (February 2017-February 2019)
- Vocalist at Christ Lutheran Church-Perform vocal music during worship (August 2017-present)
- Christ Lutheran Church Altar Guild (August 2017-present)
- Christ Lutheran Church Praise & Worship Band (2018-present)
- United States Tennis Association Junior Team Tennis (Fall 2017-Fall 2018)

Community Service

- Bridge Builders (Anti-Racism Leadership Camp) Stony Lake, Michigan (July 2019)
- Junior Forum "Fill the Bus" Campaign-Collected, sorted and distributed school supplies for Georgetown ISD students (August 2017)
- Day Camp Volunteer for Cross Trails Ministry-40 hours of service/week (Summer 2015-Summer 2017)
- ELCA (Evangelical Lutheran Church in America) Youth Gathering-Mass Cast participant, Service Day project with Houston Parks and Recreation Dept. 8 hours of service (July 2018)
- Pumpkin Patch volunteer for First United Methodist Church (October 2018)
- Lead Worship Songs during Trinity Nursing Home Visits (August 2015-present)
- Brookwood in Georgetown (BIG) Helped residents with making pottery (Fall 2019)
- Brendan D. Downey Memorial Scholarship Fund -Vocalist in a Fundraiser Concert for the scholarship fund (rehearsals and concert January 2019-May 2019)

Honors and Awards

- National Honor Society (inducted as member January 2019)
- 1st place, 2nd place, 3rd place and consolation awards for Georgetown High School Tennis Singles & Doubles (2017-2019)
- Most Improved Tennis Player-Georgetown High School Junior Varsity Tennis (May 2019)
- Fall JTT Track Sectional Championships-Champ Team (Fall 2017)

- Fall CATA 2017 -Champ Team (Fall 2017)
- Fall Austin Area Championship 2017-Champ Team (Fall 2017)
- UIL (University Interscholastic League) Sweepstakes (Large Choir 2017-2020)
- UIL (University Interscholastic League) Region Solo (2018, 2019)
- UIL (University Interscholastic League) Pre-Area Solo (2018, 2019)
- Eagle Award for Outstanding Participation in Georgetown High School Choir (May 2019)
- Bridge Builders-Received scholarship to travel to and attend Bridge Builders Anti-Racism camp in Michigan as representative from Texas (July 2019)

Employment

- Hat Creek Burger Company (Georgetown, Texas) Work 15-20 hours per week part-time as a Cook-January 2020-present

Oct. Winner

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name Avery Brooks Student ID _____

Parents' or Guardians' Names Jon Brooks and Julie Michelle Brooks

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
GHS Track	9, 10, 11, 12	Captain	School Record Holder in Pole Vault, 4x100, 4x200 District Pole Vault and 4x200 (champion (9, 10)) Regional Qualifier in pole vault (9) and 4x200 (10)
Key Club	9	Freshman Leader	Participated in meetings and events
NHS	10, 11, 12	Vice President	Helped with meeting; organize service projects
HOSA Club	9, 10, 11		Participated in meetings
FCA	9, 10, 11, 12	Class Leader	Helped with meetings; started a Bible study.
Student Council	9	Treasurer	Participated in meetings.

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Texas Elite Pole Vault	9, 10, 11, 12	Helped setup an annual national pole vault meet (Expo Explosion).
Big Residential Volunteer	11	Taught a core values class to the residential citizens of Big.
First Baptist Church Mentor	11, 12	Met with a mentee to discuss a Bible study.
Track Bible Study	12	Started a track Bible Study that meets and discusses various topics.
FBC Leadership Track	9	Planned different series for lessons.

Why do you strive to be a good citizen? I strive to be a good citizen

because I want our community to be a more positive place.

A positive community leads to an ambitious and supportive environment, and that's what I want to help create!

Tell about something you have done or an accomplishment you are most proud of.

Something that I have done that I am most proud of was being a BiG residential volunteer. I was able to sit down with adults with special needs and help guide them in a core values class. I found that they taught me more than I taught them!

What are your goals after high school graduation?

My goals after high school graduation are to dive deep into the community of the university I attend. I plan to major in Kinesiology and go on to become a Pediatric Physician Assistant.

Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Coach Nicole Zavala Current Campus Benoid Middle School

Reason for selection Coach Zavala always encourages me to be the best version of myself in all aspects of life! Her life lessons will stick with me forever!

You may attach a current Resume if you wish.

Avery Catherine Brooks

Georgetown High School

Weighted GPA - 5.7654

Unweighted GPA - 4.0

SCHOOL ACTIVITIES/OUTSIDE CLUBS

Varsity Georgetown High School Track Team - 9, 10, 11, 12

(Pole Vault, 100m, 200m, 4x100m relay, 4x200m relay)

National Honor Society - 10, 11, 12

HOSA Club - 9, 10, 11

Fellowship of Christian Athletes - 9, 10, 11, 12

Class Student Council- 9

Key Club - 9

Texas Elite Pole Vault Club Team - 9, 10, 11, 12

First Baptist Church Youth Group Leadership Track - 9, 10, 11

AWARDS/LEADERSHIP

GHS Varsity Georgetown High School Track Awards (2017-2019)

- UIL District Varsity Pole Vault Champion (9, 10)
- UIL District Varsity 4 x 200 Relay Champions(9, 10)
 - UIL 4 x 100 Relay Champions (10)
 - UIL Area Varsity Pole Vault - 3rd Place (9)
 - UIL Area Varsity 4 x 200 - 2nd Place (10)
- UIL Regional Varsity Pole Vault Qualifier - 9th Place(9)
- UIL Regional Varsity 4 x 200 Qualifier - 4th Place (10)

Varsity Track School Record Holder 2019

- Pole Vault 2019 - Vaulted 12'4"
- Pole Vault 2020 - Vaulted 12'7"
 - 4 x 100 Relay - Ran 47.90
 - 4 x 200 Relay - Ran 1:42.3

Varsity Track Captain - 12

Treasurer - Class Student Council (9)

Freshman Representative - Key Club (9)

Class Leader - Fellowship of Christian Athletes (9, 10, 11, 12)

GHS Rotary Scholar Top 5 % Award (12)

GHS Top 10% Award (9, 10, 11)

The National Society of High School Scholars - 10, 11

Artwork Chosen for GISD District Art Show @ Georgetown Public Library (9)

First Baptist Church Leadership Track - (9, 10, 11)

Texas Elite Pole Vault Club Team - Killeen, Texas

COMMUNITY SERVICE/PHILANTHROPY

Key Club Sun City Garage Sale - 10/7/17 - 8:00 am - 10:00 am

Key Club Estrella Oaks Halloween Table Decorations -10/ 27/ 17- 4:00 - 5:00 pm

**Dicks Sporting Good Commercial Participant to Raise money for GHS Track Team - 10/28/17 -
7:30 am - 4:30 pm.**

First Baptist Church Georgetown Fall Festival Worker - 10/29/17 - 4:30 - 6:30 pm

Clean Texas Elite Pole Vault Gym - 10/4/17 - 9:30am - 12:30pm

**Benold Holiday Hoops Tournament Stats Keeper - 12/6/17 - 5:30 - 8:30 pm and 12/9/17 - 8:45 am - 3:15
pm**

Key Club GHS Valentine Booth Worker - 2/14/18 - 12:00 - 1:00 pm

Benold/Forbes Middle School Track Meet Helper - 3/1/18 - 5:30 - 8:30 pm

Summer 2018 Tutor Volunteer - 3rd Grader - Wednesdays 2 days - 10am - 12pm

Summer 2018 Helped Village 3rd Grade Teacher Organize Books by Genres - 4 days - 10am - 12pm

Helped Coach Zavala at Benold Middle School Organize PE Dept. - 8/9/18 - 1:00pm - 4:30pm

Helped Mrs. Monica Garza Benold Middle School Organize Classroom - 8/10/18 - 7:30am - 11:30am

Leadership Planning Meeting For FCA Yearly Events - 8/27/18 - 7:00 - 9:00pm

Helped Set up Texas Elite Pole Vault Gym for Winter Months - 10/21/18 - 3:00 - 5:00 pm

Fall Festival First Baptist Church Worker - Bouncy Station - 10/28/18 - 5:45 - 7:15 pm

The BIG in Georgetown, Texas - 1/22/19 and 1/29/19 - 6:00 - 8:00 pm (4 hours)

Volunteer Childcare - The Palmer Family- 2/2 - 3 hours

The BIG in Georgetown, Texas - 4/9/19 - 2 hours

Helped Coach Zavala at Benold Middle School Organize Classroom - 8/13/19- 3-8pm

TXE Work Day - 11/2/19 - 9:00-12:00 am - 3 hours

Veteran's Day at GHS - Placed Flags in front of school - 11/11/19 - 6:00-8:00am - 2 hours

The BIG in Georgetown, Texas - 11/12/19 - 6:00-8:0pm - 2 hours

Freddy's Fundraiser, Killeen, TX - 6:00-8:00pm - 2 hours- help raise donations for TXE EXPO Event

**Second Presbyterian Church - Austin, Texas - 11/26/19 - Decorated Church for Christmas-
1:00-3:00pm - 2 hours**

**The Big Georgetown - Georgetown, Texas - 1/20/20 - Taught a "Character Class to Special Needs
Adults" - 5:00-6:00pm - 1 hour**

**The Big Georgetown, Texas - 1/27/20 - Taught a "Character Class to Special Needs Adults" -
5:00-6:00pm - 1 hour**

Oct.
winner

Application for Jack Frost Citizen of the Month Award

(Please use black ink and print or type for photocopying purposes)

Applicant's Name Kade Locklin Student ID _____

Parents' or Guardians' Names Brad Locklin, Jennifer Beach

School Activities

List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments/responsibilities in each.

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Football	4		2nd team all district, Leadership Council X2
Basketball	4		District Newcomer of the Year.
Track	4		Varsity Track

Community Activities

List all activities in which you have participated for the betterment of your community: church groups, volunteer groups, boy/girl scouts, clubs sponsored outside of school, community improvement endeavors.

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
First Baptist ^{Small} Group	2	
Girl summer helper	1	Helped custodians in summer

Why do you strive to be a good citizen? I strive to be a
good citizen because I like to set
a good example for the future
generations and make my community a
better place.

Tell about something you have done or an accomplishment you are most proud of.

I have been named leadership council for our football team for the past 2 years. I was also named district Newcomer of the year my sophomore year.

What are your goals after high school graduation?

After high school I want to go study at college and get a degree with something to do with business.

Most people find that few successes are due to simple talent, luck, and personal goals. Many people have helped you across the years to help you become the person that you are today. In addition to your parents, neighbors, community and religious leaders, many teachers have made a difference in your life. Since this award is sponsored by GISD and in honor of a former teacher, coach and superintendent, we ask you to choose one teacher who has inspired you within our district. Please indicate that choice here:

Teacher's Name Mrs. Beran Current Campus GHS

Reason for selection Mrs. Beran always has a smile on her face and encouraged me to be my best every day.

You may attach a current Resume if you wish.



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/15/2020 10:33:48

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Information Only, Presentation

Name of Person Responsible:

Kirby Campbell

Department or Campus:

Support Services

Title of Agenda Item:

Completed Projects

Background Information:

During the November 2019 School Board Meeting the Board approved funds to replace the Village ES playscape, Installation of 6 new playscape shades and update additional playscape equipment. The project is now complete.

Attachments:

https://drive.google.com/open?id=1CVxi57ehXJgGyKf318G7jalisNn_mgxb

Superintendent's Recommendations:

Information Only

COMPLETED PROJECT UPDATE

Playgrounds - Shade - Tennis Courts

October 19, 2020



COMPLETED PLAYSCAPE AND SHADE

Playscape Equipment and Shade - both playgrounds - Village ES



COMPLETED SHADE

- Shade Complete at Ford ES, Frost ES, Carver ES, Purl ES and McCoy ES



COMPLETED EQUIPMENT AND FALL PROTECTION

- Updated EWF at all Elementary Schools
- Replacement Shade at Mitchell ES
- New Slide at Mitchell ES
- New Swings at Cooper ES
- Removal of Non-ADA Gravel at Frost ES and Cooper ES replaced with EWF



OTHER PROJECT COMPLETED



Tippet Tennis Court Renovation
Repair - Paint - Seal - New Nets





BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/15/2020 9:18:43

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Presentation

Name of Person Responsible:

Lannon Heflin

Department or Campus:

Technology and Innovation

Title of Agenda Item:

Technology 1 to 1 Device Update

Background Information:

In June, we placed orders for new Chromebooks, which we soon learned were going to be held up by global shipping and manufacturing challenges. In response, we placed a large order with a reseller for refurbished Chromebooks to ensure we had devices for the start of school. However, in August, we were notified by the reseller that the order had fallen through and was cancelled. In response, we began strategically distributing more of the Chromebooks and iPads we already owned; placing limits on how many a household could check out, to try and ensure the opportunity for at least one device in every home that needed one. Then, on September 8th, we were able to secure an order of 5700 new HP Chromebooks that arrived within two weeks. Within seven days, thanks to the incredible support of over fifty community volunteers, contractors, and staff, we were able to unbox, set up and begin distributing these (starting with high school) on September 23rd. As we check out these new Chromebooks, students are returning the original Chromebooks they were issued, many since March. As these



BOARD AGENDA ITEM

come in, we are sanitizing, preparing and checking them out to students in grades 2 through 7 who are identified as in need right now. We have completed checking out and providing devices for all students in grades 8 through 12 as 1 to 1. For any remote student in these grades who has not picked up their new Chromebook, we encourage you to go by your school and pick it up.

We expect our next large shipment in December and will begin deploying these to all other students in the Spring. Funding for the shipment in September (5,700 devices) came from Bond 2018 funds that were already earmarked for replacing devices in June of 2021. COVID simply moved that timeline up. Funds for the Dell order coming in December (5500) came from Bond 2015 savings. Together, these purchases will bring GISD to a 1-to-1 Chromebooks-to-student ratio, refresh our aging Chromebook fleet, per life-cycle management schedules, with new devices and set the stage for all students to have access to technology for learning wherever they are.

Refreshed/replaced devices are reaching end-of-useful-life by summer of 2021 and can no longer get critical security updates and have experienced four or more years of heavy use (wear and tear). These will be sent to recycling throughout the Spring semester as they are replaced.

Attachments:

Superintendent's Recommendations:

?



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 15:09:36

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Information Only

Name of Person Responsible:

Wes Vanicek

Department or Campus:

Assessment and Feedback

Title of Agenda Item:

Campus and District Planning Updates

Background Information:

Each GISD campus and district department has been working through identifying areas for priority work and areas for improvement. Here is a brief look at the processes, status and links to highlights of the plans to this point. Campuses and departments have engaged in a comprehensive needs assessment utilizing data from a variety of sources; those include student learning data from previous years according to NWEA MAP, classroom performance data, behavior, discipline and attendance data, as well as campus perceptual data from surveys and ongoing feedback processes.

Currently our campuses are engaged in soliciting feedback from their respective communities through either public meetings with their community or via the site-based decision making team.



BOARD AGENDA ITEM

Finally, the next steps in the campus and district improvement planning is that we will bring these plans to you in November for approval. We will submit a copy of each Campus Improvement and Targeted Improvement Plan to you 1 week prior to the board meeting for your additional review before asking for approval. In November, we will hold a hearing to solicit public comments on the TIP plans prior to approval. Following your approval, these plans will be submitted to our Region 13 School Improvement Coordinator for additional feedback before submitting the plans to TEA in December 2020.

Attachments:

Superintendent's Recommendations:

Information Only.

SUPERINTENDENT REPORT



Vision: Home of the most inspired students, served by the most empowered leaders.

Mission: Inspiring and empowering every learner to lead, grow, and serve.

WE BELIEVE PUBLIC EDUCATION IS THE FOUNDATION OF OUR COMMUNITY.

OUR ACTIONS SHOULD BE STUDENT-CENTERED. [relationships]

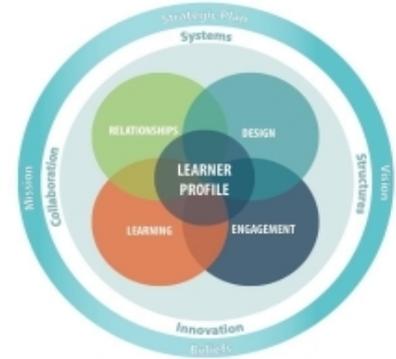
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

DEVELOPING LEADERS IS VITAL TO OUR SUCCESS. [system + structure]

INSTRUCTION SHOULD BE DESIGNED BASED ON THE NEEDS OF THE LEARNERS. [learning]

COMMUNITY ENGAGEMENT ENHANCES EDUCATIONAL EXPERIENCES. [collaboration + engagement]

STRATEGIC FRAMEWORK



National Principals Month (October)

#ThankAPrincipal

NATIONAL

PRINCIPALS

MONTH

OCTOBER 2020



GEORGETOWN ISD

National School Lunch Week Oct. 12-16

#NSLW2020



Check out our story and more photos at www.georgetownisd.org



GEORGETOWN ISD

National Bus Safety Week - Oct. 19-23

#NSBSW2020

#GISDThankABusDriver



GEORGETOWN ISD

Red Ribbon Week - Oct. 26-30

#GISDRedRibbon



**Red
Ribbon
Week**

Drug-Free America



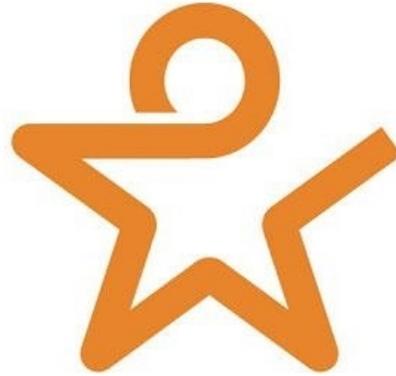
GEORGETOWN ISD

National Arts and Humanities Month (October)

#ArtsCreateHope

#GISDCreates

#GISDFantastic



NATIONAL
arts&humanities
MONTH



GEORGETOWN ISD

East View High School Theater Program Presents:

Puffs

Oct. 22-24 at 7 p.m.
EVHS outdoor theater space

Tickets available at www.evhstheater.com.



GEORGETOWN ISD

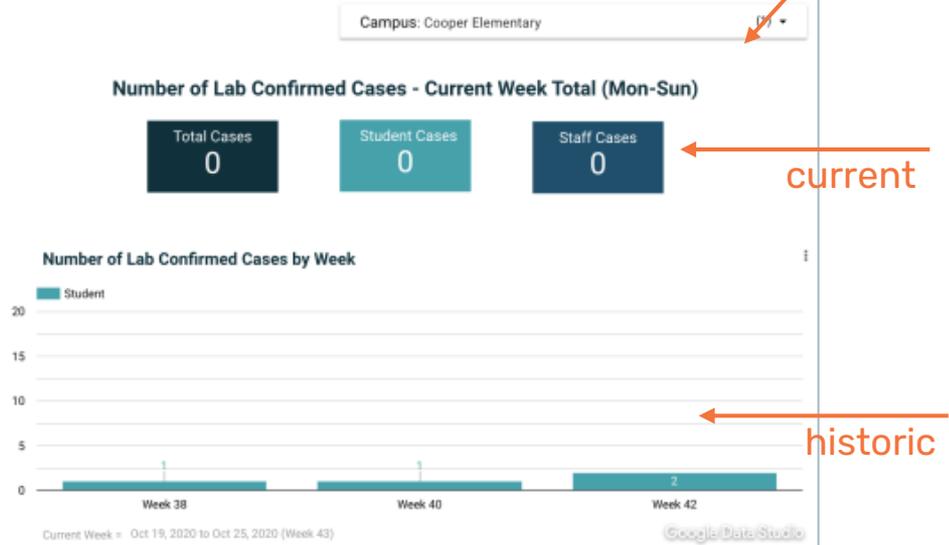
COVID-19 Dashboard

- ❑ Launched Sept. 16
- ❑ Version 2.0 launched Oct. 16 that allows users to select a campus and view a week-by-week count since the beginning of the school year.

www.georgetownisd.org/covid19

Campus - Cases by Week

Use the drop-down menu to filter cases by campus. Case totals for the current week are displayed in the colored boxes at the top and a bar chart displays previous weekly totals. If a campus has had zero cases, no historical data will display in the bar chart.





On Demand Learning Now Available at
www.georgetownisd.org/ParentU

Coming the end of October:
Checking out print and digital library books (all grade levels)
Readying NWEA Map Reports (Parents of students in K-8)



REMINDER:

Homework Help for Remote Learners

One-on-one help for remote learners with assignments in core academic classes for all grade levels

Tuesdays, Wednesdays and Thursdays
11:30 a.m. - 1 p.m.

Access links at

www.georgetownisd.org/students



**SCHOOL
HOUSE
ROCK**

BENEFITTING THE
GISD EDUCATION FOUNDATION

★ VOTE FOR YOUR FAVORITE ★
SCHOOL'S LIP SYNC PRODUCTION

OCT. 25TH
6:30P-7:30P

★★★★

BROADCASTING LIVE

YouTube

GEORGETOWN
INDEPENDENT SCHOOL DISTRICT



CHANGES TO ACADEMIC CALENDAR

Announced Friday a change to 5 days on the academic calendar:

- November 2
- November 30
- February 1
- February 17
- April 19

Reasoning behind this:

- Provides teachers with additional time to design engaging work
- A break for students that is truly work-free
- Dates are strategically placed throughout the year at a consistent frequency to provide needed preparation, design and planning time for the multiple modalities of learning
- Provide additional time for teachers to provide students with feedback on their progress in mastering State standards and Learner Profile attributes.



Important Dates

- **October 19** - First day of second 9-week grading period
- **October 20** - Chamber Breakfast Links, featuring GISD update
- **Early Voting** - October 13 -30
- **October 25** - School House Rock
- ⇒ **November 2** - Student Holiday/ Teacher Work Day
- **November 3** - Election Day
- **November 16** - November board meeting

Athletic competition is in full swing. Please note that capacity at events is limited and tickets should be purchased online in advance. Visit www.georgetownisd.org/athletics for details on how to purchase tickets or live stream events.



BE INFORMED

www.georgetownisd.org

District News

www.georgetownisd.org/newsletter

@GeorgetownISD



Questions?

We can help. Send us your inquiries.

[Submit a Let's Talk Dialogue](#)



GEORGETOWN ISD

THANK YOU

www.georgetownisd.org





BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/15/2020 10:33:47

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through September 30, 2020 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets. Included is the Quarterly Investment Report ending September 30, 2020.

Attachments:

<https://drive.google.com/open?id=1ZSKvSwicbamzlocN9tmMiN16pMDB4azK>

Superintendent's Recommendations:

Approval of the Financial Reports



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 8:35:44

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Consent Agenda

Name of Person Responsible:

Pam Sanchez

Department or Campus:

Business Services

Title of Agenda Item:

Budget Amendment #3

Background Information:

Each year after the start of school when all staff positions have been hired and students are enrolled, we amend the budgets to reflect revised revenue projections, actual salaries and benefits, and operational costs for the remainder of the school year. This year is not a typical year and the amendments presented are a reflection of this unusual time.

General Fund

TEA issued the district an Average Daily Attendance (ADA) of 11,712 which is considerably higher than our current ADA of 10,898. The higher ADA will hold the district harmless of funding loss due to the lower than anticipated enrollment for the 1st – 3rd Six Weeks (first semester) of the school year. The budget amendment presented reflects a worst case scenario if student counts do not improve during the spring semester. State aid decreases by \$200,000 and Chapter 49 Local Excess Revenue



BOARD AGENDA ITEM

recapture payment to the state increases by \$4.1 million from the original budget adopted in June. The amendment also reflects an increase in revenue from Williamson County stimulus funds, adjustments to salaries and benefits, and expenditures related to unbudgeted COVID costs allowing for remote and on-campus instruction.

The current budget column reflects the adopted budget; the increase/(decrease) column total reflects all of the increases or decreases to revenue/expenditure categories; and the amended budget column reflects a decrease of \$4.38 million to year end unaudited fund balance. Thus, ending unaudited fund balance is expected to be \$23.6 million by June 30, 2021.

We anticipate TEA extending the ADA hold harmless through the end of the school year if conditions do not improve with the pandemic. If this were to happen, the projected decrease to unaudited fund balance would be \$1.98 million and ending unaudited fund balance would be \$26 million by June 30, 2021.

Food Service Fund

The budget revisions are the direct result of closed campuses during the first three weeks of the school year and continued low enrollment and participation in non-free/reduced meal sales. The revenue budget has an anticipated decrease of \$800,000 while the expenditure budget shows a potential savings of \$400,000 due to lower food costs from reduced inventory and the prudent use of discounted commodities.

The amended budget column reflects a decrease of \$400,000 to year end unaudited fund balance. Thus, ending unaudited fund balance is expected to be a deficit of \$15,938 by June 30, 2021.

Attachments:

<https://drive.google.com/open?id=1vNGSuqjTRo9UJJA4m3a-oiCswZGxrlwi>



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approval of budget amendment #3 for 2020-21.

GENERAL FUND
BUDGET AMENDMENT
October 19, 2020

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	113,095,095	(29,000)	113,066,095
5800	State Revenues	15,547,614	(646,000)	14,901,614
5900	Federal Revenues / Other	1,435,000	1,185,000	2,620,000
	TOTAL	130,077,709	510,000	130,587,709
<u>EXPENDITURES</u>				
11	Instructional	71,815,828	586,167	72,401,995
12	Instructional Resources & Media	1,129,861	5,000	1,134,861
13	Curriculum & Instructional Development	2,094,949	130,372	2,225,321
21	Instructional Administration	3,146,594	94,000	3,240,594
23	School Leadership	7,646,355	(27,939)	7,618,416
31	Guidance & Counseling	4,887,911	(200,000)	4,687,911
32	Social Work Services	212,891		212,891
33	Health Services	1,318,518	(20,000)	1,298,518
34	Student Transportation	4,655,824	55,000	4,710,824
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,564,352	(16,000)	3,548,352
41	General Administration	3,990,209	38,000	4,028,209
51	Plant Maintenance & Operations	13,012,476	21,000	13,033,476
52	Security & Monitoring	417,750	27,000	444,750
53	Data Processing Services	3,370,182	63,500	3,433,682
61	Community Services	498,589		498,589
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	7,057,420	4,108,000	11,165,420
95	Payments to JJAEP	433,000	32,906	465,906
99	Appraisal Services	885,000		885,000
	TOTAL	130,137,709	4,897,006	135,034,715
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(60,000)	(4,387,006)	(4,447,006)
7900	Other resources	60,000	10,000	70,000
8900	Other uses	-		-
	NET	60,000	10,000	70,000
	NET INCREASE/(DECREASE) IN FUND BALANCE		(4,377,006)	
	BEGINNING FUND BALANCE (unaudited)	27,978,256		27,978,256
	ENDING FUND BALANCE	27,978,256	(4,377,006)	23,601,250

Georgetown Independent School District
2020-2021 General Fund Budget Amendment (3)
October 19, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
Expenditures					
1. 199 E 36 6412 32 004 0 22 952	TRAVEL - STUDENTS	\$ 17,000	-	3,000	\$ 14,000
199 E 11 6399 cv 004 0 22 952	GENERAL SUPPLIES	\$ -	3,000	-	\$ 3,000
To reclass 20/21 budget to new AV/communications class supplies at EVHS					
2. 199 E 23 6411 00 045 0 99 964	TRAVEL - EMPLOYEE ONLY	\$ 4,000	-	2,939	\$ 1,061
199 E 11 6399 00 045 0 24 964	GENERAL SUPPLIES	\$ 7,809	2,939	-	\$ 10,748
To reclass 20/21 budget for supplies at Wagner MS					
3. 199 E 11 6239 00 999 0 11 924	E.S.C. SERVICES	\$ -	36	-	\$ 36
199 E 13 6499 00 999 0 99 924	MISC. OPERATING COSTS	\$ 1,875	-	36	\$ 1,839
To reclass 20/21 budget for ESC Services for Science Coordinator					
4. 199 E 11 6399 49 909 0 32 970	GENERAL SUPPLIES	\$ 18,500	-	408	\$ 18,092
199 E 13 6399 00 909 0 32 970	GENERAL SUPPLIES	\$ -	408	-	\$ 408
To reclass 20/21 budget for staff development supplies for PreK Program					

BUDGET REVISIONS

Revenues	Increase/Credit	Decrease/Debit	
199 R 00 5711 00 000 0 00 000	TAXES, CURRENT YEAR	338,000	-
199 R 00 5734 00 000 0 00 000	SCOREBOARD ADVERTISEMENT	-	20,000
199 R 00 5736 00 000 0 00 000	NIGHT SCHOOL TUITION	-	2,000
199 R 00 5737 74 699 0 00 000	SUMMER SCHOOL TUITION	-	10,000
199 R 00 5739 00 960 0 00 000	TUITION AND FEES - EAGLE WINGS	-	150,000
199 R 00 5739 00 965 0 00 000	TUITION AND FEES - ASAP	-	10,000
199 R 00 5743 00 000 0 00 000	FACILITY RENTAL - GENERAL	-	50,000
199 R 00 5743 00 000 0 00 000	FACILITY RENTAL - YMCA	-	15,000
199 R 00 5743 00 000 0 00 000	FACILITY RENTAL - PAC	-	15,000
199 R 00 5752 00 000 0 00 000	ATHLETIC ACTIVITY	-	75,000
199 R 00 5769 57 000 0 00 000	MISC REVENUE - SEAPERCH PROGRAM	-	20,000
199 R 00 5811 00 000 0 00 000	PER CAPITA APPORTIONMENT	72,000	-
199 R 00 5812 00 000 0 00 000	FOUNDATION SCHOOL PROGRAM	-	283,000
199 R 00 5831 00 000 0 00 000	TRS ON-BEHALF PAYMENTS	-	435,000
199 R 00 5939 00 000 0 00 000	FED REV FROM OTHER SOURCES - WILCO	1,200,000	-
199 R 00 5941 00 000 0 00 000	IN LIEU OF TAXES	-	15,000
199 R 00 7912 00 000 0 00 000	SALE OF PROPERTY	-	10,000
199 R 00 7956 00 000 0 00 000	INSURANCE RECOVERY	20,000	-

Georgetown Independent School District
2020-2021 General Fund Budget Amendment (3)
October 19, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
--------------	-------------	----------------	--------------------	--------------------	----------------

BUDGET REVISIONS, continued

Expenditures		Increase/Debit	Decrease/Credit		
199 E 11 6117 00 999 0 11 999	PAYROLL	80,000	-		
199 E 11 6129 00 997 0 11 000	PAYROLL	-	200,000		
199 E 11 6142 00 997 0 11 000	PAYROLL	70,000	-		
199 E 11 6144 00 997 0 11 000	PAYROLL	-	350,000		
199 E 11 6146 00 997 0 11 000	PAYROLL	600,000	-		
199 E 12 6146 00 997 0 99 000	PAYROLL	5,000	-		
199 E 13 6144 00 997 0 99 000	PAYROLL	-	10,000		
199 E 13 6146 00 997 0 99 000	PAYROLL	19,000	-		
199 E 21 6129 00 997 0 99 000	PAYROLL	50,000	-		
199 E 21 6142 00 997 0 99 000	PAYROLL	10,000	-		
199 E 21 6144 00 997 0 99 000	PAYROLL	-	20,000		
199 E 21 6146 00 997 0 99 000	PAYROLL	48,000	-		
199 E 23 6121 00 997 0 99 000	PAYROLL	2,000	-		
199 E 23 6129 00 997 0 99 000	PAYROLL	-	60,000		
199 E 23 6144 00 997 0 99 000	PAYROLL	-	40,000		
199 E 23 6146 00 997 0 99 000	PAYROLL	73,000	-		
199 E 31 6119 00 997 0 99 000	PAYROLL	-	200,000		
199 E 31 6144 00 997 0 99 000	PAYROLL	-	40,000		
199 E 31 6146 00 997 0 99 000	PAYROLL	36,000	-		
199 E 33 6146 00 997 0 99 000	PAYROLL	-	20,000		
199 E 34 6121 00 997 0 99 000	PAYROLL	10,000	-		
199 E 34 6144 00 997 0 99 000	PAYROLL	40,000	-		
199 E 34 6146 00 997 0 99 000	PAYROLL	5,000	-		
199 E 36 6144 00 997 0 99 000	PAYROLL	5,000	-		
199 E 36 6146 00 997 0 99 000	PAYROLL	-	20,000		
199 E 41 6144 00 997 0 99 000	PAYROLL	22,000	-		
199 E 41 6146 00 997 0 99 000	PAYROLL	-	10,000		
199 E 51 6121 00 997 0 99 000	PAYROLL	31,000	-		
199 E 51 6129 00 997 0 99 000	PAYROLL	600,000	-		
199 E 51 6144 00 997 0 99 000	PAYROLL	-	700,000		
199 E 51 6146 00 997 0 99 000	PAYROLL	-	10,000		
199 E 52 6125 00 997 0 99 000	PAYROLL	27,000	-		
199 E 53 6129 00 997 0 99 000	PAYROLL	60,000	-		
199 E 51 6125 00 931 0 99 943	PAYROLL	100,000	-		
199 E 11 6112 00 999 0 25 914	SUBSTITUTE	1,200	-		
199 E 11 6112 00 903 0 11 901	SUBSTITUTE	600	-		
199 E 53 6125 00 999 0 99 913	PAYROLL	3,500	-		
199 E 41 6649 00 750 0 99 932	FFE	20,000	-		
199 E 11 6399 00 999 0 11 999	SUPPLIES	250,000	-		
199 E 11 6649 35 999 0 11 999	CAMPUS FFE	8,800	-		
199 E 41 6299 00 750 0 99 920	CONTRACTED SERVICES	6,000	-		
199 E 11 6299 00 903 0 11 912	CONTRACTED SERVICES	75,000	-		
199 E 21 6399 00 999 0 99 908	SUPPLIES	6,000	-		
199 E 31 6117 00 902 0 99 903	PAYROLL	4,000	-		
199 E 13 6411 00 999 0 99 926	TRAVEL	66,000	-		
199 E 13 6112 00 999 0 99 926	SUBSTITUTE	1,000	-		
199 E 13 6411 00 999 0 99 926	TRAVEL	27,000	-		
199 E 13 6411 00 999 0 99 926	TRAVEL	27,000	-		
199 E 11 6145 00 999 0 11 930	UNEMPLOYMENT COMP	45,000	-		
199 E 36 6399 00 999 0 99 999	SUPPLIES	2,000	-		
199 E 91 6224 00 999 0 99 999	STUDENT ATTENDANCE CREDITS	4,108,000	-		
199 E 95 6223 00 999 0 99 999	STUDENT TUITION - NON-PUBLIC (JJAEP)	32,906	-		

FOOD SERVICE
BUDGET AMENDMENT
October 19, 2020

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	2,249,917	(800,000)	1,449,917
5800	State Revenues	200,682		200,682
5900	Federal Revenues / Other	2,992,662		2,992,662
	TOTAL	5,443,261	(800,000)	4,643,261
<u>EXPENDITURES</u>				
35	Child Nutrition	5,392,477	(400,000)	4,992,477
51	Plant Maintenance & Operations	-		-
81	Facilities Acquisition & Construction	-		-
	TOTAL	5,392,477	(400,000)	4,992,477
	NET REVENUES OVER/ (UNDER) EXPENDITURES	50,784	(400,000)	(349,216)
7900	Other resources	-		
8900	Other uses	-		
	NET	0	-	0
	NET INCREASE/(DECREASE) IN FUND BALANCE		(400,000)	
	BEGINNING FUND BALANCE	333,278		333,278
	ENDING FUND BALANCE	384,062	(400,000)	(15,938)

Georgetown Independent School District
 2020-2021 Food Service Budget Amendment (3)
 October 19, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
--------------	-------------	----------------	--------------------	--------------------	----------------

BUDGET REVISIONS

Revenues		<u>Increase/Credit</u>	<u>Decrease/Debit</u>
240 R 00 5751 00 000 0 00 000	FOOD SERVICE ACTIVITY	-	800,000
Expenditures			
240 E 35 6341 00 910 0 99 000	FOOD SUPPLIES	-	400,000



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/15/2020 10:28:29

- Consent Agenda**
- Action Needed**
- Information Only**
- Recognition**
- Presentation**

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Annual Financial Report (AFR) Due Date Extension Waiver

Background Information:

The AFR or audit report is presented to the Board of Trustees for approval each year in October and submitted to TEA by the last week of November. Due to expected delays related to COVID-19, TEA has given districts the option, applicable to the fiscal year 2019-2020 AFR, to extend the due date until January 28, 2021. It is our auditor's recommendation that the district apply for a waiver which will provide additional time to finalize the AFR beyond the November 27, 2020 due date.

Attachments:



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approve the submission of a waiver to TEA for the annual financial report November 27, 2020 due date requirements due to COVID-19.



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/13/2020 13:55:30

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Consent Agenda

Name of Person Responsible:

Carmen Domel

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Board Meeting Minutes

Background Information:

Board meeting minutes are attached.

Attachments:

https://drive.google.com/open?id=1VV3HZv3HI06GnWOHP8QpZQMTiytrTg_T

Superintendent's Recommendations:

Approve board meeting minutes as presented.

September 21, 2020
Georgetown, TX

Scott Stribling called a Board Workshop to order at 3:30 p.m. with David Phillips, Ben Stewart, Marcos Gonzalez, Elizabeth McFarland, Melanie Dunham, Andy Webb, and Superintendent Dr. Fred Brent

Visitors present: TASB Facilitator Dr. Phil Gore

Staff attendees: Terri Conrad, Matt Golla, Wes Vanicek, Melinda Brasher, Lannon Heflin, Lisa Napper, Courtney Acosta, Lindsay Harris, Pam Sanchez, Kirby Campbell

Dr. Phil Gore facilitated board planning and goal setting workshop, along with information shared by Chief Strategist of Feedback and Assessment, Wes Vanicek.

The workshop adjourned at 5:32 p.m.

Melanie Dunham

The regular September meeting of the GISD Board of Trustees called to order at 5:46 p.m. by Scott Stribling, Marcos Gonzalez, Andy Webb, David Phillips, Melanie Dunham, Elizabeth McFarland, Ben Stewart, and Superintendent Dr. Fred Brent.

At 5:46 p.m., Chief Financial Officer Pam Sanchez open the Public Hearing to present the 2019-2020 Financial Integrity Rating System of Texas (FIRST) report. There were no public comments.

Under the authority of the Texas Government Code Chapters 551.071, 551.072, 551.074, 551.129, 551.082, and 551.0821, the Board went into closed session at 5:58 p.m. to discuss personnel, real property, and legal. The Board came into open session at 7:00 p.m.

Attendees: Kirby Campbell, Jeanna Sniffin, Heather Stoner, Tamra Marbibi, Danielle Holloway, Donnie Bruton Jr., Tish Ptomey, Brian Johnson, Alfonso Longoria, Terri Conrad, Brandon Jayroe, Lisa Napper, Pam Sanchez, David Biesheuvel, Melinda Brasher, Lindsay Harris, Courtney Acosta, Cindy Pike

Executive Director for Construction and Development, David Biesheuvel shared a bond projects update sharing pictures of renovations/additions at Tippit MS, East View HS, and Georgetown HS.

Systems and Operations Strategist Courtney Acosta, Assistant Superintendent of Human Resources Lisa Napper, and Executive Director of Support Services Kirby Campbell shared COVID-19 information on aspects of how the District is addressing needs and creating practices related to COVID-19.

Systems and Operations Strategist, Courtney Acosta and Chief Financial Officer Pam Sanchez, presented an out-of-district student transfer proposal.

Systems and Operations Strategist Courtney Acosta shared a review of the Student Handbook.

CCMR Director, Cynthia Pike shared an update on the equity planning process.

Assistant Superintendent of Human Resources Lisa Napper shared information on TASB Policy Update 115.

Feedback and Assessment Strategist Wes Vanicek shared an update on TASB Policy FNA (Local).

Superintendent's report: first day on-campus learning, COVID-19 tracker, academic help desk, ipad and laptop distributions, virtual walking tours of Williams and Wolf Ranch elementary, Cornerstone awarded presented to GISD nurses, GISD District of Distinction award, Parent U, and important dates.

Andy Webb made the motion, seconded by Melanie Dunham, to approve all Consent items as presented. Unanimously approved.

Consent Item XI.D.

INVESTMENT STRATEGY AND INVESTMENT OFFICERS

WHEREAS, Government Code Chapter 2256, commonly referred to as the Public Funds Investment Act requires the Georgetown Independent School District ("Georgetown ISD") to adopt by resolution a written investment policy regarding the investment of its funds and funds under its control, and to review, not less than annually, its investment policy and investment

strategy and adopt an instrument stating that it has reviewed the investment policy and investment strategy, and record any changes made to either the investment policy or investment strategy, and

WHEREAS, the Public Funds Investment Act requires the Georgetown ISD to designate by resolution one or more officers or employees to be responsible for the investment of its funds consistent with the investment policy and investment strategy.

NOW THEREFORE BE IT RESOLVED:

THAT the Board of Trustees of Georgetown ISD has reviewed the District’s investment policies (Board Policy CDA Legal and Local) and the Investment Strategy;

AND THAT Georgetown ISD designates individuals who hold the following positions as investment officers responsible for the investment of District funds:

- Chief Financial Officer
- Director of Finance

The above Resolution is adopted this _____ day of _____, 2020.

Board President

Board Secretary

Consent Item IX.E.

A RESOLUTION ADOPTING AUTHORIZED BROKER/DEALER LIST

WHEREAS, the Public Funds Investment Act (Texas Government Code, Chapter 2256) governs local government investment; and

WHEREAS, the Public Fund Investment Act (Section 2256.025) requires the governing body or its designated investment committee, no less than annually, to review, revise and adopt a list of qualified broker/dealers authorized to engage in investment transactions; and

WHEREAS, the following broker/dealers recommended for approval:

NOW, THEREFORE, BE IT RESOLVED that:

- Baird Securities
- BOK Financial
- Cantor Fitzgerald
- FTN Financial
- Intl FC Stone
- Merrill Lynch/Bank of America
- Mizuho Securities
- Morgan Stanley
- Mutual Securities
- Piper Jaffray

Raymond James
RBC Capital Markets
Stifel Nicolaus
Wells Fargo
Williams Capital Group

are authorized as broker/dealers for Georgetown ISD.

In accordance with the Investment Policy, a copy of the Investment Policy will be sent to each broker/dealer on the list whenever a material change is made to the Policy.

Any qualified Texas bank used for time or demand deposits may be approved by the investment officers as identified through the competitive process without Board action.

That the Georgetown ISD has complied with the requirements of the Public Funds Investment Act and the list of authorized broker/dealers is hereby adopted.

PASSED, ADOPTED AND APPROVED by the Board of the Georgetown ISD this the ____ day of _____, 2020.

Board President

Board Secretary

Consent Item IX.F.

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Georgetown Independent School District meeting in public with a quorum present and certified, did adopt this resolution that recognizes the **Williamson**

County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district.

Texas A&M Agrilife Extension will request academic eligibility for competitive and non-competitive purposes when an absence is required.

Approved this day ____ of _____, 20 __.

Board of Trustee

Superintendent

David Phillips made the motion, seconded by Elizabeth McFarland, to approve recommendations from Assistant Superintendent of Human Resources, Lisa Napper regarding the selection of district teachers and administrators. Unanimously approved.

CAMPUS SUPPORT STAFF

POSITION: Special Education – LSSP
APPLICANT: Christine Montero
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – University of South Florida
EXPERIENCE: 2 years – St John County School Board

POSITION: Special Education – LSSP
APPLICANT: Carolyn Sassano
ADDRESS: Georgetown, Texas
EDUCATION: Doctorate – Fielding Graduate University
EXPERIENCE: 30 years – Kane Hall Barry (Bedford Texas – Medical Facility)

DISTRICT SUPPORT STAFF

POSITION: Feedback & Assessment – Director of Assessment
APPLICANT: Deborah Jacobson
ADDRESS: Lago Vista, Texas
EDUCATION: Master’s Lamar University
EXPERIENCE: 18 years – Leander ISD

TEACHERS

POSITION: Annie Purl Elementary School – Pre-K Bilingual
APPLICANT: Evelyn Villafranco
ADDRESS: Rockport, Texas
EDUCATION: Bachelor’s degree
EXPERIENCE: 0 years – North East ISD - Aide

POSITION: Benold Middle School – Social Studies Teacher
APPLICANT: Kyle Marquis
ADDRESS: Jarrell, Texas
EDUCATION: Bachelor’s degree – Texas State University
EXPERIENCE: 0 years – Alternative Program

POSITION: Cooper Elementary School – 1st Grade Teacher
APPLICANT: Ariel Valadez
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree – Texas A&M University
EXPERIENCE: 0 years – Alternative Program

POSITION: East View High School – English Teacher
APPLICANT: Shane Harrison
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – Southwestern University
EXPERIENCE: 0 years – Alternative Program

POSITION: Forbes Middle School – Special Education ILC Teacher
 APPLICANT: Jean Messer
 ADDRESS: Georgetown, Texas
 EDUCATION: Bachelor’s degree – University of Phoenix
 EXPERIENCE: 1 year – Georgetown ISD – Aide

POSITION: Forbes Middle School – 6th Grade Science
 APPLICANT: Rachel Whipple
 ADDRESS: Copperas Cove, Texas
 EDUCATION: Bachelor’s degree – University of Idaho
 EXPERIENCE: 0 years – Alternative Program

POSITION: Mitchell Elementary School – Kindergarten Bilingual Teacher
 APPLICANT: Anavell Clark
 ADDRESS: Georgetown, Texas
 EDUCATION: Bachelor’s degree – Stephen F. Austin University
 EXPERIENCE: 0 years – Alternative Program

POSITION: Mitchell Elementary School – Kindergarten Teacher
 APPLICANT: Shelby Garcia
 ADDRESS: Hutto, Texas
 EDUCATION: Bachelor’s degree – Texas State University
 EXPERIENCE: 1 year – Georgetown ISD - Aide

POSITION: Wagner Middle School – Choir Director
 APPLICANT: Richard Paswaters
 ADDRESS: Round Rock, Texas
 EDUCATION: Master’s – Azusa Pacific University
 EXPERIENCE: 12 years – Valor Christina High School – (Colorado)

POSITION: Williams Elementary School – 1st Grade
 APPLICANT: Aldrin Sansano
 ADDRESS: Pflugerville, Texas
 EDUCATION: Bachelor’s degree – Texas State University
 EXPERIENCE: 0 years – Alternative Program

POSITION: Williams Elementary School – 3rd Grade
 APPLICANT: Adam Williams
 ADDRESS: Round Rock, Texas
 EDUCATION: Bachelor’s degree – University of Iowa
 EXPERIENCE: 2 years – Round Rock ISD

POSITION: Wolf Ranch Elementary School – Art Teacher
 APPLICANT: Kimberly Keller
 ADDRESS: Georgetown, Texas
 EDUCATION: Bachelor’s degree – Southwestern University
 EXPERIENCE: 21 years – Georgetown ISD

POSITION: Wolf Ranch Elementary School – 4th Grade Teacher
 APPLICANT: Troy Shore
 ADDRESS: Leander, Texas
 EDUCATION: Master’s degree – Stephen F. Austin University
 EXPERIENCE: 25 years – Round Rock ISD

Andy Webb made the motion, seconded by Marcos Gonzalez, to authorize the GISD Superintendent to negotiate and execute a contract to purchase approximately 35 acres of land for a future Career and Technical Education Center. Unanimously approved.

Elizabeth McFarland made the motion, seconded by Ben Stewart, to approve the GISD Asynchronous Learning Plan for submission to TEA. Unanimously approved.

Marcos Gonzalez made the motion, seconded by Ben Stewart, to adjourn at 7:58 p.m.

Melanie Dunham



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/14/2020 13:53:30

- Consent Agenda**
- Action Needed**
- Information Only**
- Recognition**
- Presentation**

Consent Agenda

Name of Person Responsible:

Lisa Napper

Department or Campus:

Human Resources

Title of Agenda Item:

TASB Policy Update and DIA (Local)

Background Information:

Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions. Several policies have been revised to incorporate the new Title IX regulations. Other policies were updated to reflect legislation from the 86th Legislative Session and from revised Administrative Code rules that were not included previously in Update 114. DIA (Local) policy was revised separately from the Update 115.

This item was for information only at the September 21, 2020 board meeting.



BOARD AGENDA ITEM

Attachments:

https://drive.google.com/open?id=1b46UeFN_SsdL6RxZV5WzPSK-sS5a5x-n,
https://drive.google.com/open?id=1i7UVGg8HwLtn2TJZ_NKTK1qCwn3WpA2M,
<https://drive.google.com/open?id=1p7ILlg47J9mF1Ffp1sCbwiTly4IRMA6m>,
https://drive.google.com/open?id=1i-xtZFZJt9N_RvrOpZiDhsCcl0Antldj,
<https://drive.google.com/open?id=1tBSJyrmDNUwUISLmKRe-Hy3f4eAW311p>

Superintendent's Recommendations:

Approve Update 115 and DIA (Local) as presented.



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 17:51:37

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Consent Agenda

Name of Person Responsible:

David Biesheuvel

Department or Campus:

Construction & Development

Title of Agenda Item:

Right of Way Dedication Deed

Background Information:

The contract to purchase the tract of land on which Williams ES was built stipulated that GISD would provide an access easement on the main driveway coming off of Southwestern Blvd. allowing public access to the development being planned east of the campus. However, during the developer's planning with the City, they determined that that "street" needed to be widened to accommodate the amount of proposed traffic. This led to a conclusion by the developer and GISD that it would be better for all parties if that drive was dedicated to the City as a public street with the developer being responsible for including it on their plat and subsequently improving it. By dedicating this to the City, GISD would no longer be responsible for maintaining/improving the street. The total Right-of-Way width required for this new street is 63 feet which would encompass the currently paved street and strip of grass/weeds between it and the fence along our south property line totaling 1.391 acres (63' wide by 961.85').



BOARD AGENDA ITEM

Attachments:

Superintendent's Recommendations:

Approve dedicating a Right of Way along Williams ES south property line to the City for a public street along with a resolution authorizing the Superintendent to sign appropriate documents for such dedication.



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/14/2020 13:49:31

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Action Needed

Name of Person Responsible:

Lisa Napper

Department or Campus:

Human Resources

Title of Agenda Item:

Professional Hires

Background Information:

This recommendation includes professional hires since the September 21, 2020 board meeting. Professional hires will be presented in closed session.

Attachments:

Superintendent's Recommendations:

Approve the recommendations for professional hires as presented.



BOARD AGENDA ITEM

Board Meeting Date:10/19/0020

Submitted Date: 10/16/2020 11:03:23

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Action Needed

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations

Title of Agenda Item:

Student Out of District Transfers

Background Information:

Last month at the board meeting we presented information regarding a possible update to FDA(LOCAL) policy which would allow GISD to accept out of district transfers. The proposed policy changes and guidelines are attached.

Attachments:

https://drive.google.com/open?id=1S2UkH_nHBXza4Qxxncgh8hhheA7PBQS,
<https://drive.google.com/open?id=1y2I3cUp2cAbdA1d1zfuw-n9z-qk3cZ1n>

Superintendent's Recommendations:

We recommend that the board adopt the changes to FDA(LOCAL) regarding the student out of district transfers policy as presented.

**No Interdistrict
Transfers Authority**

~~A nonresident student shall not be permitted to attend District schools except as provided below.~~

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

Exceptions

A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.

Transfer Requests

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.

A nonresident District employee, other than a substitute, may request that his or her child be admitted into the District school where the parent works or its feeder pattern by filing an application with the Superintendent or designee. If the parent's work location is a site other than a school, the parent may request a transfer to the school or feeder pattern nearest to the parent's work site. Transfers shall be granted for one regular school year at a time, on a tuition-free basis.

Factors

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history, and attendance records and grades.

**Transfer
Agreements**

A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.

Appeals

An appeal of a decision on a transfer request may be made to the Superintendent's designee. If, upon appeal, the designee denies the transfer request, an appeal of that decision may be made to the Superintendent. No further appeals beyond the Superintendent are permitted. Denial of a transfer request based on Student Code of Conduct violations or a documented pattern of truancy, late arrivals, and/or late pick-ups in the previous school year cannot be appealed.

GISD Student Out of District Transfer Procedures and Guidelines

General Transfer Information

Students in grades PreK through twelfth grade are eligible for transfers into the district. Unless otherwise required by law, transportation shall not be provided to a student who is transferred under this policy.

In approving transfers, the Superintendent or designee shall consider availability of space, instructional staff, and related service staff, as well as the student's disciplinary history and attendance records.

Types of Transfers

Mandatory Transfers The district shall accept a transfer student from another district under the following conditions:

1. A student enrolled in a District school who is placed in temporary foster care by the Department of Family and Protective Services at a residence outside the District may continue in attendance area for the school or within the school's feeder pattern on a tuition-free basis. Transportation for students in foster care will be evaluated under the procedures established in collaboration with the Department of Family and Protective Services or the child's placing agency in accordance with CNA (Legal).

Permissive Priority Transfers The district may accept a transfer student from another district under the following conditions:

1. A temporary transfer for a period of 45 calendar days may be granted when a family who resides outside the District has a home under construction or is waiting to occupy a residence purchased or rented in the District. Documentation indicating the expected date of occupancy shall be presented to the Operations Office.
2. A nonresident District employee's child may transfer on a tuition-free basis into a District school.

Permissive General Transfers The District may admit a student who resides outside District boundaries into a school or a designated special school program, if space is available. To be admitted under this policy, the student must otherwise meet the admission criteria under Texas Education Code § 25.001, FD(Legal) and FD(Local) or otherwise meet the criteria for free pre-kindergarten under Texas Education Code § 29.153 and EHBG (Legal).

Space Availability

Schools will be open to accept student transfers on a space and staffing available basis. Space availability will be evaluated in each grade level/program and transfers approved based on this evaluation. Parents should be aware that the transfer request will not be approved if additional staff or classrooms are needed to accommodate the transfer student. Projected enrollment for the

GISD Student Out of District Transfer Procedures and Guidelines

campus must be below 95% of the capacity of the campus. Other criteria that may be used on campuses that are near 95% and in high growth areas include:

- Elementary grades PreK - 5: The principal may approve transfers in prekindergarten through grade 4 if projected enrollment is less than or equal to a 19:1 ratio, in grade 5 that ratio is 22:1.

There are no guarantees that children who transfer in will be able to continue at the requested campus in future school years. Every school and grade level is evaluated every year.

Student Transfer Application Timeline

Timelines will be adjusted for the 2020-2021 school year.

December of the preceding school year	The District will prepare a list of schools that will be closed to non-mandatory transfers as well as any other circumstances that would create the need to limit available space for any type of transfer. Schools may be added or deleted from this list as availability changes.
First business day in January	The District will begin accepting requests for permissive priority transfers for the following school year.
Last business day in January	Deadline to submit a request for a permissive priority transfer to be considered. Note: All requests submitted during this period must be postmarked or date/time stamped by Operations Office no earlier than the first business day in January and no later than the last business day in January.
Beginning the first business day in February	Requests for permissive general transfers will be accepted on a first-come, first-served basis in the Operations Office.
Three weeks prior to the first day of school	Deadline to submit a request for a permissive general transfer for the fall semester.
Two weeks after the beginning of the fall semester	Deadline to be enrolled in transfer school except in the event of a late approval.
November 15 (or, if on a weekend, first business day after)	Deadline to submit a request for a permissive (priority or general) transfer for the spring semester.
Two weeks after the beginning of the spring semester	Deadline to be enrolled in the transfer school except in the event of a late approval.

GISD Student Out of District Transfer Procedures and Guidelines

Important Student Transfer Information

Request Procedures

A request for transfer form may be obtained from the Operations Office or from any District campus. It must be completed and submitted to the Operations Office according to the deadlines above and FDA(LOCAL).

Requests for special education programs and programs that require applications for admission must be made directly to the Executive Director of State and Federal Programs. The deadlines and approval procedures specified in policy will be followed. Once students are accepted into the program, the program director/administrator will submit a list of those students to the Operations Office no later than April 30 of the previous school year. Students who are receiving special education or other services must be able to be provided appropriate services by an existing program on a GISD campus in order for their application to be approved.

Processing Procedures

Upon receipt of a request for a transfer, the Operations Office will verify the accuracy of all student information provided on the request as well as determine the eligibility status for the type of transfer requested. The office also will request that students who are not currently enrolled in the District to provide proof of residence in the sending District from the parent/guardian submitting the request.

Requests will be processed on a first-come, first-served basis. However, in the event of a space or staffing limitation at a given campus, the Superintendent has the authority to limit space to any type of transfer if needed. Permissive transfers will not be accepted for closed schools and wait lists will not be maintained. These requests will be granted on a space-available basis.

Approved Requests for Transfers

A permissive transfer will be granted for one school year. Parents must apply for a transfer by the deadline before each upcoming school year. The parent is notified of the approval in writing and is informed that:

- The student should be withdrawn from his or her present school and that copies of the withdrawal paperwork should be taken to the approved transfer school;
- The student should be entered in the transfer school by the date stated in the letter and no later than ten school days after the beginning of semester for which the transfer is approved except in the case of late approvals;
- The student and parent are expected to abide by the terms of the transfer through the demonstration of acceptable academics, attendance, behavior, and parental cooperation; and
- The student's transfer may be revoked for failure to meet these terms and in accordance with the process described below at Transfer Revocation.

GISD Student Out of District Transfer Procedures and Guidelines

Denied Requests for Transfers

Unfortunately, Georgetown ISD will not be able to approve all student transfer requests, as noted above. A student transfer request may be denied for the following reasons:

- No space available at the requested grade level/campus.
- The student has a history of documented Student Code of Conduct infractions and/or commits a violation of the Student Code of Conduct, which results in an assignment to the District or Juvenile Justice Alternative Education Program. These denials may not be appealed.
- Documented patterns of truancy, late arrivals, and/or late pick-ups requiring the supervision of the child by school staff. These denials may not be appealed.
- The parent falsifies information for the purpose of transfer approval.

The following will apply to denied requests for transfers:

1. All denials are posted to the District's intranet transfer file so that each campus may access data on approvals for students enrolled at that campus.
2. The parent is notified of the denial in writing and is informed that:
 - There may be available space in other nearby schools as listed in the letter and if time permits for the submission of a new request for a transfer; and
 - He or she may appeal the decision if the appeal is in accordance with the directions and timelines specified in the letter.

Appeal Procedure

An appeal of a denial of a transfer request is to be made to the Superintendent's designee. This administrator will have the authority to approve the transfer when it is in his or her judgment that such a transfer will benefit the education of the student and that the school's staffing needs will not be adversely affected by such an approval. The appeals administrator will also have the authority to deny the appeal based on the criteria outlined for the initial decision.

If the Superintendent's designee also denies the request, he or she will provide this information to the parent in writing. The letter will include directions and timelines as to how an appeal may be made to the Superintendent. [See FDA(LOCAL), Admissions Interdistrict Transfers.

Transfer Revocation for Permissive Transfers

The parents and students accepting a transfer must agree to abide by the school's standards for attendance, discipline and parental cooperation. A transfer may be revoked at the end of the semester if these conditions are not met. Transfers will not be revoked during the middle of a semester. Students who are on a mandatory transfer may not have their transfer revoked.

GISD Student Out of District Transfer Procedures and Guidelines

Prior to the revocation of a transfer, the student will have the opportunity to remediate his or her behavior and/or attendance through campus support procedures. At this time, the principal should again inform the parent and student that if the transfer is revoked, the student will not be able to subsequently request a transfer back to that school. Revocation of a transfer without opportunity to remediate will only be utilized in extreme situations.

When revocation of a transfer is necessary, the following procedures will be implemented:

1. The Chief Strategist of Systems and Operations must approve the transfer revocation.
2. An administrator at the school that is revoking the transfer must hold a conference with the parent and inform the parent of the revocation of the transfer and the reason(s) for the revocation. The administrator will also follow up with a written letter to parents indicating the reason(s) for the revocation.
3. Once a transfer is revoked, a student may not at any time request another transfer back to that campus.

An appeal of a transfer revocation may be made through the procedure in FDA(LOCAL).

UIL Eligibility for Transfers

The legal residence of a student and his or her parent(s) or legal guardian establishes the high school in which the student is eligible for competition in school-sponsored athletic contests. The legal residence requires that the parent(s) or legal guardian and student(s) actually live in the attendance area, receive mail at the residence, and plan to continue to live there.

If a student's residence is outside of the Georgetown ISD attendance zone, the student would be ineligible for varsity competition according to UIL rules for one calendar year starting with the first day of enrollment. For more information about athletic eligibility, please contact GISD Athletic Department.



BOARD AGENDA ITEM

Board Meeting Date:10/19/0020

Submitted Date: 10/16/2020 11:14:25

- Consent Agenda**
- Action Needed**
- Information Only**
- Recognition**
- Presentation**

Action Needed

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations

Title of Agenda Item:

FEC(LOCAL)

Background Information:

At the February 8th, 2017 Board meeting, GISD Trustees approved our plan to become a District of Innovation. This plan states:

"The Minimum Attendance for Class Credit or Final Grade requirement is also referred to as the "90% rule". Currently, state law requires students to attend class 90% of the school days the class is offered in order to earn credit. The law requires the District to award class credit to students based on "seat time" and traditional reporting methods, rather than based on mastery of the learning that students may demonstrate in ways that reflect choice, acceleration, and personalized pacing. The GISD DOI Plan would maintain a minimum attendance percentage for traditional classes, while allowing for flexibility in students demonstrating mastery of content through an innovative system and at a more flexible pace. Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League



BOARD AGENDA ITEM

("UIL") rules"

The DOI plan is reflected at the top of the FEC(LOCAL) policy, and the appropriate wording is currently found at the bottom of the policy page. However, the policy was not ever updated to remove the outdated language. This proposed policy change would appropriately align our policy with the adopted DOI plan.

Attachments:

<https://drive.google.com/open?id=1WKv6GmyulPAgt0QY46Dook2-I9ujPnga>

Superintendent's Recommendations:

We recommend the board adopt the proposed changes to the FEC(LOCAL) policy as presented.

Note: This local policy has been revised in accordance with the District's innovation plan.¹

~~This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.~~

Consideration of All Absences

~~All absences shall be considered in determining whether a student has attended the required percentage of days under this policy.~~

Attendance Committees

~~The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.~~

~~The Superintendent or designee shall make the specific appointments in accordance with legal requirements.~~

Parental Notice of Excessive Absences

~~A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.~~

~~In addition to the notices required by law, after a student has been absent for five days or five times from a class, the parent shall be notified by mail or a phone call of the attendance policy and the percentage of attendance requirement for earning credit or a final grade for the year.~~

Methods for Regaining Credit or Awarding a Final Grade

~~When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.~~

~~If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.~~

~~Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.~~

~~The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the~~

~~records of all students whose attendance drops below 90 percent of the days the class is offered.~~

~~Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.~~

Personal Illness

~~When a student's absence for personal illness exceeds four consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.~~

~~If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.~~

**Guidelines on
Extenuating
Circumstances**

~~The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:~~

- | | |
|---|---|
| Days of Attendance | 1. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for award of credit or final grade. [See FEA(LEGAL) at Excused Absences for Compulsory Attendance Determinations] |
| Transfers / Migrant Students | 2. A transfer or migrant student incurs absences only after his or her enrollment in the District. |
| Documentation | 3. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences. |
| Consideration of Control | 4. The committee shall consider whether the absences were for reasons out of the student's or parent's control. |
| Student's Academic Record | 5. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject. |
| Information from Student or Parent | 6. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade. |

~~Best-Interest
Standard~~

~~In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

~~Imposing Conditions
for Awarding Credit
or a Final Grade~~

~~The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:~~

- ~~1. Completing additional assignments, as specified by the committee or teacher.~~
- ~~2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.~~
- ~~3. Maintaining the attendance standards for the rest of the semester.~~
- ~~4. Taking an examination to earn credit. [See EHDB]~~
- ~~5. Attending a flexible school-day program.~~
- ~~6. Attending summer school.~~

~~In all cases, the student must also earn a passing grade in order to receive credit.~~

~~Appeal Process~~

~~A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).~~

The District is exempt from state law regarding minimum attendance for credit or a final grade for a student in kindergarten–grade 12.

In accordance with administrative procedures, factors including assignments, tests, projects, classroom activities, and other instructional activities shall be used to determine student mastery and the awarding of credit or a final grade. [See EIA for grading guidelines]

¹ Innovation Plan: <https://www.georgetownisd.org/domain/1818>



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 17:03:38

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Action Needed

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations

Title of Agenda Item:

Student Code of Conduct

Background Information:

Each year, due to changes in policies or legislative updates, the Student Code of Conduct is updated and must be approved by the Board. The majority of this year's changes are updates to comply with new legislation related to Title IX, harassment, discrimination, and retaliation.

Attachments:

https://drive.google.com/open?id=1WI4x7D6fgeuSWue9kROofxU_JbVYE7QV,
<https://drive.google.com/open?id=1iutB4xbIX1JAlI9yZSCj-RdrcAs0QNsl>,
https://drive.google.com/open?id=1WHDeo_hCT6t4SEbn5yziuenjpypKqrYj



BOARD AGENDA ITEM

Superintendent's Recommendations:

I recommend that you approve the changes in the 2020-2021 Student Code of Conduct as presented.



LEAD | GROW | SERVE

2020-2021 STUDENT CODE OF CONDUCT CHANGES

Page Number(s)	Change	Explanation
20-53	Change of page numbers on Table of Contents and throughout document.	Updated page numbers on pages to accommodate additions and changes.
9	Moved the statement - <i>“See DAEP—Restrictions During Placement on page 39, for information regarding a student assigned to DAEP at the time of graduation.”</i>	No change to content...moved this sentence from <i>after</i> “Unauthorized Persons” to right <i>before</i> it.
17 - 24	Changed <i>“Removal from the School Bus”</i> to <i>“Drug Testing Procedures”</i>	Header changed to reflect change in page content.
25-28	<p>Added: <i>“Sex Discrimination and Sexual Harassment - ALL NEW</i></p> <p><i>Non-Discrimination Statement</i> <i>Georgetown ISD does not discriminate on the basis of race, religion, color, ethnicity, religion, national origin, gender, sex, disability, age, sexual orientation, genetic information, gender identity, or gender expression, or any other basis prohibited by law or District policy in providing education services, activities, and programs.</i></p> <p><i>Sex Discrimination and Sexual Harassment Prohibited</i> <i>In accordance with Title IX, Georgetown ISD does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate on the basis of sex extends to admission of students in the District’s educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District’s Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or Both.</i></p> <p><i>Title IX Coordinator</i> <i>Georgetown ISD has designated and authorized the following employee to serve as its</i></p>	<p>All new - updated to reflect changes to Title IX requirements and rules.</p>

Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Heather Stoner, Director of Operations and School Safety

507 E. University Ave.

Georgetown, Texas 78626

stonerh@georgetownisd.org

titleix@georgetownisd.org

512-943-5000, extension 6036

Retaliation

Retaliation against a person because the person has made a report or complaint of sexual harassment, sexual assault, dating violence, domestic violence, or stalking or because the person has testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding reported sexual harassment, sexual assault, dating violence, domestic violence, or stalking is prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitute retaliation.

An individual's exercise of rights protected by the First Amendment of the United States Constitution does not constitute prohibited retaliation.

False Claim

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX investigation or grievance proceeding also does not constitute retaliation.

Sexual Harassment Response and Prevention

Prohibited Conduct

Georgetown ISD prohibits discrimination, harassment, dating violence, domestic violence, stalking, and retaliation as defined below, even if the behavior does not rise to the level of unlawful conduct. Prohibited conduct also includes sex-based discrimination and harassment as defined by Title IX and District Board policy. [See FFH(LEGAL) and FFH(LOCAL)] Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following: An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or, "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature.

However, romantic, sexual, and other inappropriate social relationships between students and District employees are prohibited, even if consensual.

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. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Under Georgetown ISD Board 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 of gender-based harassment may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v) means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence is defined in 34 U.S.C. § 12291(a)(10) as violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. 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 or any of the person's past or subsequent partners.

Domestic violence as defined in 34 U.S.C. § 12291(a)(8) includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against

an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking is defined in 34 U.S.C. § 12291(a)(30) as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Reporting Procedures

Any person may report sex discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, regardless of whether the person is the alleged victim of the conduct. Reports of sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment can be made at any time, including during non-business hours, by mail, phone, or email by contacting the Title IX Coordinator using the contact information provided above. Reports can also be made in person. Upon the District receiving notice or an allegation of sex-based discrimination or harassment, the Title IX Coordinator will promptly respond in accordance with the process described in FFH (LOCAL)

District's Response to Sex-Based Harassment

Upon the District's receipt of notice or an allegation of sex-based discrimination, harassment, or retaliation—regardless of whether a formal complaint is filed—the Title IX Coordinator will contact the individual who was the alleged victim of sex-based discrimination or harassment to discuss the availability of supportive measures and inform them of the process for filing a formal complaint. If a formal complaint is filed, the matter will proceed through the District's Title IX grievance process, including an investigation and decision process, as described in policy FFH(LEGAL).

If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from his or her campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from immediate threat to their physical health or safety. If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student

	<p><i>an immediate opportunity to challenge the removal decision.</i></p> <p><i>Complaints alleging Title IX retaliation may be addressed using the District’s Title IX grievance process as outlined in policy FFH(LEGAL).</i></p> <p><i>Confidentiality</i> <i>To the greatest extent possible, the District respects the privacy of the complainant, persons against whom a report is filed, and witnesses. The District keeps the identity of complainants, respondents, and witnesses confidential, unless disclosure is required by law or necessary to carry out a Title IX proceeding. Limited disclosures may be necessary for the District to conduct a thorough investigation and to preserve the rights of complainants, respondents, and witnesses.”</i></p>	
34	<p><i>Added: “Emergency Removal based on Allegations of Sexual Harassment</i> <i>If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from his or her campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from immediate threat to their physical health or safety.</i></p> <p><i>If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student an immediate opportunity to challenge the removal decision.”</i></p>	Title IX changes.
36	<p><i>Changes in RED.</i></p> <p><i>“Questions from parents regarding disciplinary measures should be addressed to the campus Administration.</i></p> <p><i>Student or parent appeals regarding a student’s placement in a DAEP should be addressed in accordance with policy FOC(LOCAL). A copy of this policy may be obtained from the principal’s office, the campus behavior coordinator’s office, the central administration office, or through Policy On Line at the following address: Georgetown ISD Policy On-Line</i></p>	

	<p><i>Appeals shall begin at Level 1 with the Campus Principal or his/her designee.</i></p> <p><i>Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.</i></p> <p><i>The district shall not delay disciplinary consequences pending the outcome of an appeal.</i></p> <p><i>The decision to place a student in a DAEP cannot be appealed beyond a Level Three appeal to the board's designee."</i></p>	<p>Changes the Level 3 appeal for a DAEP placement from the school board to a school board's designee.</p>
Glossary, page 51	<p>Added: <i>"Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction."</i></p>	<p>Definition added to adhere to Title IX requirements.</p>
Glossary, page 52	<p>Added: <i>"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. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity."</i></p>	<p>Definition added to adhere to Title IX requirements.</p>
Glossary, page 52	<p>Added: <i>"Conduct that meets the definitions established in district policies DIA(LOCAL), FFH(LEGAL), and FFH(LOCAL);"</i></p>	<p>Identifies board policy - FFH (LEGAL) regarding Title IX.</p>
Glossary, page 55	<p>Added: <i>"Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation."</i></p>	<p>Definition added to adhere to Title IX requirements.</p>
Glossary, page 55	<p>Added: <i>"Sexual harassment for purposes of Title IX and this Student Code of Conduct is conduct on the basis of sex that includes one or more of the following: (1) an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;(2) unwelcome conducted determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or, (3) "sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating</i></p>	<p>Definition added to adhere to Title IX requirements.</p>

	<i>violence” as defined in 34 U.S.C. § 12291(a)(10), “domestic violence” as defined in 34 U.S.C. § 12291(a)(8), or “stalking” as defined in 34 U.S.C. § 12291(a)(30).”</i>	
Glossary, page 55	Added <i>“Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.”</i>	Definition added to adhere to Title IX requirements.

Georgetown ISD Student Code of Conduct

2020-2021 School Year

If you have difficulty accessing the information in this document because of disability, please contact your child's campus administrator.



TABLE OF CONTENTS

Georgetown ISD Student Code of Conduct	i
Student Code of Conduct	1
Accessibility	1
Purpose	1
School District Authority and Jurisdiction	2
Campus Behavior Coordinator	2
Threat Assessment and Safe and Supportive School Team	2
Searches	2
Reporting Crimes	3
Security Personnel	3
“Parent” Defined	4
Participating in Graduation Activities	4
Unauthorized Persons	5
Standards for Student Conduct	6
General Conduct Violations	7
Disregard for Authority	7
Mistreatment of Others	7
Property Offenses	8
Possession of Prohibited Items	8
Possession of Telecommunications or Other Electronic Devices	9
Illegal, Prescription, and Over-the-Counter Drugs	9
Misuse of Technology Resources and the Internet	9
Safety Transgressions	10
Miscellaneous Offenses	10
Discipline Management Techniques	11
Students with Disabilities	11
Techniques	11
Prohibited Aversive Techniques	12
Notification	13
Appeals	13

Drug Testing Procedures	14
Removal from the School Bus	20
Removal from the Regular Educational Setting	25
Routine Referral	25
Formal Removal	25
Returning a Student to the Classroom	25
	Out-of-School Suspension
	26
Misconduct	26
Process	26
Coursework During Suspension	27
Disciplinary Alternative Education Program (DAEP) Placement	28
Discretionary Placement: Misconduct That May Result in DAEP Placement	28
Mandatory Placement: Misconduct That Requires DAEP Placement	29
Sexual Assault and Campus Assignments	30
Process	30
Length of Placement	31
Appeals	32
Restrictions During Placement	32
Placement Review	33
Additional Misconduct	33
Notice of Criminal Proceedings	33
Withdrawal During Process	34
Newly Enrolled Students	34
Emergency Placement Procedure	34
Transition Services	34
Placement and/or Expulsion for Certain Offenses	35
Registered Sex Offenders	35
Certain Felonies	35
Expulsion	37
Discretionary Expulsion: Misconduct That May Result in Expulsion	37
Mandatory Expulsion: Misconduct That Requires Expulsion	39
Under Age Ten	40

Table of Contents

Process	40
Length of Expulsion	41
Withdrawal During Process	42
Additional Misconduct	42
Restrictions During Expulsion	42
Newly Enrolled Students	42
Emergency Expulsion Procedures	42
DAEP Placement of Expelled Students	43
Transition Services	43
Glossary	44
Index	53

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact your child's campus administrator.

Purpose

The Student Code of Conduct ("Code") is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Georgetown ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.georgetownisd.org. The district maintains a current list of the persons serving as a campus behavior coordinator in the Student Handbook or on the district's website at: www.georgetownisd.org

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The following shall be in addition to, and not in lieu of, and will in no way relieve the City of its obligation to provide, routine patrol services on the same basis as are provided to other School campuses or other properties within the City.

Duties and responsibilities of the SRO:

- a. Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.
- b. Enforcement of Federal, State and Local criminal laws and ordinances.
- c. Investigations of criminal activity and accidents occurring at assigned campuses.
- d. Provide traffic control during the arrival and departure of students on an as needed basis, based upon a law enforcement determination of need.
- e. Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.
- f. The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
- g. Make the principal of the school aware of any law enforcement action taken, as soon as practicable.
- h. At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.
- i. Advise the principal before requesting additional police assistance on campus, when practicable.
- j. Coordinate their activities with the principal and staff members concerned.
- k. Seek permission, advice, and guidance prior to enacting any program within the school.
- l. Encourage individual and small group discussions with students, to further establish rapport with the students

- m. Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.
- n. Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.
- o. Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from school staff, students and parents.
- p. Assist the principal in identifying situations or school protocol, on campus or during school sponsored events, which have a potential for becoming dangerous situations and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.
- q. Maintain detailed and accurate records of the operation of the School Resource Officer Program.
- r. School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.

Instructional responsibility of the SRO at the secondary schools:

- a. All instruction by the SRO shall be as a guest speaker. The principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.
- b. Make a variety of specialized, short-term law related presentations available to the high school faculty and students.
- c. Develop an expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.

Duties and Responsibilities of Supervisor

- a. Program development and administration.
- b. Approving reports, overseeing problem solving efforts, providing leadership, training, direction, evaluations,
- c. Establishing rapport with the school Principals and GISD staff.
- d. Performing scheduled and non-scheduled visits to the school campuses.
- e. Liaison with School Principals.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** on page , for information regarding a student assigned to DAEP at the time of graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page , **DAEP Placement** on page , **Placement and/or Expulsion for Certain Offenses** on page , and **Expulsion** on page , certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 25.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 35.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 35.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 35.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 35. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page and **Expulsion** on page 37 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.

- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page .
- Placement in a DAEP, as specified in **DAEP** on page 28.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 35.
- Expulsion, as specified in **Expulsion** on page 37.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized

education program (IEP) goals, including isolating the student by the use of physical barriers.

- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office through the [Georgetown Policy Manual Online](#).

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Drug Testing Procedures

The District has a vital interest in maintaining a positive learning environment that is safe and healthy for all students. To fulfill that purpose, the District designed this random drug-testing program as a positive, proactive approach to promote a drug- and alcohol-free student body. The program is academically nonpunitive. However, it is designed to teach self-responsibility and that there are consequences for misbehavior. This program shall be in effect for a student's entire District extracurricular participation in grades 9–12.

By adopting this program, the District desires to:

1. Provide for the health and safety of all students;
2. Undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs;
3. Deter students from using drugs;
4. Prevent injury or harm to students that may arise as a result of drug use; and
5. Encourage students who use drugs to participate in a drug-treatment program.

Applicability:

Since drug use can increase the risk of injury to students participating in school-sponsored competitive extracurricular activities, and since these students are often role models to other students, the District shall require all students in grades 9–12 who participate in designated school-sponsored competitive extracurricular activities to undergo random drug testing.

Participation includes competition and involvement in events of the extracurricular activities. Participation does not include attendance at school events such as athletic contests, drama productions, or social functions.

Prior Written Permission:

Written parental consent to random drug testing must be completed before a student is allowed to participate in a practice or competition of a school-sponsored competitive extracurricular activity. No student may participate in a practice or competition until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must sign the permission form. Consent forms shall be valid for the current school year only.

Because participation in extracurricular activities is a privilege and not a right, refusal to consent to random drug testing will result in the denial of participation in the identified extracurricular activities.

Orientation:

The students shall be informed of the sample collection process, privacy arrangements, drug-testing procedures, and other areas that may help to reassure the student participants and help avoid embarrassment or uncomfortable feelings about the drug-testing process.

This random drug-testing policy shall be distributed to all student participants in grades 9–12 at the beginning of each school year. Newly enrolled students shall receive a copy of the policy as they register at their campus.

Notification of Test Results

Confidentiality:

Student privacy shall be protected in accordance with all applicable laws. Records of test results shall be kept confidential and provided only to parents, administrators, personnel responsible for administering the extracurricular activity, other school officials with a legitimate interest in the information, or as otherwise required by law or overriding health and safety concerns. Test results shall be kept separate from other school records, and school personnel shall only be allowed to view the information if they have a legitimate interest in the results. Results shall not be shared with law enforcement except as required by law. Upon written request of parents/guardians or a student of legal age, test results may be released to treatment facilities.

All test results shall be destroyed when the student graduates or when the student's eligibility to participate in competitive extracurricular activities expires. The test results shall not be transferred to another district.

Notification:

If a student tests positive for a prohibited substance identified in this policy, the designated administrator shall notify the parent/guardian or student of legal age within five school days of receiving a confirmed positive test result.

In those cases where the test result indicates the presence of the prohibited substance that could have a medical explanation, the parent/guardian or student of legal age will be asked to contact a medical review officer (MRO) employed by the testing entity within one school day of receiving a confirmed positive test result. The MRO will confer with a parent and determine if there is a medical explanation for the positive test result. If the parent provides a medical excuse with documentation, the MRO shall report the test result as negative. However, without medical documentation, the MRO shall report a confirmed positive test result to the designated school administrator within one school day of conferring with the student's parent.

Consequences for First Positive Test Result

The District has established the following consequences for the first positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Counseling:

With a medical release from a physician, a student may continue to participate and must successfully complete six counseling sessions (one per week) within a six-week period.

Additional Testing:

The student must submit to a new drug test and have a negative (clean) test result.

Maintenance Program:

A positive test shall result in mandatory testing for the next three consecutive testing dates. Three consecutive negative tests shall allow the student to return to random selection. A positive result during the maintenance program shall result in the next level of consequences.

Failure to Comply:

Failure to meet these requirements will result in the student being disciplined under the second positive test result protocol.

Consequences for Second Positive Test Result

The District has established the following consequences for the second positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Suspension:

The student shall be suspended from all competitive extracurricular activities, including travel and competitions, for six calendar weeks from the parent meeting (the student will be allowed to continue to practice, pending a medical release from a doctor, for the duration of the suspension).

Counseling:

As a prerequisite for returning to full participation, the student must successfully complete another six counseling sessions (one per week) within a six-week period.

Additional Testing:

As a prerequisite for returning to full participation, the student must submit to a new drug test and have a negative (clean) test result.

Maintenance Program:

A positive test shall result in mandatory testing for the next three consecutive testing dates. Three consecutive negative tests shall allow the student to return to random selection. A positive result during the maintenance program shall result in the next level of consequences.

Failure to Comply:

Failure to meet these requirements will result in the student being disciplined under the third positive protocol.

Consequences for Third Positive Test Result

The District has established the following consequences for the third positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Loss of All Extracurricular Privileges

The student shall lose extracurricular participation privileges and shall be removed from the program for one calendar year.

Counseling:

As a prerequisite for returning to full participation, the student must successfully complete another 18 counseling sessions.

Failure to comply:

Failure to meet these requirements will result in the student being disciplined under the fourth positive test result protocol.

Consequences for Fourth Positive Test Result

The District has established the following consequences for the fourth positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Loss of All Extracurricular Activities

The student shall lose all extracurricular participation privileges and shall be removed from the program for the remainder of the student's District education.

Counseling:

Counseling may be set up at the parent's request.

Refusal to submit to testing

Refusal to submit to a drug test or noncompliance with the testing after signing the consent form shall result in the same consequences as if the student had received a positive test.

Adulterated Specimen

If the testing entity determines that a student adulterated or tampered with a specimen, the student shall receive the same consequence as if the student had received a positive test/

Substance Abuse Counseling

The District shall provide substance abuse counseling or shall accept substance abuse counseling provided by a certified chemical dependency counselor or at any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addiction Services.

Academically Nonpunitive

A positive drug test shall not affect the student's grade in any curricular class associated with the extracurricular activity. However, if participation in the extracurricular activity is required for the class, the student may be required to satisfy participation requirements in alternative ways. Drug test results shall not be documented in the student's academic records.

Positive Test Results

All positive test results shall be confirmed by a second, more definitive test before being reported as positive. The student or the parent or person otherwise in lawful control of the student may also request a retest of the original specimen, but the retest, if requested, shall be at the expense of the student or the parent or person otherwise in lawful control of the student. A request to retest shall be made in writing to the Superintendent within 48 hours of the meeting with the designated administrator, and payment for the retest shall be included with the request.

Appeal Process

A parent or student may appeal a positive result in accordance with District policy FNG(LOCAL) governing student and parent complaints. Consequences established in this drug-testing policy shall not be deferred pending the completion of the appeal process. If the conclusion of the appeal is not in the student's favor, the number of days the student was prohibited from participation during the appeal process will be deducted from the total days of suspension the student must serve as a consequence for the positive drug test. If the conclusion of the appeal is in the student's favor, the student shall be allowed to return to normal participation in all activities.

Relationship to Other Violations of the Student Code of Conduct

This drug-testing policy does not in any way modify the disciplinary provisions of the Student Code of Conduct or Chapter 37 of the Texas Education Code. If a student sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, the student shall be subject to the disciplinary provisions of the Student Code of Conduct. A positive drug test is not in and of itself proof that a student has violated the Student Code of Conduct. For more information on the District's disciplinary rules regarding drugs and alcohol, please refer to the Student Code of Conduct.

Testing Procedures

Random Selection:

The District shall provide the testing entity with a list of all identified competitive extracurricular activity participants. Students shall be chosen for the testing by computer-generated random selection conducted by the testing entity. The random selection process is intended to eliminate subjective factors from playing a role in the selection of the students to be tested.

Frequency:

A percentage of students in grades 9–12 participating in school-sponsored competitive extracurricular activities shall be randomly tested. Each school year, the administration shall determine the percentage of students to be tested based on the number of extracurricular activity participants.

Testing Standards:

Testing shall be conducted through accepted scientific means using approved practices and procedures established by the testing entity selected by the District. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. The testing entity will be certified by the Substance Abuse and Mental Health Services Administration

(SAMHSA) and have greater than five years of experience in toxicology testing and chain-of-custody procedures.

The drug test shall be performed by urinalysis. All presumptive positive results shall be confirmed by a second test of the same specimen.

The testing entity may use quantitative results to determine if positive results on repeat testing indicate recent use of illegal drugs or the natural decline of levels of the illegal drug from the body. If the testing entity feels the quantitative levels do not reflect current use, then a negative result may be reported.

Collection of Sample:

Upon arrival at the District, the testing entity will provide the names of the selected students to the supervising school official who will arrange for these students to report to the collection area. Students will be tested in an isolated facility under the supervision of a school official of the same gender. Students will provide a urine sample in a restroom or other private facility behind a closed stall. The supervising school official will assist the testing entity representative in testing the warmth of the specimen and ensuring an accurate chain of custody. Neither the supervising school official nor the testing entity representative will directly observe the students providing their urine samples. Facilities shall be secure with only one student testing at a time to ensure security and confidentiality for each individual.

The urine sample will be collected in a sealed split specimen (parts A and B) collection container provided by the testing entity. The student will provide the collected sample to the testing entity representative, and the school official will confirm that the student's identification information on the sample is correct. The split specimen bottle will be sealed and witnessed by the student. The testing entity representative will take all specimens to the laboratory for analysis.

A copy of the specimen collection and chain-of-custody procedures used by the District and the testing entity shall be made available to any parent or student upon request.

Substances Eligible for Testing

The District reserves the right to test for:

- Amphetamines
- Steroids
- Cocaine
- Propoxyphene
- Barbiturates
- Phencyclidine
- Methaqualone
- Alcohol
- Benzodiazepines
- Marijuana/cannabinoids
- Opiates
- Inhalants/abusable volatile chemicals

Statistical Reporting

The District will receive a report showing the number of tests performed, the rate of positive and negative test results, and the substances found in the positive urine specimens. The report will not include the individual results of an identifiable student. The testing entity may not release

any statistics on the rate of positive drug tests to any person, organization, news publication, or media without express written consent of the Board.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Sex Discrimination and Sexual Harassment

Non-Discrimination Statement

Georgetown ISD does not discriminate on the basis of race, religion, color, ethnicity, religion, national origin, gender, sex, disability, age, sexual orientation, genetic information, gender identity, or gender expression, or any other basis prohibited by law or District policy in providing education services, activities, and programs.

Sex Discrimination and Sexual Harassment Prohibited

In accordance with Title IX, Georgetown ISD does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate on the basis of sex extends to admission of students in the District's educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator

Georgetown ISD has designated and authorized the following employee to serve as its Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Heather Stoner, Director of Operations and Title IX

507 E. University Ave.

Georgetown, Texas 78626

stonerh@georgetownisd.org

titleix@georgetownisd.org

512-943-5000 extension 5036

Retaliation

Retaliation against a person because the person has made a report or complaint of sexual harassment, sexual assault, dating violence, domestic violence, or stalking or because the person has testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding reported sexual harassment, sexual assault, dating violence, domestic violence, or stalking is prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitute retaliation.

An individual's exercise of rights protected by the First Amendment of the United States Constitution does not constitute prohibited retaliation.

False Claim

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX investigation or grievance proceeding also does not constitute retaliation.

Sexual Harassment Response and Prevention

Prohibited Conduct

Georgetown ISD prohibits discrimination, harassment, dating violence, domestic violence, stalking, and retaliation as defined below, even if the behavior does not rise to the level of unlawful conduct. Prohibited conduct also includes sex-based discrimination and harassment as defined by Title IX and District Board policy. [See FFH(LEGAL) and FFH(LOCAL)] Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or,
- "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature. However, romantic, sexual, and other inappropriate social relationships between students and District employees are prohibited, even if consensual.

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. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Under Georgetown ISD Board 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 of gender-based harassment may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v) means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence is defined in 34 U.S.C. § 12291(a)(10) as violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. 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 or any of the person's past or subsequent partners.

Domestic violence as defined in 34 U.S.C. § 12291(a)(8) includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking is defined in 34 U.S.C. § 12291(a)(30) as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Reporting Procedures

Any person may report sex discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, regardless of whether the person is the alleged victim of the conduct. Reports of sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment can be made at any time, including during non-business hours, by mail, phone, or email by contacting the Title IX Coordinator using the contact information provided above. Reports can also be made in person.

Upon the District receiving notice or an allegation of sex-based discrimination or harassment, the Title IX Coordinator will promptly respond in accordance with the process described in FFH (LOCAL).

District's Response to Sex-Based Harassment

Upon the District's receipt of notice or an allegation of sex-based discrimination, harassment, or retaliation—regardless of whether a formal complaint is filed—the Title IX Coordinator will contact the individual who was the alleged victim of sex-based discrimination or harassment to discuss the availability of supportive measures and inform them of the process for filing a formal complaint. If a formal complaint is filed, the matter will proceed through the District's Title IX grievance process, including an investigation and decision process, as described in policy FFH(LEGAL).

If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from his or her campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from immediate threat to their physical health or safety. If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student an immediate opportunity to challenge the removal decision.

Complaints alleging Title IX retaliation may be addressed using the District's Title IX grievance process as outlined in policy FFH(LEGAL).

Confidentiality

To the greatest extent possible, the District respects the privacy of the complainant, persons against whom a report is filed, and witnesses. The District keeps the identity of complainants, respondents, and witnesses confidential, unless disclosure is required by law or necessary to carry out a Title IX proceeding. Limited disclosures may be necessary for the District to conduct a thorough investigation and to preserve the rights of complainants, respondents, and witnesses.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored

or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in Expulsion on page .) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in Expulsion on page .)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page .)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

- The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Emergency Removal based on Allegations of Sexual Harassment

If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from his or her campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from immediate threat to their physical health or safety.

If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student an immediate opportunity to challenge the removal decision.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

7. Self-defense (see **glossary**),
8. Intent or lack of intent at the time the student engaged in the conduct,
9. The student's disciplinary history,
10. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or

11. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
12. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

13. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
14. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FOC(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: [Georgetown ISD Policy On-Line](#).

Appeals shall begin at Level 1 with the Campus Principal or his/her designee.

Disciplinary consequences shall not be deferred pending the outcome of an appeal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. Level Two and Level Three appeals will be heard by the board's designee. The decision to place a student in a DAEP cannot be appealed beyond a Level Three appeal to the board's designee.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

15. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
16. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

17. Threatens the safety of other students or teachers,
18. Will be detrimental to the educational process, or
19. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

20. The date on which the student's conduct occurred,
21. The location at which the conduct occurred,
22. Whether the conduct occurred while the student was enrolled in the district, or
23. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

24. Threatens the safety of other students or teachers,
25. Will be detrimental to the educational process, or
26. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

27. The student graduates from high school,
28. The charges are dismissed or reduced to a misdemeanor offense, or
29. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

30. Self-defense (see **glossary**),
31. Intent or lack of intent at the time the student engaged in the conduct,
32. The student's disciplinary history,
33. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
34. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
35. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

36. Deliberate violent behavior that poses a direct threat to the health or safety of others;
37. Extortion, meaning the gaining of money or other property by force or threat;
38. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
39. Conduct that constitutes the offense of:

- a) Public lewdness under Penal Code 21.07;
- b) Indecent exposure under Penal Code 21.08;
- c) Criminal mischief under Penal Code 28.03;
- d) Hazing under Education Code 37.152; or
- e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.

- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

40. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
41. An opportunity to testify and to present evidence and witnesses in the student's defense, and
42. An opportunity to question the witnesses called by the district at the hearing.
43. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the board of trustees and the decision to expel shall be made by the board.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

44. Self-defense (see **glossary**),
45. Intent or lack of intent at the time the student engaged in the conduct,
46. The student's disciplinary history,
47. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
48. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
49. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Campus Principal or his/her designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

50. The student is a threat to the safety of other students or to district employees, or
51. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- 52. The out-of-state district provides the district with a copy of the expulsion order, and
- 53. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- 54. The student is a threat to the safety of other students or district employees, or
- 55. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- 56. Causes serious bodily injury to another;
- 57. Uses or exhibits a deadly weapon; or
- 58. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - f) 65 years of age or older, or
 - g) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

- 1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - h) Any vegetation, fence, or structure on open-space land; or
 - i) Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- 2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- 3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - j) Recklessly damages or destroys a building belonging to another, or
 - k) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as 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:

1. 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;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

5. 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;
6. 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
7. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as 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.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that

federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

8. Cause action by an official or volunteer agency organized to deal with emergencies;
9. Place a person in fear of imminent serious bodily injury; or
10. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

11. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
 12. The frame or receiver of any such weapon;
 13. Any firearm muffler or firearm weapon; or
 14. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

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. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

15. Conduct that meets the definitions established in district policies DIA(LOCAL), FFH(LEGAL), and FFH(LOCAL);
16. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
17. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - l) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - m) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - n) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - o) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a

student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

18. Any type of physical brutality;
19. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
20. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
21. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from

school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

22. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - p) An explosive weapon;
 - q) A machine gun;
 - r) A short-barrel firearm;
23. Armor-piercing ammunition;
24. A chemical dispensing device;
25. A zip gun;
26. A tire deflation device;
27. An improvised explosive device; or
28. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

29. Deliberate violent behavior that poses a direct threat to the health or safety of others;
30. Extortion, meaning the gaining of money or other property by force or threat;
31. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
32. Conduct that constitutes the offense of:
 - s) Public lewdness under Penal Code 21.07;
 - t) Indecent exposure under Penal Code 21.08;
 - u) Criminal mischief under Penal Code 28.03;

- v) Hazing under Education Code 37.152; or
- w) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Sexual harassment for purposes of Title IX and this Student Code of Conduct is conduct on the basis of sex that includes one or more of the following: (1) an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;(2) unwelcome conducted determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or, (3) "sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

33. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
34. Place any person in fear of imminent serious bodily injury;
35. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
36. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
37. Place the public or a substantial group of the public in fear of serious bodily injury; or

38. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Index

- admission, review, and dismissal (ARD) committee, 17, 42
- appeals process
 - board review of expulsion, 52
 - DAEP appeals, 37, 39
 - discipline management techniques, 21
 - sex offender registry, 43
- attendance, 8
- aversive techniques, 18, 20
- board of trustees, 1
- campus behavior coordinator, 3–5, 5
- campus rules, 8, 16
- cell phones. *See* electronic devices.
- cheating. *See* prohibited behavior.
- classroom rules, 8, 16
- computers, 14–15
 - breach of security, 15
 - hacking/cracking, 15
 - See also* technology resources.
- confiscation of student property
 - confiscation of property. *See* discipline management techniques.
- consideration of mitigating factors, 34
- corporal punishment. *See* discipline management techniques.
- counseling, 18
- courtesy, 8
- crimes
 - aggravated robbery, 10, 29, 33, 43, 46
 - breach of computer security, 46
 - breach of security, 15
 - criminal mischief, 3, 10, 28, 45
 - criminal proceedings and placement in DAEP, 39–40
 - felonies, 3, 10, 28–33, 43, 45–49, 50
 - reporting, 5
 - Title 5 offenses, 29, 33, 43, 63
 - expulsion and placement, 43
 - hearing and required findings, 44
 - length of placement, 44
 - newly enrolled students, 44
 - placement review, 44
 - delinquent conduct, 33, 39, 43, 59
 - demonstrations, 16
 - detention. *See* discipline management techniques.
 - disciplinary alternative education program (DAEP), 27–41, 42
 - additional misconduct, 39
 - appeals. *See* appeals process.
 - coursework notice, 35
 - discretionary placement, 28–29
 - elementary school students, 27
 - emergency placement, 41
 - extracurricular activities, 38
 - grade classification, 27
 - graduation, 38
 - length of placement, 35–36
 - mandatory placement, 30–33
 - 300 foot rule, 30–32
 - newly enrolled students, 40
 - notice of criminal proceedings, 39–40
 - placement review, 39
 - pre- and post-assessments, 36
 - process, 34–35
 - restrictions during placement, 38
 - summer programs, 27
 - transition services, 41
 - transportation, 38
 - under age six, 32
 - under age ten, 32
 - withdrawal during process, 40
 - discipline management techniques, 17–21
 - alternative educational setting, 19
 - appeals. *See* appeals process.
 - behavioral contracts, 18
 - bus privileges, 19, 22
 - confiscation of property, 18
 - corporal punishment, 19
 - counseling, 18
 - criminal prosecution, 19
 - DAEP. *See* disciplinary alternative education program (DAEP).

- demerits, 18
- detention, 18
- expulsion. *See* expulsion.
- extracurricular organizations, 19
- grade reductions, 18
- in-school suspension, 18
- loss of privileges, 19
- notification, 21
- out-of-school suspension, 19
- probation, 19
- referral. *See* routine referral.
- refusal to accept, 9
- rewards, 18
- school duties, 19
- students with disabilities, 17
- time-out, 18
- dress code, 8, 16
- drugs, 13–14
 - marijuana, 13
 - over-the-counter, 14
 - paraphernalia, 13
 - prescription, 14
 - under the influence, 14
- electronic cigarette
 - definition, 59
 - See also* prohibited items
 - e-cigarettes.
- electronic devices, 12
- expulsion, 45
 - 300 foot rule, 46–48
 - additional misconduct, 54
 - and DAEP placement, 55
 - discretionary, 45–48
 - emergency, 55
 - for serious misbehavior committed while in DAEP, 48
 - length, 53
 - mandatory, 49–50
 - newly enrolled students, 54–55
 - process, 51–52
 - restrictions, 54
 - under age six, 51
 - under age ten, 51
 - withdrawal during process, 53
- falsification of records, 16, 63
- firearms exception, 49
- formal removal from class, 23–24
 - returning student to the classroom, 24
- foster care, 26, 27, 34, 45, 52
- fraternity, 28, 63
- gangs, 28, 59, 63
- gender-based harassment, 10, *See also* prohibited behavior.
- graduation
 - participation, 6, 38
- Gun Free Schools Act**, 49
- homelessness, 17, 23, 25, 26, 27, 34, 45, 52
- improvised explosive device, 61, 63
- inspections. *See* searches
- jurisdiction of the district
 - 300 foot rule, 3
- juvenile justice alternative education program (JJAEP), 42, 43, 54
- laser pointers, 12
- location-restricted knife, 11, 48, 50, 61
- lunch period, 3
- parent, 6
- parent-teacher conferences, 18
- peace officer. *See* security personnel
- placement review committee, 24, 42
- plagiarism. *See* prohibited behavior: cheating.
- police officer. *See* security personnel
- posting
 - of the Student Code of Conduct, 1
- preparation for class, 8
- progressive interventions, 18
- prohibited behavior, 9–16
 - 300 foot rule, 30–32, 46–48
 - aggravated sexual assault, 33
 - alcohol, 32, 46
 - assault, 9, 24, 30, 45, 47, 63
 - at another district, 48
 - blackmail, 10
 - bullying, 9
 - cheating, 16
 - coercion, 10
 - dating violence, 10
 - deadly conduct, 47

- disclosure or promotion of intimate visual material, 63
- drugs, 30, 46
- false accusations, 15
- false alarm, 30, 46
- fighting, 9
- fire extinguishers discharged without cause, 15
- forgery. *See* falsification of records.
- gambling, 16
- gender-based harassment, 10
- graffiti, 10
- harassment, 9
- hazing, 10
- hit lists, 9
- hoaxes, 15
- inappropriate conduct, 10
- inciting violence, 15
- indecent exposure, 10, 32
- insubordination, 9
- invasive visual recording, 63
- leaving school grounds, 9
- misuse of technology resources, 14
- on school buses, 9
- recording without consent, 10
- repeated offenses, 16
- robbery, 10
- sexual abuse, 10
- sexual assault, 33, 36
- sexual coercion, 63
- sexual harassment, 10
- smuggling or continuous smuggling of persons, 63
- stealing, 10
- terroristic threat, 30, 46, 63
- theft, 10
- threats, 9, 15
- throwing objects, 15
- trafficking of persons, 63
- under the influence, 46
- vandalism, 10
- volatile chemicals, 32, 46
- voyeurism, 63
- prohibited items
 - air guns, 11
 - alcohol, 50
 - ammunition, 11
 - clubs, 48
 - drugs, 50
 - e-cigarettes, 12, 59
 - firearms, 32, 49
 - fireworks, 11
 - handgun, 49–50
 - knives, 48, 50
 - lighters, 12
 - mace, 12
 - matches, 12
 - other dangerous items, 11, 12, 48
 - other weapons, 50
 - pepper spray, 12
 - pornography, 12
 - stun guns, 11
 - tobacco, 12
- property, 8
- protests. *See* demonstrations.
- removal from the regular educational setting, 23–24
- respect, 8
- restorative discipline practices, 17
- retaliation, 3, 32, 45, 50
- routine referral, 23
- safety, 8, 15
- school resource officer (SRO). *See* security personnel
- searches, 5
 - desks, 5
 - lockers, 5
 - vehicles, 5
- secret society, 28, 63
- security. *See* computers, *See* security personnel
- security personnel, 5, 7
- self-defense, 26, 27, 34, 45
- self-discipline, 8
- serious misbehavior, 48
- sex offender, 3, 42, 43
 - appeal of placement as a registered sex offender, 43
 - newly enrolled student, 43

- sexual abuse, 10, See also prohibited behavior.
- sexual assault
 - campus assignments, 33
 - See also* prohibited behavior.
- sexual harassment, 10, See also prohibited behavior.
- smart phones. See electronic devices.
- sorority, 28, 63
- special education, 17
- standards for student conduct, 8
- student handbook
 - conflict with Student Code of Conduct, 2
- students with disabilities, 2, 42
 - discipline management techniques, 17
 - transportation while in DAEP, 38
- suspension
 - in-school. See discipline management techniques.
 - out-of-school, 19, 25–26
- technology resources
 - district policy, 14
 - See also* computers.
- telecommunications devices. See electronic devices.
- threat assessment, 4, 29, 33
- time-out. See discipline management techniques.
- Title 5 offenses. *See* crimes.
- transfers
 - campus assignments, 33
- transportation, 3
 - discipline management techniques, 19
 - rules for conduct, 9
 - while in DAEP, 38



LEAD | GROW | SERVE

2020-2021
STUDENT CODE OF CONDUCT
SUMMARY OF CHANGES

Page Number(s)	Change	Explanation
20-53	Change of page numbers on Table of Contents and throughout document.	Updated page numbers on pages to accommodate additions and changes.
9	Moved the statement - “See DAEP—Restrictions During Placement on page 39, for information regarding a student assigned to DAEP at the time of graduation.”	No change to content...moved this sentence from <i>after</i> “Unauthorized Persons” to right <i>before</i> it.
17 - 24	Changed “Removal from the School Bus” to “Drug Testing Procedures”	Header changed to reflect change in page content.
25-28	Title IX Requirements: Sex Discrimination and Sexual Harassment Non-Discrimination Statement Sex Discrimination and Sexual Harassment Prohibition Statement Identification of and contact information for district Title IX Coordinator Retaliation False Claims Sexual Harassment Response and Prevention Definition of Sexual Harassment, sexual assault, dating violence, domestic violence and stalking Examples of sexual harassment Gender-based harassment examples and qualifications for Title IX violation Reporting Procedures for sexual discrimination District’s Response to Sex-Based Harassment Emergency Removal Complaints alleging Title IX retaliation Confidentiality	All new - updated to reflect changes to Title IX requirements and rules.
34	Emergency Removal based on Allegations of Sexual Harassment	Title IX changes.
36	Appeals process change for DAEP appeals (changes in red): <i>Appeals shall begin at Level 1 with the Campus Principal or his/her designee. Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.</i>	Changes the Level 3 appeal for a DAEP placement from the school board to a school board’s designee.

	<i>The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond a Level Three appeal to the board's designee.</i>	
Glossary, page 51	Defines Domestic Violence	Definition added to adhere to Title IX requirements.
Glossary, page 52	Defines Gender-based harassment	Definition added to adhere to Title IX requirements.
Glossary, page 52	Conduct that meets the definitions established in district policies DIA(LOCAL), FFH(LEGAL) , and FFH(LOCAL);	Identifies board policy - FFH (LEGAL) regarding Title IX.
Glossary, page 55	Defines sexual assault	Definition added to adhere to Title IX requirements.
Glossary, page 55	Defines sexual harassment for purposes of Title IX	Definition added to adhere to Title IX requirements.
Glossary, page 55	Defines stalking.	Definition added to adhere to Title IX requirements.



BOARD AGENDA ITEM

Board Meeting Date:10/19/2020

Submitted Date: 10/16/2020 17:07:38

- Consent Agenda
- Action Needed
- Information Only
- Recognition
- Presentation

Action Needed

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations

Title of Agenda Item:

Revision of FOC(LOCAL) Policy

Background Information:

This update to Board Policy FOC(LOCAL) clarifies language regarding removal and appeal processes for a Disciplinary Alternative Education Placement.

Attachments:

<https://drive.google.com/open?id=137yrFkaSHMK83sCOR6cy6akYda3vU3jy>

Superintendent's Recommendations:

I recommend that the board approve the updated FOC(LOCAL) policy as presented.

Removal to DAEP

Removal to the disciplinary alternative education program (DAEP) shall be made pursuant to procedures in the Student Code of Conduct.

Appeal

A parent may appeal his or her student's removal to the DAEP by submitting a DAEP appeal form to the campus principal within ten school days of being notified of the assignment to the DAEP.

Removal to the DAEP shall not be delayed pending the hearing conference.

Within ten school days of receipt of the DAEP appeal form, the Board's designee shall conduct a hearing conference to review the removal decision.

The designee's decision on the appeal to remove a student to the DAEP shall be communicated in writing within ten school days of the date of the hearing conference.

Level Two and Level Three appeals shall be heard by Board designees.

Level Three appeals to a Board designee shall be final and may not be appealed further.

Consequences

Students placed in the DAEP are prohibited from being on any District property other than the DAEP and from attending school-related extracurricular activities during the period of removal.