



Agenda of Regular Meeting August 19, 2024 5:30 PM Closed Session / 7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD is August 19, 2024, 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.

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.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. (See TASB Policy BEC Legal).

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
- II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)
 - A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees
 - B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property
- III. Pledges of Allegiance by students from our newest campus, San Gabriel Elementary School
- IV. Recognitions
Melinda Brasher
- V. Presentations
- VI. Information Items

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XI. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)	
A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees	
B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property	
XII. Adjourn	

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]

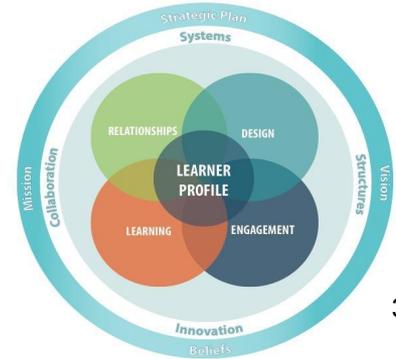
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

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



GISD Strategic Direction

[Adopted March 2023]

4 Strategic Priority Areas:



Student Learning, Growth, and Progress



Student and Staff Well-Being



Staff Recruitment and Retention



Community and Connectivity

*Access more information about our Strategic Direction at
www.georgetownisd.org/strategicdirection*



AUGUST BOARD WORKSHOP

[August 5, 2024]

Agenda Items Included:

- Strategic Priority Area 4 Update: Teams, Committee and Councils
- Discuss a Delegate and Alternate to the 2024 Texas Association of School Boards Delegate Assembly
- Bond Update Presentation
- School Safety Updates
- Update on Implementation of HB3 Mandates
- TASB Board of Directors Request for Endorsement discussion

Access board agendas and recordings at www.georgetownisd.org/board



Board Goals for the Superintendent

1. By end of year 2025-2026, no schools in Georgetown will be labeled as a D or F campus in state accountability.
2. By 2028, the number of students reading on grade level in K-5 will improve from 58% to 75% as measured by MClass or STAAR. This leads to a minimum of 61% in 2024-25.
3. By 2028, the district's performance on state assessments will meet or exceed the state and regional average. This should result in all subjects meeting the state average in 2024-2025.



Board Goals for the Superintendent

4. By 2024-2025, 80% of classrooms walkthrough data will show an alignment between the district curriculum and student learning activities.

5. Staff retention rate will improve upon the previous year's percentage of 79%.

6. Georgetown ISD will find efficiencies that result in a balanced budget.



A look back at Summer Professional Learning

District Leadership Team Meeting
July 24, 2024



STRATEGIC BLUEPRINT



PRIORITY AREA No. 1: STUDENT LEARNING GROWTH & PROGRESS

1. Instruction, assessment, and interventions are aligned in support of student learning and growth.
2. We monitor progress toward students' developing attributes in the Learner Profile.
3. GISD students are prepared for postsecondary education and the workforce.
4. GISD learners' progress is reflected in a way that makes it easily understood by all audiences.



PRIORITY AREA No. 2: STUDENT & STAFF WELLBEING

1. GISD students are treated with respect and are respectful to each other and adults.
2. GISD employees find meaning and value in their work.
3. Students feel that GISD schools and classrooms are physically and psychologically safe.



PRIORITY AREA No. 3: PROFESSIONAL LEARNING

1. Georgetown ISD provides...
2. Georgetown ISD actively...
3. In GISD, professional learning...



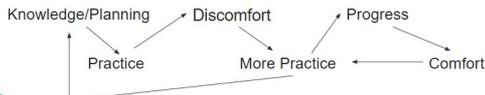
PRIORITY AREA No. 4: COMMUNITY ENGAGEMENT

1. GISD is transparent with...
2. GISD staff and school board members leaders engage...
3. Parents and community...

HOW WE THINK LEARNING HAPPENS

Planning/Knowledge → Comfort → Practice → Progress

HOW LEARNING ACTUALLY HAPPENS



Preparations for our classrooms...

- The most important areas of focus to think about today are:
- Aligned, guaranteed and viable curriculum
- Authentic literacy, everyday, throughout the day
- Effective, solid lessons (products of a sound PLC and planning process)



Leading and Sustaining the Right Work of Collaborative Teams

Dr. Pamela Liebenberg
Consultant and Practitioner
pam@mapeducate.net

GISD Literacy Defined...

A conceptual model...



Be in classrooms/PLCs and Give teachers feedback

- Be intentional with scheduling your time
- *Leverage more out of each minute of the day
- Get it on your calendar
- Set up effective systems that make time for this
- Train staff, delegate tasks and communicate expectations to all stakeholders

Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Learning and Planning				
9:00	Staff Culture Check	Meeting Learning	Meeting Learning	Meeting Learning	Meeting Learning
9:30	Meet Teams				
10:00	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect
10:30	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal
11:00	Staff Culture Check				
11:30	Staff Culture Check				
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect
1:00	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal
1:30	Meeting Learning				
2:00	Principal Supervisor				
2:30	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect	Observe/Reflect
3:00	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal	Vertical/Horizontal
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
4:00					

LEARNING PATHWAYS LEAD, GROW, SERVE

GEORGETOWN HIGH SCHOOL
AUGUST 8 & 9
8:30-4:00

Welcome to 24-25 Back-to-School Professional Learning

We are excited to announce that Back-to-School Professional Learning

Cell Phones

- Elementary and Middle School:
Not to be seen, heard, or used during the day.
- High School:
Available during passing periods and lunch only.





10



Scan me

Grand Opening - Benold Middle School



11



Scan me



Grand Opening- San Gabriel Elementary



12



Scan me



announcing

Renita Wright

Director of Finance

- 20+ years financial leadership experience

13



announcing

Alex Gutierrez

Director of Custodial Services

- 15 years experience leading custodial services



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Parent Square

New communication platform



**Download the
ParentSquare
mobile app**

Send and receive school¹⁵
communications on the go





Important Dates

August 19 – Board meeting, 7 pm

September 2 – District Closed/Labor Day

September 3 – Board workshop, 11 am

September 10 - Future Ready Complex Ribbon Cutting, 5 pm

September 16 - Board meeting, 7 pm



Be Informed

Visit

www.georgetownisd.org

Engage



ParentSquare

News

www.georgetownisdnews.org

Follow

@GeorgetownISD



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Questions?

We can help. Send us your inquiries.

Submit a Let's Talk Dialogue





BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/13/2024 15:35:35

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

Consent Agenda

Name of Person Responsible:

Michelle Barlow

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Minutes of Previous Board Meetings

Background Information:

Board Meeting Minutes are attached for review

Attachments:

YES

Superintendent's Recommendations:

Approval of Board Meeting Minutes as presented.

July 15, 2024
Georgetown, TX

The **Regular** July meeting of the GISD Board of Trustees was called to order at 5:35 p.m. by James Scherer presiding, with Stacy McLaughlin, Stephanie Blanck, Anthony Blankenship, and Superintendent Devin Padavil present.

Under the authority of the Texas Government Code Chapters 551.071, 551.072, 551.074, 551.082, 551.0821, 551.089, and 551.129, the Board went into closed session at 5:35 p.m. to discuss personnel, real property, and legal. The Board came into open session at 7:09 p.m.

Attendees: Orlando Baca, Barbara Wilson, Jarred Dorhauer, Emily Fraser, Charlotte Young, Rachel Gallardo and Greg Vidal.

There were no recognitions.

There were no presentations.

There were no information items.

Superintendent's Report: Mission, Vision, Beliefs, GISD Strategic Direction, July Board Workshop Agenda items, August Professional Development, Inside GISD This Month, Back to School, Back to School Backpack Distribution & Community Awareness Fair, Summer Meals, Announcing Jennifer Hinson as Principal (Williams Elementary), Announcing Donna Stanford as Director of Information Systems, Upcoming Events, Be Informed

There were no public comments.

Stephanie Blanck made the motion, seconded by Stacy McLaughlin, to approve all Consent items as presented. Unanimously approved.

Anthony Blankenship made the motion, seconded by Stacy McLaughlin, to approve Consideration and Action with Respect to "An Order Authorizing the Issuance of Georgetown Independent School District Unlimited Tax School Building Bonds; Establishing Procedures for the Sale and Delivery of the Bonds; Levying an Annual Ad Valorem Tax for the Payment of Said Bonds; Authorizing Execution of a Paying Agent/Registrar Agreement; and Authorizing Other Matters Related to the Issuance of the Bonds". Unanimously approved.

Stephanie Blanck made the motion, seconded by Stacy McLaughlin, to adjourn at 7:20 p.m. Unanimously approved.

Stephanie Blanck

August 5, 2024
Georgetown, TX

The **Board Workshop** was called to order at 11:02 a.m. with James Scherer, Stephanie Blanck, Jen Mauldin, Cody Hirt, Stacy McLaughlin, Anthony Blankenship and Superintendent Dr. Devin Padavil present. Elizabeth McFarland was not present.

Staff Attendees: Heather Stoner, Lindsay Harris, Lannon Heflin, Logan Reuland, Melinda Brasher, Clint Pruett, Jennifer Hanna, Wes Vanicek, Sonja Howard, Jimmy Jones, Amanda Johnson, Amy Heil, Sonny Schlaudt, Stacie Seveska, Michelle Barlow, Renee Hancock

Visitors: Tom Sourbeer, Katherine Anthony, Brooke Sjoberg, Barbara Wilson

Public Comments:

There were no public comments.

Devin Padavil gave a Strategic Priority Area #4 update.

James Scherer and Stephanie Blanck discussed a delegate and alternate for the 2024/2025 Texas Association of School Boards Delegate Assembly.

Wes Vanicek, Lannon Heflin, Jennifer Hanna and Melinda Brasher gave a Bond Update Presentation.

Heather Stoner, Stacie Seveska and Wes Vanicek presented an update on the implementation of House Bill 3 mandates.

James Scherer and Stephanie Blanck led a discussion for a TASB Board of Directors Endorsement Request.

No closed session was required.

The workshop adjourned at 11:51 p.m.

Stephanie Blanck



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:15:51

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through July 31, 2024 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets.

Attachments:

YES

Superintendent's Recommendations:

Approval of the Financial Reports



GEORGETOWN ISD

***Financial Reports
July 31, 2024***

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LOCAL MAINTENANCE
YTD MONTHLY REVENUE/EXPENDITURES
July 31, 2024
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	884,020	142,372,161	-	884,020	141,488,141	0.6%
5800	State Revenues	633,043	16,103,570	-	633,043	15,470,527	3.9%
5900	Federal Revenues / Other	36,489	1,900,000	-	36,489	1,863,511	1.9%
	TOTAL	1,553,552	160,375,731	-	1,553,552	158,822,179	1.0%
<u>EXPENDITURES</u>							
11	Instructional	6,985,127	89,309,248	745,306	6,985,127	81,575,815	7.8%
12	Instructional Resources & Media	99,874	1,367,657	43,462	99,874	1,224,322	7.3%
13	Curriculum & Instructional Development	179,980	1,632,886	15,410	179,980	1,437,496	11.0%
21	Instructional Administration	347,362	3,453,372	20,282	347,362	3,085,728	10.1%
23	School Leadership	764,075	8,980,252	7,423	764,075	8,208,754	8.5%
31	Guidance & Counseling	495,644	6,043,914	2,880	495,644	5,545,390	8.2%
32	Social Work Services	20,338	168,233	-	20,338	147,895	12.1%
33	Health Services	129,292	1,793,243	627	129,292	1,663,324	7.2%
34	Student Transportation	425,748	6,652,388	804,729	425,748	5,421,820	6.4%
35	Child Nutrition	-	-	-	-	-	
36	Co-Curricular Activities	215,878	3,752,124	120,745	215,878	3,415,501	5.8%
41	General Administration	351,091	3,900,237	270,495	351,091	3,278,651	9.0%
51	Plant Maintenance & Operations	2,282,676	17,433,941	6,340,550	2,282,676	8,782,286	13.1%
52	Security & Monitoring	2,518	1,090,477	3,308	2,518	1,084,652	0.2%
53	Data Processing Services	294,842	3,062,935	256,198	294,842	2,511,895	9.6%
61	Community Services	51,320	-	-	51,320	(51,320)	
71	Debt Administration	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
91	Contracted Instructional Services Between Public Schools	15,801	14,578,300	-	15,801	14,562,499	0.1%
95	Payments to JJAEP	-	500,000	337,461	-	162,539	0.0%
99	Appraisal Services	-	1,200,000	1,200,000	-	-	0.0%
	TOTAL	12,661,566	164,919,207	10,168,874	12,661,566	142,057,247	7.7%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(11,108,014)	(4,543,476)	(10,168,874)	(11,108,014)	16,764,932	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		(4,543,476)				
	BEGINNING FUND BALANCE (unaudited)		34,061,517				
	ENDING FUND BALANCE (estimated)		29,518,041				

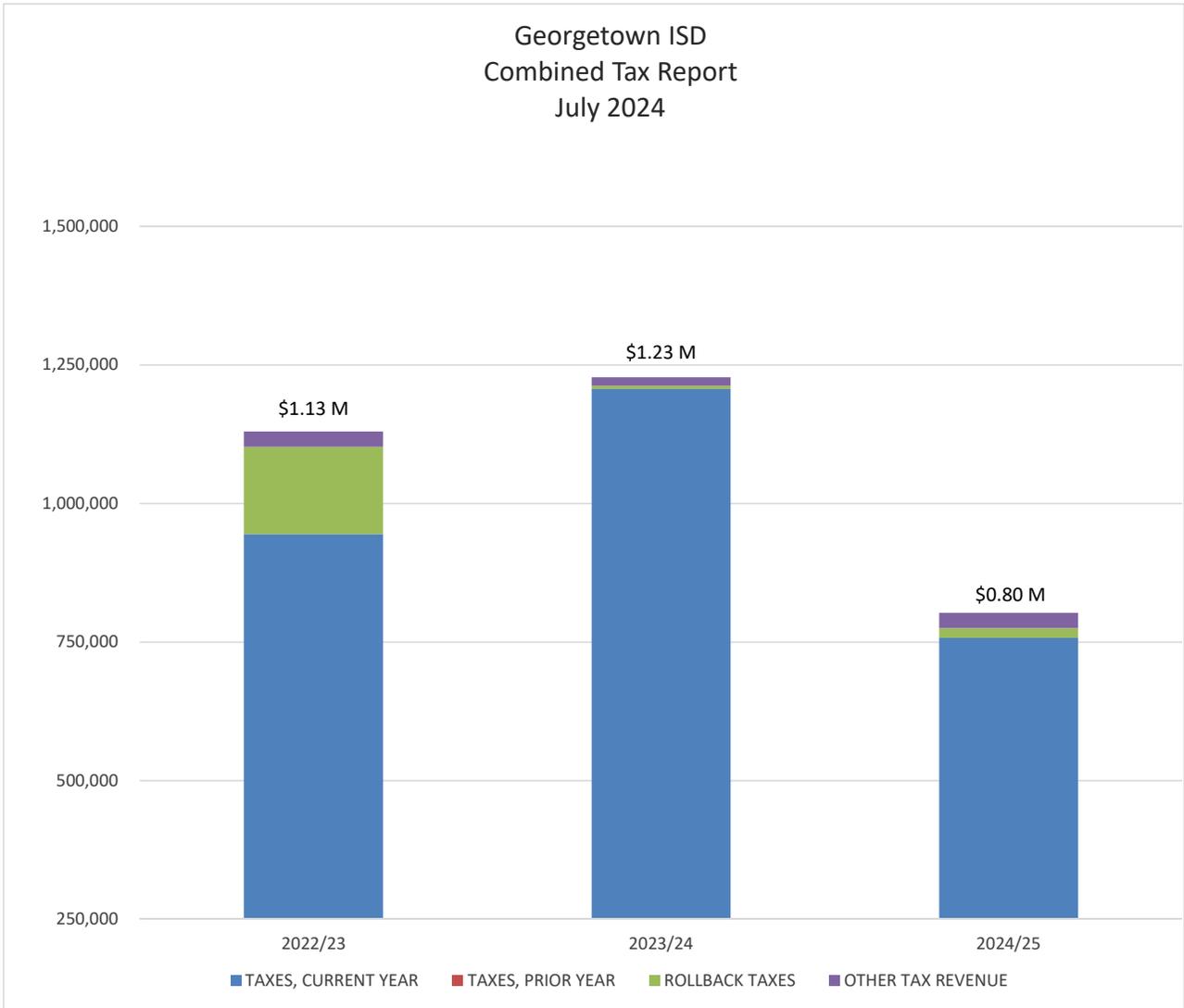
FOOD SERVICE FUND
YTD MONTHLY REVENUE/EXPENDITURES
July 31, 2024
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	2,165	3,214,826	-	2,165	3,212,661	0.1%
5800	State Revenues	-	12,226	-	-	12,226	0.0%
5900	Federal Revenues / Other	54,040	4,197,524	-	54,040	4,143,484	1.3%
	TOTAL	56,205	7,424,576	-	56,205	7,368,371	0.8%
<u>EXPENDITURES</u>							
35	Child Nutrition	303,389	7,424,576	2,653,518	303,389	4,467,669	4.1%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	TOTAL	303,389	7,424,576	2,653,518	303,389	4,467,669	4.1%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(247,184)	0	(2,653,518)	(247,184)	2,900,702	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		0				
	BEGINNING FUND BALANCE (unaudited)		1,753,520				
	ENDING FUND BALANCE (estimated)		1,753,520				

DEBT SERVICE FUND (Bonds)
YTD MONTHLY REVENUE/EXPENDITURES
July 31, 2024
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	516,646	71,652,644	-	516,646	71,135,998	0.7%
5800	State Revenues	3,300,800	-	-	3,300,800	(3,300,800)	
5900	Federal Revenues / Other	-	-	-	-	-	
	TOTAL	3,817,446	71,652,644	-	3,817,446	67,835,198	5.3%
<u>EXPENDITURES</u>							
71	Debt Service	94,960	71,652,644	-	94,960	71,557,684	0.1%
	TOTAL	94,960	71,652,644	-	94,960	71,557,684	0.1%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	3,722,486	-	-	3,722,486	(3,722,486)	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		-				
	BEGINNING FUND BALANCE (unaudited)		55,266,072				
	ENDING FUND BALANCE (estimated)		55,266,072				

Georgetown ISD
Combined Tax Report
July 2024



Budgeted Totals
Collection Rate

\$217.17 M
0.52%

\$191.90 M
0.64%

\$208.44 M
0.39%

TAX COLLECTIONS						
	Rate**	Current	Prior	Rollback	Other	Total
M&O	0.0697	506,608	(28,045)	-	56,219	534,782
Debt Service	0.0358	251,188	(10,472)	-	27,303	268,019
Total	0.1054	757,796	(38,517)	-	83,522	802,801

**As presented to the Board 8/19/24 for approval

Projected Recapture	14,578,300
Net	(14,043,518)



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 7/24/2024 13:48:33

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

Consent Agenda

Name of Person Responsible:

Heather Stoner

Department or Campus:

Campus and Learner Supports

Title of Agenda Item:

2024-2025 Student Code of Conduct

Background Information:

The GISD Student Code of Conduct has been updated for the 2024-2025 school year. The process for writing and updating both the Student Code of Conduct and Student Handbook begins with a template provided and recommended by the Texas Association of School Boards (TASB). TASB makes updates to the template every year based on changes to legislation and input from their policy experts. Any changes we make to this TASB-recommended language begins with input from principals, directors, or strategists based on GISD-specific needs and is then vetted by our legal counsel to ensure wording and phrasing is consistent with best practices and legal requirements.

Since it was not a legislative year, there were not many changes to the code of conduct this school year. A copy of the 2024-2025 SCOC and a summary of any changes were previously shared with you in board weekly and are also attached to this submission. The Student Handbook is still in the process of being updating and will be shared with



BOARD AGENDA ITEM

you when it is complete. The Student Handbook does not require board approval.

Attachments:

YES

Superintendent's Recommendations:

Approve the Student Code of Conduct as presented.



Georgetown ISD Student Code of Conduct

2024–2025 School Year

If you have difficulty accessing the information in this document because of disability, please contact:

Stacie Seveska
Director of Campus and Student Services
507 E. University Ave
Georgetown, TX, 78626
512-943-5000, ext 6098

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GISD Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact:

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Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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 planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be 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 Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct 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 district's authority 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;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Collaborative Discipline

A collaborative disciplinary approach will be developed at the campus level and may include: educators, counselors, and administrators. The Assistant Principal/Administrator most closely related to the disciplinary situation will contact the responsible adult of the student(s) involved. Each campus will undergo a development plan process that collaboratively creates a chain of communication that best meets the needs of the campus.

Threat Assessment and Safe and Supportive School Team

The 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* 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

The board utilizes School Resource Officers (SROs), school marshals and security personnel to ensure the security and protection of students, staff and property. In accordance with law, the board has coordinated with appropriate campus administrators and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

School Resource Officers (SROs)

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, and 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.

School Marshals

The jurisdiction of school marshals shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Duties and responsibilities of School Marshals. Subject to limitations in law, a school marshal shall:

- a. Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District.
- b. Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District.
- c. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
- d. Carry out all other lawful duties as directed by the Superintendent.

“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 of Conduct.

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 eligible, a student shall not have engaged in any misconduct that resulted 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 that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** 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, SRO, or school marshal shall have the authority to refuse entry to 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 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 calendar 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.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring 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, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion**, those 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.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence 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**.)
- 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 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**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct, including slurs or derogatory statements based on race, sex, gender identity, sexual orientation, religion, national origin or any other protected status, with a district student, employee, or volunteer that is reasonably likely to create an intimidating or hostile environment.
- 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.

- Post on a publicly accessible website the residence address or telephone number of a district student, employee, or volunteer, with the intent to cause harm or a threat of harm to the individual or a member of the individual's family or household.

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.**)
- 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.**)
- Enter, without authorization, district facilities that are not open for operations.

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;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife 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, unless it is for 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**. 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 cell phone, 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 and Expulsion** 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 to body or mind. (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.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- 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 of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible 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, which may include 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 Code of Conduct. In the event of any conflict, 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 Admission, Review, and Dismissal (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 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, another assigned area, or to in-school suspension (ISS).
- 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 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**.
- Placement in a DAEP, as specified in **DAEP**.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- 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 using 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 appropriate campus administrator 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 appropriate campus administrator 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 to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. 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 administrator shall send written notification by U.S. Mail. If the appropriate campus administrator 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.

Campus-Based Disciplinary Decisions

Questions from parents regarding disciplinary measures should be addressed to the teacher, counselor, or campus administration, as appropriate.

Complaints regarding the use of specific discipline management techniques (listed above) should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the central administration office, or through Policy On Line at the following address: [Georgetown ISD Policy On-Line](#). The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL). For the DAEP assignment appeals process, see **Appeals** in the section titled Disciplinary Alternative Education Program (DAEP) Placement below.

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 Non-punitive

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

To transport students safely, the vehicle operator must focus on driving and not be 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 other appropriate campus administrator may restrict or revoke a student's transportation privileges, in accordance with law.

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

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' 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 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 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 appropriate administrator may place the student in:

- Another appropriate classroom.
- ISS
- 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

A student who 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 may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct 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 behavior listed in the Code of Conduct 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 sections 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 appropriate campus administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The administrator 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 administrator 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 ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

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 appropriate campus administrator 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 of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any 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, or gang 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 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.

An appropriate campus administrator **may** 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, 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 a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion**.) (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. 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.
 - 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.
 - 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**.)
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette
 - 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 six to 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**.)

- 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:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- 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.

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.

Process

Removals to a DAEP shall be made by the principal or the principal's designee.

Conference

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

At the conference, the appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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 administrator 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.

Placement Order

After the conference, if the student is placed in a DAEP, the appropriate campus administrator shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for the purposes of special education services 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 a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the appropriate administrator is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the appropriate administrator is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

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

Length of Placement

The administrator who held the conference 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 are in a DAEP placement 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 appropriate campus administrator or the board's designee must determine that:

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

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 FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the central administration office, or through Policy On Line at the following address: [Georgetown ISD Policy On-Line](#).

The district shall not delay disciplinary consequences pending the outcome of an appeal.

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

According to FOC(LOCAL), 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 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.

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 appropriate campus administrator 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 appropriate campus administrator 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:

1. 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
2. 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 of Conduct 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 appropriate campus administrator 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 appropriate campus administrator 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 including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 student shall be placed in either DAEP or JJAEP for at least one semester.

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. 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 Students

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 DAEP 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 appropriate campus administrator 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:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. 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:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. 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:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. 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 this section is entitled to a review of his or her status, including academic status, by the appropriate campus administrator 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 appropriate campus administrator 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 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**.)

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 any amount of marijuana, a controlled substance, or a dangerous drug. 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 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.
- 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 Penal Code 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.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- 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 a DAEP

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

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. 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 disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- 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 appropriate campus 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 administrator may place the student in:

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

Hearing

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

1. 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,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

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' designee and the decision regarding whether to expel shall be made by the board's designee.

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 consider and 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 appropriate campus administrator 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.

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 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:

1. The student is a threat to the safety of other students or to district employees, or
2. 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's conduct 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 appropriate campus administrator 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 appropriate campus administrator 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:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. 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:

1. The student is a threat to the safety of other students or district employees, or
2. 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.

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

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

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the 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:

Stacie Seveska
Title IX Coordinator, GISD
507 East University Ave
Georgetown, TX 78626
seveskas@georgetownisd.org
titleix@georgetownisd.org
512-943-5000, extension 6098

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Tamra Marbibi
Section 504 Coordinator, GISD

*507 East University Ave
Georgetown, Tx 78626
marbibit@georgetownisd.org
512-943-5000, Extension 6012*

- For all other concerns regarding discrimination, see the superintendent:

*Dr. Devin Padavil
Superintendent, GISD
507 East University Ave
Georgetown, Tx 78626
padavilp@georgetownisd.org
512-943-5000, Extension 1892*
[See policies FB, FFH, and GKD 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:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. 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 a crime that involves:

1. 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:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. 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. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - j. Recklessly damaging or destroying a building belonging to another, or
 - k. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or 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 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 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:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying 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 by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

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, 1-B, 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 Education Code 37.0832 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.

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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. 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:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. 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:

1. 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;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or

4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. 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 Education Code 37.001(b)(2); or
3. 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:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. 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;
 - c. 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;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 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:

1. Any type of physical brutality;
2. 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;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

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 Education Code 37.001(b)(3) 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:

1. Clothing, purse, or backpack;
2. 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;
3. Telecommunications or electronic devices; or
4. 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:

1. 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: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

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, when the person 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 Education Code 37.121(d) 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, and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

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

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. 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.

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 schoolwork 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.

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.

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

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. 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;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. 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 disabled individual 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.

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 in-fluence" 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 that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



LEAD | GROW | SERVE

2024-2025
STUDENT CODE OF CONDUCT
SUMMARY OF CHANGES

Page Number(s)	Change	Explanation
3	Updated information regarding security personnel to include school marshals.	Change based on the need to meet HB 3 requirements for security on all campuses.
4-5	Added details regarding the duties and responsibilities of school marshals.	Education Code 37.081 requires the district to include the duties of peace officers, school resource officers (SROs), and other security personnel in its Code of Conduct.
5	Updated section regarding unauthorized persons to include school marshals on the list of employees who have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request.	Education Code 37.105 allows the district to authorize designated employees as those who have the authority to refuse entry or eject a person from district property.
34	Removed marijuana, THC and alcohol-related offenses punishable as a felony from the list of offenses that require mandatory expulsion.	HB 114 removes the mandatory expulsion requirement for marijuana, THC, and alcohol-related offenses that are punishable as a felony.



BOARD AGENDA ITEM

Board Meeting Date:8/21/2024

Submitted Date: 7/30/2024 13:50:57

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

Consent Agenda

Name of Person Responsible:

Dr. Sonja Howard

Department or Campus:

Teaching, Learning and Assessment

Title of Agenda Item:

2024-2025 Required Professional Learning Plan

Background Information:

The attached required professional learning plan is provided in compliance with DMA (Local). This plan covers professional development required through statute and has been guided by the SBEC clearinghouse training recommendations and the TASB school district training chart. This plan is not an exhaustive list of the professional development provided to staff.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend the approval of the 2024-2025 required professional development plan as presented.

VECTOR SOLUTIONS COMPLIANCE PLAN 2024-2025

** Refresher Available	Administrative Assistant Campus Special Ed	Min	Administrators - Campus	Min	Administrators - District	Aide-Instructional	Min	All Office and Clerical Staff	Min	Auxiliary	Min	Counselors	Min	Nurses	Min	Prof Support - Coordinators & Managers	Min	Prof Support - SpEd	Min	Librarians	Min	Teachers	Min	Teacher - Sub	Min	Technology	Min
Bullying Recognition & Response (** 25 Min Refresher vs 61 Min Complete)			X	25	X	25	X	25	X	25	X	X	25	X	25	X	25	X	25	X	25	X	25	X	25		
Child Abuse: Mandatory Reporting			X	33	X	33	X	33	X	33	X	X	33	X	33	X	33	X	33	X	33	X	33	X	33	X	33
Concussion, Training						X	18							X	18												
Dyslexia Awareness for Staff												X	38			X	38	X	38	X	38	X	38				
FERPA: Confidentiality of Records			X	18	X	18	X	18	X	18	X	X	18	X	18	X	18	X	18	X	18	X	18			X	18
GISD Case Manager Roles and Responsibilities	X	65																X	65								
Growing General Educators' Knowledge of Special Education																						X	53				
Health Emergencies: Life-Threatening Allergies			X	13		X	13	X	13			X	13							X	13	X	13	X	13	X	13
Health Emergencies: Seizures			X	27		X	27			X		X	27					X	27	X	27	X	27	X	27	X	27
Medication Administration: Epinephrine Auto-Injectors			X	19		X				X		X								X		X					
Phishing Prevention	X		X	10	X	10	X	10	X	10		X	10	X	10	X	10	X	10	X	10	X	10	X	10	X	10
Section 504 Training for Campus Coordinators					X	120																					
Senate Bill 3			X	14	X	14	X	14				X	14	X	14	X	14	X	14	X	14	X	14				
Sexual Harassment: Staff-to-Staff (**15 Min)			X	35	X	35	X	35	X	35	X	X	35	X	35	X	35	X	35	X	35	X	35	X	35	X	35
Sexual Misconduct: Staff-to-Student			X	35	X	35	X	35	X	35	X	X	35	X	35	X	35	X	35	X	35	X	35	X	35	X	35
Student Mental Health: Awareness, Intervention & Referral			X	20	X	20	X	20	X	20		X	20	X	20	X	20	X	20	X	20	X	20	X	20	X	20
Title IX Compliance Overview			X	43	X	43	X	43	X	43	X	X	43	X	43	X	43	X	43	X	43	X	43	X	43	X	43
Youth Suicide: Awareness, Prevention and Postvention	X	39			X	39										X	39	X	39							X	39
Total Modules Required/Minutes	3	104	12	292	392	13	291	9	232			13	311	10	251	11	310	13	402	13	311	14	364	9	241	9	260

84

New Hire Plan	
Human Trafficking Awareness	60
Trauma (Grief) Informed Classroom - via D. Rainey custom video	24
Bloodborne Pathogens, New Hires (** 18 Min)	21
Dating Violence, New Hires	22
Seizure Training	84
Student Drug & Alcohol Abuse, New Hires	33
Youth Suicide Awareness, New Hires	39
Copyright Infringement	26
Total Modules Required/Minutes	225



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/9/2024 15:07:14

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

Consent Agenda

Name of Person Responsible:

Dr. Devin Padavil

Department or Campus:

Superintendent's Office

Title of Agenda Item:

2024-2025 Williamson County 4-H Adjunct Faculty Request [CORRECTION]

Background Information:

As an educational agency, the Texas A&M AgriLife Extension Service supports the Texas Education Code and academic responsibility of student 4-H members. The dedication of Extension faculty to see that 4-H members comply with the provisions of the Texas Education Code is important to the effective adherence of the rule among our 4-H members. Extension faculty must be dedicated to complying with the Texas Education Code requirements in order for the Texas 4-H Program to maintain the status of an extracurricular organization.

This Consent Item includes the adoption of a Resolution- Extracurricular Status of 4-H Organization: "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



BOARD AGENDA ITEM

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 all 4-H competitive activities, regardless if a school absence is or is not required, and for non-competitive purposes when an absence is required."

Attachments:

YES

Superintendent's Recommendations:

Recommend the approval of the 2024-2025 Williamson county 4-H Adjunct Faculty Request as presented.

EXTRACURRICULAR STATUS REQUEST
SAMPLE LETTER: Request for Extracurricular Status for 4-H



WILLIAMSON COUNTY EXTENSION SERVICE

Date: July 30, 2024

Georgetown ISD

To Whom It May Concern:

On behalf of the 4-H members of Williamson County, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the (name of school district). I/we further request that questions regarding this RESOLUTION be directed to me/us in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Brittany Allen".

Brittany Allen, CEA 4-H Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office
100 Wilco Way Ste AG201 | Georgetown, Texas 78626
<http://texas4-h.tamu.edu> | Tel. 512.943.3300

EXTRACURRICULAR STATUS REQUEST
SAMPLE RESOLUTION: Resolution requesting Extracurricular Status for 4-H

RESOLUTION
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

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

Georgetown ISD

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
19TexasAdministrative 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
19Texas Administrative Code as interpreted by this Board and designated officials of this school district.
Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this ____ day of _____, 20 ____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST
SAMPLE LETTER: Cover Letter requesting Adjunct Faculty Status



WILLIAMSON COUNTY EXTENSION SERVICE

Date: July 30, 2024

Coupland Independent School District

To Whom It May Concern:

On behalf of the Williamson County Extension Staff, I/we hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Georgetown Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 U). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:.

- (1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:
 - (A) has a minimum of a bachelor's degree; and
 - (B) is eligible for participation in the Teacher Retirement System of Texas.

Williamson County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct faculty staff members status for the period of time indicated on the agreement.

I hope Georgetown Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Brittany Allen, CEA 4-H Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office

ADJUNCT FACULTY REQUEST

SAMPLE TEMPLATE: Adjunct Faculty Agreement

THE STATE OF TEXAS
COUNTY OF: Williamson

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Georgetown Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Georgetown Independent School District.

Upon consideration and vote of _____ in favor, Williamson County is hereby named as adjunct faculty member(s) of the Georgetown Independent School District subject to the following considerations and provisions of such appointment to wit:

- This appointment shall commence on the 15 day of August, 2024 and remain in effect until the 14 day of August, 2025
- This appointment will include the Texas A&M Agrilife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Brittany Allen	4-H Youth Develk	BS/MS	Texas Tech Universitv	2017
Shelley Franklin	Natural Resource	BA/MED	West Texas A&M	2020
Sarah Sharpton	FCH	BS/MPH	Liberty University	2017
Gary Pastushok	Agriculture	BS/MS	University of Saskatchewan	1982

- Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Georgetown Independent School District.
- Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M Agrilife Extension Service.
- Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District or Williamson County Extension Director.
- Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M Agrilife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M Agrilife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Williamson County Extension Agent(s) who have/have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M Agrilife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M Agrilife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Williamson County Extension Agent(s), Williamson (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Georgetown Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this ___ day of _____, 20

_____ Independent School District

By: _____

ACADEMIC ELIGIBILITY PROCESS

Procedures for securing Academic Eligibility Information and Excused Absences for 4-H Members to participate in 4-H Event or Activity

This procedure applies to ALL 4-H events or activities (competitive or non-competitive) and all 4-H members in public, private, and/or home school that requires a 4-H member to be absent from school. For instance, if a 4-H member is a member of a state planning task force and needs to miss a day of school to participate, the 4-H member would have to be eligible according to the Texas Education Code to be excused from school.

There are two ways a County Extension Office can request academic eligibility for 4-H members. One is on an individual basis using the Declaration of Eligibility Form (Attachment F) for times when only one or two 4-H members may be needing an absence. The second option is for situations when a large number of youths may be needing an excused absence, such as a county or major stock show. The steps below outline how the county office needs to proceed with each of the processes.

BEGINNING OF THE SCHOOL YEAR	
August/September	County Extension Agents should meet with school officials to determine the steps the agent needs to take to assist 4-H members in obtaining excused absences to participate in 4-H events and to determine eligibility of 4-H members for competitive events.
30 DAYS PRIOR TO ANY 4-H EVENT/ACTIVITY NEEDING ACADEMIC ELIGIBILITY CHECKED	
Declaring academic eligibility for small number of 4-H members	<ol style="list-style-type: none"> 1. Ensure that all members needing an excused absence are ACTIVE 4-H members. 2. Complete the County Agent section of the Declaration of Eligibility Form. Provide the form to either the 4-H member and request they submit to the school for completion or have the 4-H parent/guardian complete the first section, return to the County Extension Office and then submit as a group to the respective school campuses. 4-H member then returns completed form back to the County Extension Office within the timeframe given by the office.
Declaring academic eligibility for large number of 4-H members	<p>Extension agents should prepare a document on official letterhead which includes the items listed below and submit to each school/campus requesting eligibility status for each 4-H member.</p> <ol style="list-style-type: none"> a) Name of 4-H member(s) involved b) School they attend c) Current grade level in school d) Dates of proposed absence(s) e) Name of event f) Educational value g) Chaperone <p>List is returned back to County Extension Office by school/campus.</p>
RESPONSE FROM SCHOOL ON DECLARATION OF ACADEMIC ELIGIBILITY	
Eligible	The school should respond to CEA if there are any students who are academically eligible. County Extension Office should follow up with the school/campus if no response is received.
Ineligible	If a 4-H member is academically ineligible for a 4-H competitive event, the agent must notify the 4-H member, their parents and the sponsoring agency, in writing – letter/email (a phone call can also be made but should be followed up with a written notification).

If county Extension faculty and schools develop and agree on procedures they deem more efficient and effective and still ensure 4-H's compliance with the Texas Education Code requirements, they should inform their District Administrator/County Extension Director of the plan to be followed.

DECLARATION OF ELIGIBILITY FORM INSTRUCTIONS

4-H'ers should complete a separate form for each competitive event/activity in which they plan to participate. The original form should be returned to the county Extension office by the deadline established by the County Extension Office.

NOTE: Schools requiring a copy of this form should make their copy before returning it to the student.

Parent/Guardian Section:

1. Parent/Guardian will select the information requested. It is either:
 - a. Academic eligibility information only. {Used to verify academic eligibility only for 4-H competitive events/activities.}, or
 - b. Academic eligibility information and authorization to receive an excused absence from school. {Used to verify academic eligibility as well as receive authorization to receive an excused absence. This would be used for events held during school hours such as stock shows, state and national 4-H contests and events, etc.}
2. Complete the date and name of the activity. {Used to notify school officials of exact dates/times a student would be participating in a 4-H activity or representing 4-H at an event.}
3. Parent/Guardian signature is required. The signature of the parent/guardian confirms that this person is aware of the academic eligibility and excused absence requirements of the Texas Education Code.

County Extension Agent Section:

1. Extension Office will complete this section and certify the youth is a 4-H member and his/her participation in the event.
2. County Extension Agent (with adjunct faculty status) will sign the form.

School Principal/Designee Section:

1. Principal, or designee, will indicate the 4-H members eligibility status, options are:
 - a. Academically eligible to participate
 - b. Not academically eligible to participate
2. The principal, or designee, will indicate whether or not an excused absence will be granted.
3. The principal, or designee, will provide the date being used to determine eligibility.
4. Principal, or designee, will sign and date the form in order to be valid.

4-H family should follow instructions provided by the County Extension Office on returning form to the Extension Office by the given deadline.



PRairie VIEW A&M UNIVERSITY
COLLEGE OF AGRICULTURE
AND HUMAN SCIENCES



Cooperative Extension Program

Texas 4-H Youth Development Program DECLARATION OF ELIGIBILITY FORM

This form is requested in accordance with the requirement of the Texas Education Code and in cooperation with the Texas Education Agency and local school board policies.
Instructions: Complete one form per activity. The original form should be returned to the County Extension Office.

PARENT/GUARDIAN SECTION

In accordance with 4-H policy, provided by our local Extension office, I respectfully request:
(CHECK ONE)

- Academic eligibility information only.
- Academic eligibility information and authorization to receive an excused absence from school.

Date of Activity: _____ Name of Activity: _____

Signature of Parent/Guardian: _____

COUNTY EXTENSION AGENT SECTION

I hereby certify that _____ is a member of 4-H in _____ County and is scheduled to participate in this activity representing 4-H. He/she will be under the supervision of the Texas A&M Agrilife Extension Service faculty or agency's designated volunteer leader.

Date: _____ Signature: _____

SCHOOL PRINCIPAL OR DESIGNEE SECTION

ACADEMIC ELIGIBILITY (CHECK ONE)

- I do certify that the student is academically eligible to participate in the above-mentioned activity.
- I do not certify the student because he/she is NOT academically eligible to participate in the above-mentioned activity.

EXCUSED ABSENCE (CHECK ONE)	EDUCATIONAL STATUS (CHECK ONE)
------------------------------------	---------------------------------------

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="radio"/> An excused absence will be granted <input type="radio"/> An excused absence will NOT be granted. <input type="radio"/> Does not apply | <ul style="list-style-type: none"> <input type="radio"/> Face-to-Face (on campus) <input type="radio"/> Virtual Option <input type="radio"/> Homeschooled |
|---|--|

Date used to determine eligibility: _____

Date: _____ Signature of Principal or Designee: _____

Name of School: _____



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/11/2024 16:23:10

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

Consent Agenda

Name of Person Responsible:

Bretton Schulz

Department or Campus:

CTE

Title of Agenda Item:

Course Guide Addendum

Background Information:

In the 23-24 school year, TEA refreshed Programs of Study in CTE. These changes included career cluster name, course name, course additions, and course deletions. The following five courses (“original course” column) were listed by TEA as new courses that we may offer to students, but have not received PEIMS numbers or TEKS. We would like to change those courses to the ones listed in the “New Course” column. This will not have a negative impact on students and will enable us to offer programs as planned.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approve changes to course guide.

PATHWAY UPDATES

Endorsement: Business and Industry					
CTE Career Cluster	CTE Program of Study GISD Focus Area	9th	10th	11th	12th
Business, Marketing, and Financial	Business Management / Entrepreneurship Business Management	Principles of Business, Marketing, & Finance (1 credit)	Business Information Management 1 (1 credit)	Business Management (1 credit) <i>GISD Sequence Pre-Req</i>	Entrepreneurship (1 credit) Entrepreneurship I (1 credit) 13011101 - OR - Practicum in Business Management (2 credits)
Transportation, Distribution, and Logistics	Aviation Maintenance Aviation	Intro to Engineering Design (1 credit)	Aircraft Maintenance (1 credit) & Intro to Aircraft Technology (1 credit)	Aircraft Avionics / Lab (2 credits) PEIMS TBD	Aircraft Powerplant Technology (2 credits) 13039500
			Aircraft AirFrame Technology (Level III) (2 credits) 13039400		

Note: We are proposing a pathway change to reorder Aircraft Avionics/Lab with Aircraft Powerplant Technology. Since the PEIMS code exists for the Powerplant course and the Aircraft Avionics course is "TBD" this would allow us to avoid another change next year if it remains TBD.

PATHWAY UPDATES (CONT'D)

Endorsement: Science, Technology, Engineering, and Math						
CTE Career Cluster	CTE Program of Study GISD Focus Area	8th <i>(optional)</i>	9th	10th	11th	12th
Engineering <i>In addition to coherent sequence, students must earn credit for: Chemistry, Physics, and Algebra 2</i>	Engineering Foundations Advanced Engineering	Principles of Applied Engineering (1 credit)	Intro to Engineering Design (1 credit)	Engineering Science (1 credit) <i>GISD Sequence Pre-Req</i>	Civil Engineering & Architecture (1 credit) -AND- Construction Engineering & Management (1 credit) Career and Technical Education Project Based Capstone (1 credit) 12701101 No Required Prereq	Digital Electronics (1 credit) -AND- Scientific Research and Design (1 credit)
	Mechanical & Aerospace Engineering Drones	Principles of Applied Engineering (1 credit)	Intro to Engineering Design (1 credit)	Engineering Science (1 credit) <i>GISD Sequence Pre-Req</i>	Aerospace Design I (1 credit – 1st Sem) -AND- Aerospace Design II (1 credit – 2nd Sem) Introduction to UMV (1 credit) Level II N1304670 No Required Prereq AND Robotics I (1 credit) Level II 13037000 No Required Prereq	Practicum in STEM (2 credits) Practicum in Manufacturing Level IV (1 credit) 13033000

Note: While Aerospace Design I and II were 1 credit classes per semester intentionally, we suggest a traditional route with Intro to UMV and Robotics to ease scheduling and transcription. The need for the credit per semester is no longer necessary with the new courses.

COURSE MODIFICATION

Earth Systems Science (030602150)

Richarte High School Only

Credits: 1.0 Length: YR Credit Type: State Counted in Rank GPA: Yes

Pre-requisites: Algebra I and two credits of high school science.

Richarte High School Only - Earth Systems Science is a course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use. [TEKS](#)

Earth Systems Science ESS Course Weight: Core

CT Entrepreneurship I

Credits: 1.00 Length: YR Credit Type: State Counted in Rank GPA: No

Prerequisites: None

Recommended Prerequisite: Principles of Business, Marketing, and Finance, Business Management

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit. [TEKS \[Articulated Course\]](#)

CT Entrepreneurship CTENT 13011101 Course Weight: Core

Instructional Technology Applications (84700ITA)

Students explore various uses for technology learning tools in order to enhance technology integration into the academic experience. Through project-based learning, students will design, create, produce and present multi-media products using instructional technology applications and programs, with specific focus on current content area integration. Students will progress through the Bloom's Digital Taxonomy as they develop Higher Order Thinking Skills in discovering innovative application of digital media and programming.

Instructional Tech Apps	ITA	Semester	Grade	7th / 8th
Instructional Tech Apps	ITAY	Full Year	(Wagner Only)	6th

COURSE MODIFICATION (CONT'D)

CT Career Preparation

Credits: 2.0 Length: YR Credit Type: State Counted in Rank GPA: No

Recommended Prerequisites: Students must be 16 years of age and have reliable transportation to enroll in this program. Students must average a minimum 10 hours of work per week.

Students must maintain employment throughout the entire school year at an approved jobsite to continue in this work-based learning program. The student's approved worksite should relate to his/her Program of Study. Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development. Career preparation is relevant, rigorous and supports student attainment of academic standards and effectively prepares students for college and career success. [TEKS](#)

CT Career Prep General First Time Taken	CTCAR1	12701111	Course Weight: Core
CT Career Prep General First Time Taken	CTCAR1M	12701111	Course Weight: Modified
CT Career Prep General Second Time Taken	CTCAR2	12701112	Course Weight: Core
CT Career Prep General Second Time Taken	CTCAR2M	12701112	Course Weight: Modified

CT Career Preparation Extended

Recommended Grades: 11-12

Credits: 3.0 Length: YR Credit Type: State Counted in Rank GPA: No

Recommended Prerequisites: Students must be 16 years of age and have reliable transportation to enroll in this program. Students must average a minimum 15 hours of work per week.

Students must maintain employment throughout the entire school year at an approved jobsite to continue in this work-based learning program. The student's approved worksite should relate to his/her Program of Study. Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development. Career preparation is relevant, rigorous and supports student attainment of academic standards and effectively prepares students for college and career success. [TEKS](#)

CT Career Prep General Extended 1st Time Taken	CTCARE1	12701131	Course Weight: Core
CT Career Prep General Extended 1st Time Taken	CTCARE1M	12701131	Course Weight: Modified
CT Career Prep General Extended 2nd Time Taken	CTCARE2	12701132	Course Weight: Core
CT Career Prep General Extended 2nd Time Taken	CTCARE2M	12701132	Course Weight: Modified

COURSE DELETION - DEACTIVATION

CT Aerospace Design I

Credits: 1.0 Length: SM Credit Type: State Counted in Rank GPA: No

GISD Recommended Prerequisite: Engineering Science

AEROSPACE DESIGN 1 is the first semester class to be taken as part of the drones program. This course will offer a full year's worth of content and credit through double-blocked/two-period scheduling in a single semester. The semester grade earned in this course will be awarded for both semester 1 and semester 2 of the course on the student's high school transcript. It is a 1 credit course that will be taken in 1 semester (double blocked) at the FRC. Semester 2 will be Aerospace Design 2 [CTAD2].

Aerospace Design 1 CTAD1 **PENDING TEA** Course Weight: Core

CT Construction Engineering & Management

Credits: 1.0 Length: YR Credit Type: State Counted in Rank GPA: No

Prerequisites: None

Corequisite: Civil Engineering & Architecture (PLTW)

Full course description pending Texas Education Agency update.

CT Construction Engineering MGT CTCEM **PENDING TEA** Course Weight: Core

CT Aerospace Design II

Credits: 1.0 Length: SM Credit Type: State Counted in Rank GPA: No

Prerequisite: Engineering Science, Aerospace Design 1

AEROSPACE DESIGN 2 is the second semester class to be taken as part of the drones program. This course will offer a full year's worth of content and credit through double-blocked/two-period scheduling in a single semester. The semester grade earned in this course will be awarded for both semester 1 and semester 2 of the course on the student's high school transcript. It is a 1 credit course that will be taken in 1 semester (double blocked) at the FRC.

CT Aerospace Design 1 CTAD2 **PENDING TEA** Course Weight: Core

These courses have yet to be approved by TEA. They will remain in the course guide for future year use, pending TEA approval. GISD will "deactivate" the courses so they are not used at the campus level inadvertently.

COURSE ADDITION

CT Aircraft AirFrame Technology

Credits: 2.0

Length: YR

Credit Type: State

Counted in Rank GPA: No

Prerequisite: None

Aircraft Airframe Technology is designed to teach the theory of operation of aircraft airframes and associated maintenance and repair practices. Airframe maintenance and repair practices include knowledge of the function, diagnosis, and service of airframe structures, systems, and components of aircraft.

Aircraft AirFrame Technology

CTAAT

13039400

Course Weight: Core

CT Career and Technical Education Project Based Capstone

Credits: 1.0

Length: YR

Credit Type: State

Counted in Rank GPA: No

Prerequisite: None

This course is designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society.

CTE Project Based Capstone

(PENDING)

12701101

Course Weight: Core

CT Introduction to Unmanned Aerial Vehicles (UAV)

Credits: 1.0

Length: YR

Credit Type: State

Counted in Rank GPA: No

Prerequisite: None

Course Description: The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.

Intro to Unmanned Aerial Vehicles

CTPRINUAV

N1304670

Course Weight: Core

CT Robotics I

Credits: 1.0

Length: YR

Credit Type: State

Counted in Rank GPA: No

Prerequisite: None

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and

automation industry.

Robotics I CTROBO 13037000 Course Weight: Core

CT Practicum in Manufacturing

Credits: 2.0 Length: YR Credit Type: State Counted in Rank GPA: No

Prerequisite: None

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Practicum in Manufacturing (PENDING) 13033000 Course Weight: Core



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/12/2024 13:27:46

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

Consent Agenda

Name of Person Responsible:

Heather Stoner

Department or Campus:

Campus and Learner Supports

Title of Agenda Item:

GPD/GISD Interlocal Agreement

Background Information:

Each year, Georgetown Police Department and Georgetown ISD re-establish their partnership with an executable agreement. This agreement provides clarity on the number of School Resource Officers, campus assignments, job responsibilities and qualifications, and other details of our partnership. Due to additional safety requirements as part of HB3, this year's "interlocal agreement" provides details regarding GPD's support of our school marshal program. The MOU has been reviewed by both parties' attorneys and is ready for the school board's approval. Following the school board meeting, Chief Tchida will present the agreement to the city council for their approval.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

We recommend that you approve the GISD/GPD Memorandum of Understanding as presented.

**Interlocal Agreement Between
The Georgetown Independent School District**

And

The City of Georgetown, Texas

For

The School Resource Program

THIS AGREEMENT, made and entered into this ___ day of _____, 2024 by and between THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT, (hereinafter referred to as the “District”, “GISD” or “Georgetown ISD”), and THE CITY OF GEORGETOWN, TEXAS, (hereinafter referred to as the “City”), sets forth the specific terms and conditions by which the School Resource Officer Program (hereinafter referred to as the “SRO Program”) will be administered for the 2024-2025 school year.

SERVICE

Pursuant to Chapter 791, Texas Government Code, the Texas Interlocal Cooperation Act (the “Cooperation Act”) the parties are empowered to contract with each other for the performance of governmental functions, including police protection, and as permitted in § 37.081 of the Texas Education Code.

ASSUMPTIONS

- A. The District and the City share a mutual goal of ensuring a learning environment in Georgetown that is free from the fear of crime, violence, and victimization by providing law enforcement and related services to the public schools of Georgetown, Texas; and
- B. The District and the City recognize the potential outstanding public safety benefits that the SRO Program will provide to the students, teachers, and staff of the public school system and all the citizens of Georgetown Texas; and
- C. The District and the City desire to build and maintain a positive relationship between Police Officers and the youth of our community; and
- D. The best interests of the District, the City, and the entire community will be served by establishing these programs; and
- E. The District and the City desire to continue the SRO Program.

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the District and the City hereby agree as follows:

ARTICLE I

The SRO Program is hereby established in the public school system of Georgetown, Texas for the 2024-2025 school year beginning in August 2024 and ending in May 2025.

ARTICLE II

A. Number and Assignment of SROs

1. The Police Department shall assign one (1) regularly employed SRO to the Georgetown High School campus.
2. The Police Department shall assign one (1) regularly employed SRO to the East View High School campus.
3. The Police Department shall assign one (1) regularly employed SRO to the Tippit Middle School campus.
4. The Police Department shall assign one (1) regularly employed SRO to the Forbes Middle School campus.
5. The Police Department shall assign one (1) regularly employed SRO to the Benold Middle School campus.
6. The Police Department shall assign one (1) regularly employed SRO to the Wagner Middle School.
7. The Police Department shall assign one (1) regularly employed SRO who will serve as the Sergeant over the SRO Unit.
8. The SROs will be stationed at their respective campuses but will serve as needed in other areas and/or other campuses as mutually agreed upon between the Chief of Police and the Superintendent of Schools.
9. In the event of an emergency evacuation of a GISD campus to Celebration Church or any other reunification site that occurs during the school day, either an SRO or another Georgetown Police Department Peace Officer will be stationed at the reunification site if practical and available.
10. All SROs shall be full-time Georgetown Police Department employees that are certified Peace Officers for the State of Texas and meet all requirements as set forth by the Texas Commission on Law Enforcement, the City of Georgetown, and the Georgetown Police Department.

B. Qualifications

To be an SRO, an officer must first meet all of the following qualifications:

1. Shall be a commissioned officer and should have at least two (2) years of law enforcement experience;
2. Shall possess a sufficient knowledge of the applicable Federal and State laws, and City ordinances;
3. Shall be capable of conducting criminal investigations;
4. Shall possess even temperament and set a good example for students;
5. Shall possess communication skills that would enable the officer to function effectively within the school environment; and

C. Supervision

1. The day-to-day operation and administrative control of the officer will be the responsibility of the Georgetown Police Department. Responsibility for the officer's conduct, both personally and professionally, shall remain with the Georgetown Police Department.

The Georgetown Police Department shall provide supervisory personnel to oversee the SRO Program. The Georgetown Police Department shall assign an SRO Sergeant as the supervisor to oversee the officers listed above. The Sergeant may be stationed at any campus mutually agreed upon by the Chief of Police and the Superintendent of Georgetown ISD.

D. Equipment & Training

The Georgetown Police Department shall provide the following, which are deemed necessary to the success of the SRO Program and to the performance of School Resource Officer's ("SRO's") duties:

1. Equipment:
 - a. Georgetown Police Department uniforms.
 - b. Standard duty gear.
 - c. 800 MHz radio.
 - d. Vehicle and all costs associated with the operation and maintenance of the

vehicle.

e. All City software applications.

2. Training

a. All training required by TCOLE for officers of the State of Texas.

b. The City shall be responsible for funding all training, and all costs related to said training, in areas deemed necessary by the City.

E. School Marshal Program

1. The City will support any District “school marshal” program outlined in the District’s Emergency Operations Plan and Board Policy, by:

a. Collaborating on the appropriate training for District employees designated as school marshalls and authorized to carry firearms in crisis intervention, management of hostage situations, and other topics as the Board of Trustees or designee may determine necessary or appropriate.

b. Permitting the District designated school marshals to utilize Police Department facilities for any training, firearms practice, or fitness testing deemed necessary for operation of the District’s school marshal program outlined in Board Policy. It is understood this is conditional on the scheduling and availability of Police Department facilities.

c. Providing assistance in identifying all necessary equipment for the conduct of the District’s school marshal program outlined in Board Policy.

d. When requested, provide assistance to district-designated school marshals in inspecting firearms for basic functionality. This is in no way intended as a substitute for any required firearms maintenance by a qualified gunsmith or armorer.

2. City will maintain the confidentiality of the identity of District employees authorized to possess a firearm under any District safety program to the extent allowed by state law.

ARTICLE III

A. Facilities & Equipment

The District shall provide the following, which are deemed necessary to the success of the Program and the performance of the SRO’s duties:

1. Access to an air-conditioned and properly lighted private office that shall contain a telephone that may be used for general business purposes.

2. A desk with drawers, a chair, a worktable, a filing cabinet, and office supplies.

3. A computer with a minimum of 900 MHz Processor capable of accessing the City's network.
4. A location for files and records which can be properly locked and secured.
5. Secretarial assistance on an as-needed basis.
6. Office supplies required in the performance of their duties as an SRO.

B. Training

1. The District shall be responsible for funding all costs with attendance at the National School Resource Officers Training Conference.
2. The District shall be responsible for funding all training and related costs in areas deemed necessary by the District.

C. Personnel

1. Campus personnel that observe a criminal act or matter requiring attention or action by the SRO shall serve as a witness to said act. Witnessing includes, but is not limited to, a verbal account of actions involved, preparing a signed written report detailing all the circumstances of the act, and testifying in any court in which a criminal complaint has been filed in the prosecution of said act.
2. The District shall provide an opportunity for the SRO to address teachers and school administrators regarding criminal justice or safety matters relating to students, teachers, or staff during in-service workdays.
3. The District shall provide and encourage classroom participation by SROs.
4. The District shall communicate to the SRO Program Supervisor any expectations or requested changes to the SRO Program in future years.

ARTICLE IV

The following shall establish regular duty hours, compensation for overtime, reassignments, and leave time for the SRO.

A. Duty Hours of School Resource Officers

1. The SRO shall be assigned to the appropriate campus on a full-time basis. The workweek of the SRO shall consist of no more than 40 hours in accordance with Section 142.0015 of the Texas Local Government Code.
2. The Campus Principal and the SRO Supervisor shall agree upon the assigned SRO's work schedule in accordance with Section A.1. above. Assigned SROs must agree to hours in excess of 40 during a calendar week. Work in excess of 40 hours in a

calendar week shall be compensated in accordance with Article IV, Section B. During their daily tour of duty, the SRO may be off campus to perform tasks as required by their assignment. Any time the SRO will be off campus, the SRO will notify the Principal, or the Principal's designee, prior to their absence.

3. Time spent by the SRO attending mandatory training or court arising out of their employment as a Police Officer shall be considered as hours worked under this Agreement.
4. The regular workday hours of the SRO may be adjusted by the School on a temporary basis for specific situations. These adjustments will require the prior approval of the SRO Supervisor.
5. The City may temporarily reassign the SRO for situations deemed to be a Public Safety emergency.
6. Leave time should routinely be taken at times when the school is not in session. The SRO Supervisor and the Principal of the campus to which they are assigned must approve all requests for leave time during the SRO's normal work periods.

B. Overtime Hours for School Resource Officer

1. If the District requests the officer to work in excess of 40 hours within a workweek, the District will reimburse the City for the additional hours at the officer's overtime rate as billed by the City.
2. If the City requests the officer to work in excess of 40 hours within a workweek, the City will be responsible for paying for the additional hours in accordance with established overtime procedures.
3. Officers who enter into a contractual agreement with the District for school-related duties such as coaching duties, intramural after-school programs, or teaching shall be paid by the District in accordance with the District's established procedures. Such contractual agreements shall receive the prior approval of the SRO Supervisor and must be in accordance with Georgetown Police Department and District policy.
4. SROs shall have first priority to work "Direct Pay" overtime hours authorized by school administration, at their respective campus, for security, sporting events, and other special programs or projects. All overtime worked shall be payed by the District in accordance with District policy.

C. Overtime for Backfill Coverage

1. During SRO absences such as mandatory training, authorized vacation, or short-term illness the affected campus will be without an SRO. Options for coverage under these circumstances will include, but are not limited to the following:
 - a. place remaining SROs "on call" for the affected campus;
 - b. assign remaining SROs to share time across campuses; or

- c. backfill vacancy via “Direct Pay” assignment of an off-duty officer to be paid by GISD.
- 2. During SRO absences not identified in Article IV.C.1., the Chief of Police and the Superintendent of Georgetown ISD or their designee will collaborate to reach a mutually beneficial decision to ensure adequate campus coverage based upon the anticipated duration of the SRO absence. Options for coverage under these circumstances will include, but are not limited to the following:
 - a. place remaining SROs "on call" for the affected campus;
 - b. assign remaining SROs to share time across campuses;
 - c. backfill vacancy via “Direct Pay” assignment of an off-duty officer to be paid by GISD;
 - d. backfill vacancy via internal assignment of an officer to be paid by the City; or
 - e. reassignment of a new SRO to the position.

ARTICLE V

Duties of the officers and SRO Supervisor involved in the program shall include, but not be limited to, the following:

A. Duties of SROs Assigned to the School

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.

- 1. Duties and responsibilities of the SRO:
 - a. Protect the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.
 - b. Enforce Federal, State, and Local criminal laws and ordinances.
 - c. Investigate 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 campus 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 duty, 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.
 - s. Become familiar with all District policies and procedures, including but not limited to Board Policy, and the operation of any safety and security program outlined in the District's Emergency Operations Plan.
2. 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 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.
3. Duties and Responsibilities of Supervisor
- a. Program development and administration.
 - b. Approve reports, oversee problem-solving efforts, and provide leadership, training, direction, and evaluations.
 - c. Establish rapport with the school Principals and GISD staff.
 - d. Perform scheduled and non-scheduled visits to the school campuses.
 - e. Liaison with School Principals.

ARTICLE VI

Financing of the SRO Program

The School and the City each agree to pay 50% of the total annual cost associated with the SRO Program, which will include salary, benefits, and all other related costs not specifically addressed elsewhere in this agreement.

The District agrees to provide 100% of National Association of School Resource Officers (NASRO) training for all SROs governed by this agreement. The District agrees to schedule, coordinate, and pay for 100% of the cost of summer Texas School Safety Center training for up to four (4) SROs assigned under this Agreement. The City agrees to designate the SROs to receive this training by notice to the District.

The City will prepare an itemized summary of the total program cost for the school year immediately approaching and submit it to the District each year prior to the passage of the District's budget in order to estimate an approximate budgetary amount payable by each entity.

The City will prepare and submit an invoice to the District, payable to the City, during the term of the school year

ARTICLE VII

Dismissal of SRO; Replacement

- A. In the event the Principal of the school to which an SRO is assigned feels that the SRO is not effectively performing their duties, the Principal shall request a meeting with the SRO Supervisor in an attempt to correct the situation.

- B. If the working relationship between the Principal and the SRO does not improve, mediation between the two parties may be held to attempt to resolve any problems that still exist.
- C. If within a reasonable amount of time after such mediation the problems cannot be resolved, the Principal may recommend to the SRO Supervisor that the SRO be removed from the program at his/her school and shall state the reasons therefore in writing.
- D. The Chief of Police and the Superintendent of Georgetown ISD shall jointly determine the status of the SRO and a replacement shall be made if the SRO is removed from the assigned campus.
- E. The Chief of Police may dismiss or reassign an SRO based upon Department Rules, Regulations, and/or General Orders or when it is in the best interest of the District or the City.
- F. In the event of the resignation, termination, dismissal, or reassignment of an SRO the City shall provide a replacement for the SRO within thirty (30) school days of receiving notice of such.
- G. In the event of a long-term absence by an SRO, the City shall provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence until such time as the SRO may reassume their duties.
- H. Transfers will not be permitted during the school year, except under special circumstances such as vacancies or promotions or when it is deemed in the best interest of the program and subject to the joint approval of the Chief of Police and the Superintendent of Georgetown ISD. SROs requesting transfer to a new school should submit a request in writing prior to the beginning of the school year.

ARTICLE VIII

Termination of Agreement

This agreement may be terminated by either party upon thirty (30) days written notice that either party has failed to substantially perform in accordance with the terms and conditions of this Agreement, and an attempt to mediate the issue has proven unsuccessful.

Either party, upon ninety (90) days written notice, may terminate this Agreement without cause. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated, compensation will be made to the City and the District for all services performed to the date of termination.

ARTICLE IX

Access to Education Records

- A. School officials shall allow SROs to inspect and copy any public records maintained by the school including student directory information such as yearbooks, unless a parent or a student over 18 years has previously requested confidentiality. SROs may also

reasonably inspect and/or copy confidential student education records in situations involving safety and security. Access to such records shall be made with notice and approval of the relevant school administrator and in compliance with the Family Educational Rights and Privacy Act (FERPA). The parties agree that SROs will not share confidential student education records with other law enforcement personnel except in compliance with FERPA, other legal requirements, and the terms of this Agreement.

- B. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals and that an SRO needs personally identifiable information from education records to protect the health or safety of the student or other individuals, school officials may disclose to the SRO and any other appropriate law enforcement personnel that information that is needed to respond to the emergency situation. Such a determination shall be made by the District based on the totality of the circumstances, including the seriousness of the threat to someone's health or safety, the need of the information to meet the emergency situation, and the extent to which time is of the essence.
- C. If confidential student records information is needed and requested by other law enforcement personnel who are not designated SROs, and the District has not determined that an emergency situation exists, the information may be released only in compliance with the Family Education Rights and Privacy Act (FERPA) and/or other applicable law upon the issuance of a search warrant or subpoena to produce the records.

ARTICLE X

Notices

Any and all notices or any other communication herein required or permitted shall be in writing, and may be effected by personal delivery, or by registered or certified mail, return receipt requested, at the address of the respective parties indicated below:

Superintendent Devin Padavil, Ed.D.
Georgetown Independent School District
507 E. University Ave.
Georgetown, TX 78626

Chief Cory Tchida
Georgetown Police Department
3500 D B Wood Rd.
Georgetown, Texas 78628

ARTICLE XI

Good Faith

The District, the City, their agents and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by negotiation. Each party hereto acknowledges and represents that their respective governing body has duly authorized this Agreement.

ARTICLE XII

Entire Agreement

This document constitutes the full understanding of the parties and supersedes all prior understandings and agreements between the parties. No terms, conditions, understandings, or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by the parties to be charged.

ARTICLE XIII

Non-Assignment

This Agreement, and each and every covenant herein, shall not be capable of assignment, unless the express written consent of the District and the City is obtained.

ARTICLE XIV

Invalid Provisions

Any clause, sentence, paragraph, or article of this Agreement which is determined by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect shall not be deemed to impair, invalidate, or nullify the remainder of this Agreement.

ARTICLE XV

Applicable Laws

This Agreement shall be construed in accordance with the laws and constitutions of the United States and the State of Texas. All obligations hereunder are performable in Williamson County, Texas, and venue for any action arising hereunder shall be in Williamson County, Texas.

ARTICLE XVI

Renewal of Agreement

Unless written notice of a party's intent not to renew this Agreement is given to the other party before the date of termination, this Agreement will automatically be renewed for an additional one (1) year term beginning on August 1 and terminating on May 31 of the ensuing year.

ARTICLE XVII

Merger

This Agreement constitutes a final written expression of all the terms of this Agreement and is a complete and exclusive statement of those terms.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

Signed, this the ____ day of _____, 2024, for the 2024-2025 school year.

[Signatures on the following pages.]

THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT

Devin Padavil, Superintendent

James Scherer, School Board President

THE CITY OF GEORGETOWN

CITY OF GEORGETOWN

By: _____

Name: Josh Schroeder,
Mayor

Date: _____

ATTEST:

Robyn Densmore, City Secretary

APPROVED AS TO FORM:

Skye Masson, City Attorney



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/13/2024 13:13:54

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

Consent Agenda

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

TASB Policy Update #123

Background Information:

Update 123 covers recommended local policy revisions to address several remaining laws from the 88th Legislative Session. Other revisions included in this update are in response to changes to the Administrative Code.

Recommended changes to local policies address the following topics:

BBD(LOCAL) - Board Members; Training and Orientation

BBFA(LOCAL) - Ethics: Conflict of Interest Disclosures

CKC(LOCAL) - Safety Program/Risk Management: Emergency Plans

CKE(LOCAL) - Safety Program/Risk Management: Security Personnel

CKEC(LOCAL) - Security Personnel: School Resource Officers (This policy will be deleted and replaced with CKE (LOCAL))

CQC(LOCAL) - Technology Resources: Equipment

DGBA(LOCAL) - Personnel-Management Relations: Employee Complaints/Grievances



BOARD AGENDA ITEM

EEH(LOCAL) - Instructional Arrangements: Homebound Instruction

EF(LOCAL) - Instructional Resources (This policy will be deleted and replaced with EFA and EFB (LOCAL))

EFA(LOCAL) - Instructional Resources: Instructional Materials

EFB(LOCAL) - Instructional Resources: Library Materials

FNG(LOCAL) - Student Rights and Responsibilities: Student and Parent

GF(LOCAL) - Public Complaints

Attachments:

YES

Superintendent's Recommendations:

Recommend approval of TASB Policy Update 123 as presented.

Public Information Coordinator

After Election or Appointment

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

Reporting Continuing Education Credit

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LOCAL)

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Annual Financial Management Report

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

Emergency Operations Plan

The Superintendent shall ~~be responsible for maintaining an updated District~~ ensure updating of the District's emergency operations plan and ~~providing~~ ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Notice Regarding Violent Activity

The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

School Resource Officers

To implement the District's comprehensive safety programs, the District has entered into a memorandum of understanding (MOU) with each local law enforcement agency that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of school resource officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duties

A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.

8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.

[See CKE(LEGAL) and CKEC(LEGAL)]

School Marshals

Authorization

Pursuant to its authority under state law, the Board may appoint an employee of the District to serve as a school marshal if the employee is certified as eligible by the Texas Commission on Law Enforcement (TCOLE). A school marshal shall be authorized to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each school marshal shall have immunities as provided by law.

Each specifically authorized school marshal shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Serving as a school marshal shall be strictly voluntary.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a school marshal's authorization to possess a firearm under this policy.

In addition, authorization for a school marshal to possess a firearm under this policy shall be automatically revoked if the employee is no longer authorized by law to serve as a school marshal or is placed on administrative leave or separates from employment with the District, regardless of the reason.

Jurisdiction

The jurisdiction of school marshals shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duty

Subject to limitations in law, a school marshal shall:

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

9. Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
10. Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
11. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary; and
12. Carry out all other lawful duties as directed by the Superintendent.

Training

The District shall provide to each school marshal who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.

Permitted Weapons and Ammunition

Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.

Implementation

The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.

[See CKE(LEGAL) and CKEB(LEGAL)]

~~SECURITY PERSONNEL
SCHOOL RESOURCE OFFICERS~~

GKEG
(LOCAL)

~~To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.~~

~~A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.~~

~~All school resource officers shall receive at least the minimum amount of education and training required by law.~~

TECHNOLOGY RESOURCES
EQUIPMENT

CQC
(LOCAL)

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with **the DIA series**.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with **the DIA series**.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with **the DIA series**.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with **the CKE series**.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct Communication with Board Members

Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

Formal Process

An employee may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

Whistleblower Complaints

Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

Complaints Against Supervisors

Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

3. The original complaint form and any attachments.
4. All other documents submitted by the employee at Level One.
5. The written response issued at Level One and any attachments.
6. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

7. The Level One record.
8. The notice of appeal from Level One to Level Two.
9. The written response issued at Level Two and any attachments.
10. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next

Georgetown ISD
246904

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

regularly scheduled meeting, the lack of a response by the Board
upholds the administrative decision at Level Two.

General Education

Consistent with ~~TEA's~~ the Texas Education Agency (TEA) *Student Attendance Accounting Handbook (SAAH)*, a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~ The weeks of confinement need to not be consecutive.

~~If the ARD~~ If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH*, and a student's individualized education program (~~IEP~~), as applicable.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

Note:—~~For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see GMD and EFA.~~

~~The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.~~

Objectives

~~In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.~~

~~The Board shall rely on District professional staff to select and acquire instructional resources that:~~

- ~~1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.~~
- ~~2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.~~
- ~~3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~
- ~~4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.~~
- ~~5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.~~

Selection Criteria

~~In the selection of instructional resources, professional staff shall ensure that the resources:~~

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

- ~~6. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~
- ~~7. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.~~
- ~~8. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~
- ~~9. Are designed to help students gain an awareness of our pluralistic society.~~
- ~~10. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.~~
- ~~11. For library selections, are integral to the instructional program; are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.~~

~~Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with GCG(LOCAL).~~

~~Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.~~

Controversial Issues

~~District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]~~

Challenged Resources

~~A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.~~

Informal Reconsideration

~~The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:~~

- ~~12. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.~~
- ~~13. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.~~
- ~~14. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.~~
- ~~15. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.~~

Formal Reconsideration

~~All formal objections to instructional resources shall be made on the request for reconsideration of instructional materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any others deemed appropriate by the principal.~~

~~All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.~~

Appeal

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]~~

Guiding Principles

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

- ~~16. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~
- ~~17. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.~~
- ~~18. Access to a challenged resource shall not be restricted during the reconsideration process, except the parent may request that her or his own child not be permitted access to challenged resources.~~

~~The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.~~

Note: For information related to the accounting of materials, as this term is defined by state law, see CMD.

For information related to the selection process for instructional materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in

critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

6. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
7. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
8. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended

educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Georgetown ISD
246904

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection Development Policy

In this policy, "library materials" may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and Evaluation of Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

7. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
8. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
9. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
10. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

11. Recommendations from students, parents or guardians, teachers, and District community members.
12. Consultation with District teachers and library staff.
13. Consultation with library staff from other districts.
14. Extensive review of the library material.
15. Context of the library material, including overall fit within the existing collection and support of District curriculum.
16. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews,

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
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national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

17. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

Library materials shall not include "harmful material" as defined by Penal Code 43.24(a)(2); "obscene" material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

Guiding Principles

The following principles shall guide the review of a request to reconsider a library material:

18. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
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19. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
20. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

Formal Request for Reconsideration

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Reconsideration Committee

For purposes of this policy, “days” shall mean District business days, unless otherwise noted.

The principal shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include the librarian and at least one member of the instructional staff who is familiar with the material’s content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is “day zero.” The following business day is “day one.”

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee’s report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with **the FFH series**.
2. Complaints concerning dating violence shall be submitted in accordance with **the FFH series**.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with **the FFH series**.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

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The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student’s or parent’s absence.

Response

At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

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Representative

“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the

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student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

15. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
16. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One

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response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

17. The original complaint form and any attachments.
18. All other documents submitted by the student or parent at Level One.
19. The written response issued at Level One and any attachments.
20. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

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FNG
(LOCAL)

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

21. The Level One record.
22. The notice of appeal from Level One to Level Two.
23. The written response issued at Level Two and any attachments.
24. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District

may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.

Level One

Complaint forms must be filed:

3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

PUBLIC COMPLAINTS

GF
(LOCAL)

4. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

5. The original complaint form and any attachments.
6. All other documents submitted by the individual at Level One.
7. The written response issued at Level One and any attachments.

8. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

9. The Level One record.
10. The notice of appeal from Level One to Level Two.

PUBLIC COMPLAINTS

GF
(LOCAL)

11. The written response issued at Level Two and any attachments.
12. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Explanatory Notes

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Legislature, regular and special sessions. All referenced bills have already gone into effect unless otherwise noted.

The Local Policy Overview for Update 123, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

The Results Driven Accountability (RDA) section of the policy has been deleted. TEA included RDA information in the Accountability Manual starting in 2023 and repealed the RDA information in the Administrative Code. This change aims to streamline information used in academic accountability and RDA systems.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

A citation to the Administrative Code has been included under Student Enrollment and Assignment, Enrollment Provision in Contract, regarding campuses that are closed and repurposed.

As 19 TAC 97.2005 has been repealed, the reference to Results Driven Accountability has been deleted from the section on Special Program Performance Determination.

AIE(LEGAL)

ACCOUNTABILITY: INVESTIGATIONS

The word "accreditation" has been removed as a descriptor for investigations in two places within the policy after an amendment to the Administrative Code, effective January 17, 2024.

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

At Intent to Return, language from the Election Code has been included to minimize confusion regarding the specific requirements for establishing an intent to return to the individual's residence after a temporary absence.

BBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 5180 added new requirements for public inspection of election records. A reference has been added at Election Records regarding where to find information on public inspection of those records for districts who serve as custodians of their own election records.

BBD(LOCAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

HB 3033 authorizes the attorney general to require trustees to complete training on the Public Information Act if the attorney general finds that there has been a violation of the Act. Language is recommended to make clear that this training after a violation cannot be delegated to the district's Public Information Act coordinator.

BBFA(LOCAL)

ETHICS: CONFLICT OF INTEREST DISCLOSURES

Language is recommended to clarify that a trustee's ethical duty to disclose a financial or other personal interest in board transactions goes beyond the statutory conflicts of interest set out in state and federal law. The added language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

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CCG(LLEGAL)

LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 3273, effective January 1, 2024, revised the Tax Code and requires a taxing unit, including a school district, to provide specific notice to property owners on its website. These provisions have been included in the Appraisal District Property Tax Database section of the policy.

CCGA(LLEGAL)

AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

This policy has been updated to indicate that a board that adopted an exemption for the 2022 tax year may not reduce the amount or repeal that exemption based on SB 2 from the second special session of the 88th Legislature. [See Homestead, Local Options.]

HB 4559, from the 88th regular session, increased the population range for certain districts to provide that the split payment option does not apply to the district's taxes collected by another taxing unit that has adopted that option. [See Split Payments, In Certain Counties.]

CCGB(LLEGAL)

AD VALOREM TAXES: ECONOMIC DEVELOPMENT

HB 4559 increased the population threshold for determining a large municipality for provisions related to the appointment of reinvestment zone board members. [See Tax Increment Financing Act, Large Municipality.]

Substantial changes have also been made based on HB 5 to incorporate the Texas Jobs, Energy, Technology, and Innovation Act.

CKB(LLEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: ACCIDENT PREVENTION AND REPORTS

TEA's amendments to the Administrative Code rules for mandatory school drills necessitated reorganization of definitions and added clarity to several sections of the policy. Changes in this policy also reflect TEA's amendments to the Administrative Code rules related to active threat exercises.

CKC(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

We recommend nonsubstantive revisions to the first paragraph for consistency with policy style.

A section on Notice Regarding Violent Activity is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

CKE(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

To address in one policy all security arrangements a district may have implemented, we have added CKE(LOCAL) and moved the relevant provisions from CKEC(LOCAL) to this code.

Significant revisions are recommended to the CKE policy series to promote compliance and clarification with HB 3 and other legal requirements.

Provisions relating to school resource officers have been edited to clarify that a district may have agreements with multiple law enforcement agencies depending on district needs and jurisdiction. A statement regarding the jurisdiction of school resource officers has been added. The policy also now includes a list of authority and duties as reflected in the controlling memorandum of understanding.

Based on information provided by district administration, language has been added to authorize the use of school marshals.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

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Georgetown ISD

CKEC(LOCAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

To address in one policy all security arrangements the district has implemented, we have deleted this policy and moved the provisions to CKE(LOCAL).

CKED(LEGAL) SECURITY PERSONNEL: OTHER SECURITY ARRANGEMENTS

The provisions of this policy address commissioned security officers with Level III training under the Department of Public Safety hired through a security services contractor or as a district employee in accordance with the Education Code and the Occupations Code.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Cross-references throughout this policy have been updated to EFA since policy EF has been separated into EFA (instructional materials) and EFB (library materials).

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Edits to this policy at Destruction of Records remove a reference to 13 TAC 7.123(c), which was deleted from Texas State Library and Archives Commission rules, effective March 6, 2024.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

HB 3273, effective January 1, 2024, requires school districts to post a notice informing property owners of the property tax database maintained by the appraisal district. Language has been added at item 28 under the section on Other Required Internet Postings.

CQC(LEGAL) TECHNOLOGY RESOURCES: EQUIPMENT

A section on Guidelines for Use of Digital Devices has been added to address the TEA and Health and Human Services Commission model health and safety guidelines for the use of digital devices, which are required by the Education Code and were issued in October 2023.

CQC(LOCAL) TECHNOLOGY RESOURCES: EQUIPMENT

This new local policy is recommended to meet the legal requirement for the board to adopt a policy for the effective integration of digital devices in the district. The policy language adopts the model health and safety guidelines developed by TEA and the Health and Human Services Commission and clarifies that the superintendent must develop regulations for implementation.

DGBA(LOCAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy DIA, we have revised the references to that code in this policy to reflect the DIA series. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

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DHE(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

New Department of Transportation rules amend the department's regulated industry drug testing program. The language in the Reports to DPS section has been amended for clarity.

DNA(LEGAL)

PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS

Amendments to the Administrative Code allow districts to begin using the Alternate Domain I rubric as part of the Texas Teacher Evaluation and Support System (T-TESS) beginning with the 2024-25 school year. Language has been updated to reflect this change.

DP(LEGAL)

PERSONNEL POSITIONS

The section on School Psychological Services has been amended to provide additional clarity and to set out the correct title for licensed specialists in school psychology (LSSPs) as indicated in the Administrative Code.

EEH(LOCAL)

INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION

TEA's revisions to the *Student Attendance Accounting Handbook (SAAH)* prompted recommended updates to this policy. Students may now receive homebound services for psychological, as well as medical, conditions. The *SAAH* also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify. The policy language has been updated to reflect this change.

EF(LEGAL)

INSTRUCTIONAL RESOURCES

In order to clarify the differences in requirements for instructional materials and library materials, as well as to accommodate the new library collection development standards, policy EF has been divided into EFA (instructional material) and EFB (library material). The content in EF(LEGAL) has moved to either EFA or EFB, as appropriate.

EF(LOCAL)

INSTRUCTIONAL RESOURCES

As explained at EF(LEGAL), above, this local policy addressing instructional resources is being deleted. New local policies to address instructional materials and library materials separately are included at EFA and EFB.

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Content regarding instructional material review and federally required parental inspection has been moved from EF(LEGAL) to EFA(LEGAL).

EFA(LOCAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

The enclosed policy regarding instructional materials is recommended to coordinate with the policy addressing library materials at EFB(LOCAL). The provisions previously housed at EF(LOCAL) have been moved to this code with the following revisions:

- At Selection, a clarification has been made to reflect that instructional materials must be chosen in accordance with stated objectives and administrative regulations and may include items from the State Board of Education list.
- At Reconsideration of Instructional Materials, the list of individuals who can submit a request for reconsideration has been revised. This change is recommended to align with the list provided in the

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new EFB(Local), which permits an employee or parent or guardian to submit these requests. If the district would like to expand this list, please contact your policy consultant.

Please review the information at Formal Reconsideration, which specifies who will receive forms requesting the reconsideration of instructional material and who will appoint a reconsideration committee. If the policy needs to identify a different position for these responsibilities, please contact your policy consultant for assistance with revisions.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

EFB(Legal) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

EFB(Legal) has been revised to incorporate new library collection development standards adopted by the Texas State Library and Archives Commission (TSLAC), effective January 23, 2024. The policy includes a note regarding the Fifth Circuit Court of Appeals enjoinder and the resulting unenforceability of certain statutes related to library material. The TSLAC Library Collection Development Standards are not currently enjoined by the Fifth Circuit Court of Appeals.

EFB(Local) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

This recommended policy aligns with changes to the Administrative Code and the new collection development standards for school libraries as a result of HB 900. Please review the following information in your policy:

- The location of the form for formal reconsideration;
- The position title for the person responsible for appointing the reconsideration committee; and
- The number of days allocated for appointing the committee, providing the material for review to the committee, and completing the committee's final report.

If any information needs to be updated or if further revisions to the policy are needed, please contact your policy consultant for assistance.

EHBA(Legal) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

A cross-reference to policy EHB has been included for additional requirements relating to the evaluation and identification process when dyslexia is a suspected disability. [See Determination of Initial Eligibility.]

EHBA(Legal) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

The section on Supplemental Special Education Services (SSES) has been revised to reflect amended Administrative Code rules, effective April 18, 2023. The district is required to notify parents of SSES eligibility and related information during an ARD committee meeting.

A provision regarding an IEP supplement for each child who was enrolled in a district's special education program during the 2019-20 school year or the 2020-21 school year has been removed. That requirement expired on September 1, 2023.

EHBE(Legal) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Extensive revisions have been made throughout this policy to reflect amended rules relating to emergent bilingual students.

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EHBJ(LLEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to this policy stem from amended Administrative Code provisions relating to innovative courses. The amended rules became effective February 18, 2024.

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions have been made to remove language that does not require district action to aid in readability and clarity. Citations have also been updated based on rule changes.

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

The cross-reference at Parental Rights relating to teaching materials has been updated to reflect the division of policy EF into EFA and EFB.

FFAC(LLEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A section on Telehealth in Medicaid Covered Services has been added to provide guidance from Administrative Code rules specific to telehealth services authorized as Texas Medicaid covered services.

The section on opioid antagonists has been updated to reflect new rules effective November 1, 2023.

Changes have also been made to the section on epinephrine auto-injectors to reflect amended Administrative Code rules.

Citations throughout have been updated based on rule amendments.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy FFH, we have revised the references to that code in this policy to reflect the FFH series. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

GBA(LLEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

A cross-reference regarding economic development negotiations under Government Code Chapter 403 has been added.

GF(LLEGAL) PUBLIC COMPLAINTS

The division of policy EF into EFA and EFB necessitated an update to the cross-reference in this policy.

GF(LOCAL) PUBLIC COMPLAINTS

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

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GKA(LLEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Amendments to the Code of Federal Regulations necessitated changes to the section regarding operation of a small unmanned aircraft system.

GRA(LLEGAL)

RELATIONS WITH GOVERNMENTAL ENTITIES: STATE AND LOCAL GOVERNMENTAL AUTHORITIES

The Definitions section has been revised to reflect amended Administrative Code rules that include school resource officers and contracted police officers in the definition of "school personnel and volunteers."

Language has been added at Notice to School Personnel to provide direction if the superintendent is the individual alleged to have committed child abuse or neglect.

The Students Taken into Custody section has been updated to incorporate appropriate legal citations and improve clarity.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

**Public Information
Coordinator**

After Election or
Appointment

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

**Reporting
Continuing
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

**Annual Financial
Management Report**

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

**Emergency
Operations Plan**

The Superintendent shall ~~be responsible for maintaining an updated District~~ ensure updating of the District's emergency operations plan and ~~providing~~ ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

**Notice Regarding
Violent Activity**

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District has entered into a memorandum of understanding (MOU) with each local law enforcement agency that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of school resource officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duties

A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer

shall receive at least the minimum amount of education and training required by law.

[See CKE(LEGAL) and CKEC(LEGAL)]

School Marshals

Authorization

Pursuant to its authority under state law, the Board may appoint an employee of the District to serve as a school marshal if the employee is certified as eligible by the Texas Commission on Law Enforcement (TCOLE). A school marshal shall be authorized to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each school marshal shall have immunities as provided by law.

Each specifically authorized school marshal shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Serving as a school marshal shall be strictly voluntary.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a school marshal's authorization to possess a firearm under this policy.

In addition, authorization for a school marshal to possess a firearm under this policy shall be automatically revoked if the employee is no longer authorized by law to serve as a school marshal or is placed on administrative leave or separates from employment with the District, regardless of the reason.

Jurisdiction

The jurisdiction of school marshals shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duty

Subject to limitations in law, a school marshal shall:

1. Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
2. Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

3. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary; and
4. Carry out all other lawful duties as directed by the Superintendent.

Training

The District shall provide to each school marshal who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.

Permitted Weapons
and Ammunition

Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.

Implementation

The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.

[See CKE(LEGAL) and CKEB(LEGAL)]

SECURITY PERSONNEL
SCHOOL RESOURCE OFFICERS

CKEG
(LOCAL)

~~To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.~~

~~A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.~~

~~All school resource officers shall receive at least the minimum amount of education and training required by law.~~

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with [the DIA series](#).
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with [the DIA series](#).
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with [the DIA series](#).
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with [the CKE series](#).
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	<p>An employee may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	<p>Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint.</p> <p>[See DG]</p>
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee’s absence.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Response	<p>At Levels One and Two, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee’s email address of record, or sent by U.S. Mail to the employee’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.</p> <p>The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook (SAAH)*, a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks of confinement need ~~to not~~ be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH*, and a student's individualized education program ~~(IEP)~~, as applicable.

Note:—For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see GMD and EFA.

~~The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.~~

Objectives

~~In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.~~

~~The Board shall rely on District professional staff to select and acquire instructional resources that:~~

- ~~1.—Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.~~
- ~~2.—Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.~~
- ~~3.—Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~
- ~~4.—Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.~~
- ~~5.—Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.~~

Selection Criteria

~~In the selection of instructional resources, professional staff shall ensure that the resources:~~

- ~~1.—Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~

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- ~~2.—Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.~~
- ~~3.—Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~
- ~~4.—Are designed to help students gain an awareness of our pluralistic society.~~
- ~~5.—Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.~~
- ~~6.—For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.~~

~~Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDG(LOCAL).~~

~~Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.~~

Controversial Issues

~~District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]~~

Challenged Resources

~~A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.~~

Informal
Reconsideration

~~The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:~~

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- ~~1.—The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.~~
- ~~2.—The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.~~
- ~~3.—If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.~~
- ~~4.—If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.~~

~~Formal
Reconsideration~~

~~All formal objections to instructional resources shall be made on the request for reconsideration of instructional materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any others deemed appropriate by the principal.~~

~~All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.~~

~~Appeal~~

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]~~

~~Guiding Principles~~

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

- ~~1.—A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~

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- ~~2.— A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.~~
- ~~3.— Access to a challenged resource shall not be restricted during the reconsideration process, except the parent may request that her or his own child not be permitted access to challenged resources.~~

~~The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.~~

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Reconsideration of
Instructional
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal
Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for
Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the selection of instructional materials, see EFA.

**Collection
Development Policy**

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, “library materials” may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District’s collection development purpose and goals.

Collection
Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

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6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and
Evaluation of
Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

*Access
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

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Protection from
Inappropriate
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

*Guiding
Principles*

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

*Formal Request
for
Reconsideration*

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

*Reconsideration
Committee*

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The principal shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See C]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with [the FFH series](#).
2. Complaints concerning dating violence shall be submitted in accordance with [the FFH series](#).
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with [the FFH series](#).
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with [the CKE series](#).
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.</p>

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with [the CKE series](#).

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

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Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/13/2024 16:24:34

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

Consent Agenda

Name of Person Responsible:

Devin Padavil

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Endorsement of Bryan Holubec for TASB Board of Directors

Background Information:

Georgetown ISD, as a Board, has historically not participated in advocacy outside of our district. At one point, the Board held discussions on separating from TASB over positions TASB held and prioritization of issues. Endorsing a candidate whose beliefs and body of work align with our own is the smallest of steps we can take to advocate publicly for GISD by putting good voices in the positions that have a positive impact and have large results.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approval of Endorsement of Bryan Holubec for TASB Board of Directors as presented.

Bryan Holubec
Nominee for TASB Board of Directors
Region 13, Position C

Georgetown ISD Team of 8,

My name is Bryan Holubec, from Thrall ISD, and I would like to ask Georgetown ISD to endorse me to fill the Region 13, Position C, on the TASB Board of Directors.

As a trustee from a small, rural district, I believe:

- It is far more important to have qualified directors on the board than it is to have symbolic representation from districts specifically because of their size.
- However, the best possible scenario, for the Region as a whole, is to have qualified representation from districts of all sizes, which this opportunity provides.
- Representative Service on the TASB Board begins with relationships with the member districts, which I don't feel exists from the incumbent in this position.

Here are a few reasons I feel that I am qualified to provide that opportunity for the Region.

- I have years of experience working with trustees from districts of all sizes, both locally as well as across the state.
 - 13 years of service on the Thrall ISD Board
 - 6 years of service to Central Texas School Board Association
 - 3 years as Vice President - Small Districts
 - TASB Legislative Advocacy Council – 87th, 88th and 89th Legislative Sessions
 - Master Trustee designation from LTASB Class of 2020
 - *TASB Advocate of the Year 2023*
- I feel my selection as TASB's Advocate of the Year in 2023 is the most powerful statement that I am qualified and willing to work with trustees from any district for the common good of every student.

Because I am challenging an incumbent, it is imperative that I receive the endorsements of our member districts. Please add this item to your July agenda for your board's approval.

If, for any reason, you're not comfortable supporting this request, I would appreciate the opportunity to visit with you and answer any questions that you may have. Please call me at your convenience. My cell is 512-922-5470.

Warmest Regards,



Bryan Holubec
Thrall ISD Board of Trustees - President
201 S. Bounds Street
Thrall, Texas 76578
bholubec@thrallisd.org
Cell: (512) 922-5470

Brief Biography for Bryan Holubec:

Born November 12, 1964, I was raised in Diboll, Texas where I graduated from high school in 1983, and my mom served two terms on the Diboll ISD Board of Trustees.

I graduated from Texas A&M University with a BS in Construction Science and accepted a commission into the US Marine Corps in May of 1988.

I moved into the Thrall ISD in October of 1994, where we raised our two children.

My son, Michael, is a graduate of Texas State University where he earned his bachelor's degree in Music Education. He is now employed in Gonzales ISD as an Asst. HS Band Director/Percussion Director.

My daughter, Amity, earned her bachelor's degree from Texas A&M University in Digital Telecommunications with a Minor in Business. She is currently working on her master's degree in Marketing at the TAMU Mays School of Business.

In my professional career, I work as a consultant in the real estate development industry.

A few of my other volunteer activities:

- 5th term on the Thrall ISD board.
 - 2 years as Secretary,
 - 2 years as Vice-President, and
 - 5 years as President
- Central Texas School Board Association
 - Active Membership: 2018 - Present
 - VP – Small Districts 2021 - Present
- Organizer and Charter Member of the Thrall Community Education Foundation
- Superintendent of the Year Selection Committee (Region 13) 2017, 18, 19, 20, 21, 22, 23
- Multiple volunteer roles in service of Thrall ISD, including:
 - Painting the football field.
 - Driving the band's equipment trailer to away games and competitions.
 - Licensed to drive a school bus for occasions when that is needed.
- TASB Legislative Advocacy Council – 86th, 87th, and 88th Legislative Sessions
- Master Trustee - LeadershipTASB Class of 2020
- Former President of Board of Elders – Taylor Brethren Church
- Former Sponsor for Taylor Brethren Youth Fellowship
- Former member of Taylor Noon Kiwanis Club
- Former member of Thrall Volunteer Fire Department
- Leadership Taylor - Class of 1994



TASB BOARD CANDIDATE QUESTIONNAIRE

NAME: Bryan Holubec

SCHOOL DISTRICT: Thrall Independent School District

I affirm that my board has approved my candidacy, and the Nominations Form has been submitted to TASB or is included.

1. What motivates you to serve on the TASB Board?

Public Education is essential to the future of our society. Thomas Jefferson acknowledged that when he said: "An educated citizenry is a vital requisite for our survival as a free people".

The one thing that separates the United States from every third-world country is the fact that we have always had a commitment to educate every person in the country.

Honestly, I don't understand why anyone would *not* want to contribute.

2. The TASB Board is comprised of different viewpoints and passions. What methods do you employ on your local board to foster a cooperative and effective relationship?

I believe the existence of different viewpoints and passions is a strength of any board.

The only way to improve as an organization is to have members who are willing to improve as individuals. One of the best ways to improve as individuals is to be around people who have different ideas, opinions, and perspectives.

I believe this, I promote it, and I defend it. And the board just re-elected me as President for the 6th time.

We are simply seven people who all believe that respect goes both ways, that cooperation is an essential part of being part of a team, and no one individual will ever get "their way". We are there to determine "our way" and we all go forward to promote the consensus of the board.

3. Service as a TASB Director is a very rewarding experience; however, it is a time-consuming endeavor. Please address your commitment to serve as a Director.

To truly represent the districts within the Region, a Director needs to have relationships with the member districts. This requires a very deliberate effort and I do this as well as anyone I know.

- I attend all meetings of the Central Texas School Board Association and serve as their VP of Small Districts.
- I was recently re-elected to the LAC from our region for the third consecutive legislative cycle.
- I attend TASB conferences on a regular basis as well as any event that provides the opportunity to interact with, and build my network of fellow trustees.
- During this past legislative session, I was present in the Capitol, in the committee meetings, and visiting legislators and their staff to the point that TASB-GR selected me as their Advocate of the Year for 2023.

4. Please provide examples of your leadership abilities.

In my early professional life, while serving as a Lieutenant with the USMC during Operation Desert Storm, I was the Officer-In-Charge of a Forward Area Arming and Refueling Point, responsible for providing forward area fuel and munitions to all Marine Corps helicopter operations in the area.

I served 4 years on my church Board of Elders, 2 of those years as the President of the 11-person board.

I organized the effort to establish, and was a founding member of, the Thrall Community Education Foundation. It's now in its 10th year.

In the 13+ years as a Thrall Trustee:

- 3 years as Secretary
- 2 years as Vice-President
- Currently in my 6th term as President

As Board President:

- I established a regular schedule of meetings one-on-one with the Superintendent.
- I restructured the agenda to improve efficiency.
- With these changes:
 - Our Trustees are better prepared prior to our meetings,
 - Our meetings are now shorter and more efficient than they were previously,
 - And our district staff spend far less time in board meetings.

I make myself as accessible as possible to the community:

- My cell phone number is on our school website as my primary contact information.
- "Coffee with Your Board President" is a standing offer to the community for anyone who feels like they would like to visit with me about any school related topic.

I have a reputation of being accessible and involved in ways that are also productive to the district:

- I drove the band's equipment trailer with a suburban full of cheerleaders for 7 years.
- I changed the task of painting our football field from an "Other duties as assigned" obligation of the coaches to a volunteer task that generated a great deal of community and school pride.
- In a day when we didn't have enough bus drivers to meet all the extra-curricular needs of our students, I got my CDL and volunteered. Today, our drivers are enthusiastic and because they are now so plentiful I rarely get a chance to drive. But our students are better served because of it.

5. If selected, what are some unique characteristics or perspectives you bring to the Board?

- I believe all ideas can be improved, especially my own.
- I believe talking to people who disagree with me is one of the best ways to learn.
- I'm in a constant state of evaluation to make sure each initiative exceeds expectations.
- I am an optimistic person with very high expectations.
- I believe any effort that is not successful is a learning opportunity and should be used as such.
- Success is not a destination, it's a series of steps on the ongoing journey toward excellence.

6. Describe at least three or four characteristics of a good board member.

- Believes in the mission of the organization.
- Has respect for themselves as well as those around them.
- Willing to set personal agendas aside for the good of the organization.
- Considers all available facts and input from stakeholders when making informed decisions.

- Commit themselves to the time to prepare in advance, as well as attend all meetings.
- Preparing thoughts and information when moving to make decisions for the community.

7. TASB Directors use technology to communicate and view Board materials. Please explain your comfort level using technology.

- I am proficient with Windows, Mac, and iOS.
- At work we use the MSOffice suite. Thrall ISD uses Google Docs.
- I'm more proficient with MSOffice, but I'm comfortably competent with Google Docs.

8. Describe a critical or serious challenge that your board has faced and tell us about your contributions to the resolution.

Nine years ago, while I was Board Vice-President, a member of the community filed a Level III grievance against the Board President. While neither party may have felt like the results were what they were wanting, I'm proud that everyone left with a positive feeling that they were all treated fairly, with dignity and respect. Furthermore, the community felt their board acted appropriately.

Five years ago, in my first year as President, we had a personnel issue with our AD/Head Football Coach that became very public and emotional. To add to the drama, one of our board members publicly supported the AD over our Superintendent. Once everyone picks a side, objectivity is lost. We were heading down a path that can quickly divide a community and take years to heal. Since I knew "both sides of the story", I also knew the truth. Which is to say, I could identify where the misunderstanding was, and I knew the parties well enough to understand the emotional triggers. Ultimately, I found a way for everyone to feel they had contributed to the resolution and could come out a "winner" in the end. And, most importantly, the students continue to benefit from a district with unified community support.

9. Excluding public school finance, what do you think are the top issues facing public education today? Elaborate on why you think they are critical issues.

Local Accountability / Local Control.

- No one is more qualified to identify the needs of our children than the parents, teachers, and our own communities.
- The State insists on a method of evaluating educational success that is based on a fundamental assumption that every student has the exact same abilities, interests, strengths, backgrounds, resources, etc.
- The legislature can increase the amount of control a parent has over their child's education, or they can increase the control the TEA has, but they can not do both.

Misinformation / Negative Public Perception.

- Much of the negative perception comes from deliberate efforts to mislead the public by groups seeking selfish goals. We must continue to prove these efforts wrong.
- But we also must look in the mirror for ways to improve public perceptions internally.

Competing against unequal expectations.

- I believe competition makes us all better. But the rules must be the same for all participants.
- ISDs carry the weight of fulfilling the state's constitutional obligations yet have the fewest legal options.

We are educating a generation that will likely change professions multiple times in their life, and many of those future professions don't currently exist. We must prepare them to think critically, to look ahead with objectivity and plan their future. They must learn the value of stability while remaining adaptable to a rapidly changing job market.

10. Describe your involvement at TASB grassroots meetings and/or regional school board association meetings.

- I am proud that Thrall has emerged as a "fixture" in the Region 13 Grassroots meetings over the past several legislative cycles, with our full Team of 8 being present in two of the last three meetings.
- I severed on the Legislative Advocacy Council for the 87th and 88th legislative cycles without missing a meeting. And I'm currently severing again for the 89th legislative cycle.
- I have been an active member of the Central Texas School Board Association for the past 6 years. Serving the last 3 as the Vice President for Small Districts.
- Advocate of the Year 2023.

11. Additional information: What else would you like the Committee to know about you?

I asked my superintendent, Tommy Hooker, how he thought I should answer this last question. I'll leave you with his comment:

In my 29-years in public education, he has been one of the, if not the, most committed and caring board trustees I have observed in action whether with the leaders in the school, students, or the community members he wants to make sure everyone feels their concerns are being considered for improving the organization without having personal opinions or favoritism weigh-in.

Tommy Hooker – Thrall ISD Superintendent



(Signature of candidate)
5/28/2024
(Date)

This form is to be used by a candidate interested in filling a position on the TASB Board of Directors.

Form A, B, & C must be received by TASB on or before July 1, 2024.

RETURN TO: E-mail: boardcommunications@tasb.org

Interviews will be held at TASB Headquarters in Austin on September 6-7, 2024.



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/13/2024 16:12:36

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

Consent Agenda

Name of Person Responsible:

Devin Padavil

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Approval of a Delegate and Alternate to the 2024 TASB Delegate Assembly
[CORRECTION]

Background Information:

Simply put, the TASB Delegate Assembly is your annual membership meeting. Most importantly, this event is where all members have a voice in the overall direction of the organization — from electing who will serve on the TASB Board to approving the education issues that will be included in the TASB Advocacy Agenda.

TASB's 2024 Delegate Assembly will be held Sept. 28, 2024, during txEDCON24 in San Antonio. Attending Delegate Assembly gives the board the chance to participate in the democratic process that governs TASB. Delegates will elect TASB officers and directors, vote on TASB's Advocacy Agenda, have the opportunity to interact with other board members in our region, and earn continuing education training credit.



BOARD AGENDA ITEM

I recommend that the Board of Trustees names Stephanie Blanck as the Official Voting Delegate and James Scherer as the Alternate to the 2024 TASB Delegate Assembly.

Attachments:

NO

Superintendent's Recommendations:

Recommend the approval of Stephanie Blanck as the Official Voting Delegate and James Scherer as the Alternate to the 2024 TASB Delegate Assembly.



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:12:17

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Tax Rate Calculation Officer 2024-2025

Background Information:

Texas Property Tax Code 26.04 requires the Board to designate an officer to perform Truth in Taxation tax rate calculations for the No-New-Revenue Rate and the Voter-Approval Rate. The Chief Financial Officer is the officer to serve as the Tax Rate Calculation Officer for the District.

Attachments:

YES

Superintendent's Recommendations:

Approve the resolution to designate a tax rate calculation officer for 2024-2025

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

RESOLUTION DESIGNATING TAX RATE CALCULATION OFFICER FOR 2024-25

WHEREAS, the Board of Trustees (“Board”) of the Georgetown Independent School District (“District”) is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, the Board, as authorized by Texas Education Code § 45.002, .003(a) may levy, assess, and collect annual ad valorem taxes for the maintenance of the district’s schools; and

WHEREAS, after the District’s assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district; and

WHEREAS, the designated officer or employee shall use the tax rate calculation forms prescribed by the comptroller under Tax Code 5.07 in calculating the no-new-revenue tax rate and the voter-approval tax rate; and

WHEREAS, pursuant to Texas Tax Code § 26.04(c), (d-1), (d-3), as soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT:

RESOLVED, the Board of Trustees hereby appoints the CFO as the designated officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law.

RESOLVED, the authority granted by this resolution is effective henceforth unless the Board takes future action to change the title of the appointee.

PASSED AND APPROVED this 19th day of August, 2024 by the Board of Trustees for the Georgetown Independent School District.

By: James Scherer, Board President

Attest: Stephanie Blanck, Board Secretary



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:14:01

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Calculation of 2024 Tax Rates Pursuant to Chapter 26 of the Texas Property Tax Code

Background Information:

Section 26.04 of the Texas Property Tax Code requires that the no-new-revenue tax rate and the voter-approval tax rate be submitted to the Board of Trustees by the designated officer or employee. The attached worksheet includes the following information:

NO-NEW-REVENUE TAX RATE:	\$0.971835 / \$100
VOTER-APPROVAL TAX RATE:	\$1.054400 / \$100

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approval to accept the no-new-revenue tax rate and the voter-approval tax rate for the tax year 2024

2024 Tax Rate Calculation Worksheet

School Districts without Chapter 313 Agreements

School District's Name

Phone (area code and number)

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Chapter 313 agreements only**. School districts that have a Chapter 313 agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	Prior year total taxable value. Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). ¹	\$ _____
2.	Prior year tax ceilings. Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ²	\$ _____
3.	Preliminary prior year adjusted taxable value. Subtract Line 2 from Line 1.	\$ _____
4.	Prior year total adopted tax rate.	\$ _____ /\$100
5.	Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value. A. Original prior year ARB values: \$ _____ B. Prior year values resulting from final court decisions: - \$ _____ C. Prior year value loss. Subtract B from A. ³	\$ _____
6.	Prior year taxable value subject to an appeal under Chapter 42, as of July 25. A. Prior year ARB certified value: \$ _____ B. Prior year disputed value: - \$ _____ C. Prior year undisputed value. Subtract B from A. ⁴	\$ _____
7.	Prior year Chapter 42-related adjusted values. Add Line 5 and 6.	\$ _____
8.	Prior year taxable value, adjusted for actual and potential court-ordered adjustments. Add Line 3 and Line 7.	\$ _____
9.	Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year. Enter the prior year value of property in deannexed territory. ⁵	\$ _____

¹ Tex. Tax Code §26.012(14)
² Tex. Tax Code §26.012(14)
³ Tex. Tax Code §26.012(13)
⁴ Tex. Tax Code §26.012(13)
⁵ Tex. Tax Code §26.012(15)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
10.	<p>Prior year taxable value lost because property first qualified for an exemption in the current year. If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freepport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value.</p> <p>A. Absolute exemptions. Use prior year market value: \$ _____</p> <p>B. Partial exemptions. Current year exemption amount or current year percentage exemption times prior year value:.. + \$ _____</p> <p>C. Value loss. Add A and B. ⁶</p>	\$ _____
11.	<p>Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/scenic appraisal or public access airport special appraisal in the current year. Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.</p> <p>A. Prior year market value. \$ _____</p> <p>B. Current year productivity or special appraised value:..... - \$ _____</p> <p>C. Value loss. Subtract B from A.</p>	\$ _____
12.	Total adjustments for lost value. Add Lines 9, 10C and 11C.	\$ _____
13.	Adjusted prior year taxable value. Subtract Line 12 from Line 8.	\$ _____
14.	Adjusted prior year total levy. Multiply Line 4 by Line 13 and divide by \$100.	\$ _____
15.	Taxes refunded for years preceding the prior year. Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. ⁸	\$ _____
16.	<p>Adjusted prior year levy with refunds. Add Line 14 and Line 15. ⁹</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.</p>	\$ _____
17.	<p>Total current year taxable value on the current year certified appraisal roll today. This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. ¹⁰</p> <p>A. Certified values.¹¹ \$ _____</p> <p>B. Pollution control and energy storage system exemption: Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - \$ _____</p> <p>C. Total current year value. Subtract B from A.</p>	\$ _____
18.	<p>Total value of properties under protest or not included on certified appraisal roll. ¹²</p> <p>A. Current year taxable value of properties under protest. The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. ¹³ \$ _____</p> <p>B. Current year value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. ¹⁴ + \$ _____</p> <p>C. Total value under protest or not certified. Add A and B.</p>	\$ _____

⁶ Tex. Tax Code §26.012(15)
⁷ Tex. Tax Code §26.012(15)
⁸ Tex. Tax Code §26.012(13)
⁹ Tex. Tax Code §26.012(13)
¹⁰ Tex. Tax Code §§26.012 and 26.04(c-2)
¹¹ Tex. Tax Code §26.012(6)
¹² Tex. Tax Code §26.01(c) and (d)
¹³ Tex. Tax Code §26.01(c)
¹⁴ Tex. Tax Code §26.01(d)
¹⁵ Tex. Tax Code §26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	Current year tax ceilings. Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ¹⁵	\$ _____
20.	Current year total taxable value. Add Lines 17C and 18C. Subtract Line 19.	\$ _____
21.	Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year. Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	\$ _____
22.	Total current year taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	\$ _____
23.	Total adjustments to the current year taxable value. Add lines 21 and 22.	\$ _____
24.	Adjusted current year taxable value. Subtract line 23 from line 20.	\$ _____
25.	Current year NNR tax rate. Divide line 16 by line 24 and multiply by \$100.	\$ _____/\$100

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.¹⁸

- Maximum Compressed Tax Rate (MCR):** A district’s maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.¹⁹
- Enrichment Tax Rate:**²⁰ A district’s enrichment tax rate is defined as any tax effort in excess of the district’s MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.²¹
- Debt Rate:** The debt rate includes the debt service necessary to pay the school district’s debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district’s maintenance and operations (M&O) tax rate. Districts cannot increase the district’s M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district’s debt service.²²

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district’s website 30 days prior to the election.²³ Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit*.²⁴

Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	Current year maximum compressed tax rate (MCR). TEA will publish compression rates based on district and statewide property value growth. Enter the school districts’ maximum compressed rate based on guidance from TEA. ²⁵	\$ _____/\$100
27.	Current year enrichment tax rate. Enter the greater of A and B. ²⁶	\$ _____/\$100
	A. Enter the district’s prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f)	\$ _____/\$100
	B. \$0.05 per \$100 of taxable value	\$ _____/\$100

¹⁶ [Reserved for expansion]
¹⁷ [Reserved for expansion]
¹⁸ Tex. Tax Code §26.08(n)
¹⁹ Tex. Edu. Code §48.2551(a)(3)
²⁰ Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
²¹ Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)
²² Tex. Edu. Code §45.0021(a)
²³ Tex. Edu. Code §11.184(b)
²⁴ Tex. Edu. Code §11.184(b-1)
²⁵ Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
²⁶ Tex. Tax Code §26.08(n)(2)
²⁷ Tex. Edu. Code §45.003(d)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	<p>Current year maintenance and operations (M&O) tax rate. Add Lines 26 and 27.</p> <p>Note: M&O tax rate may not exceed the sum of \$0.17 and the district's maximum compressed rate.²⁷</p>	\$ _____ /\$100
29.	<p>Total current year debt to be paid with property tax revenue. Debt means the interest and principal that will be paid on debts that:</p> <ul style="list-style-type: none"> (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. <p>A. Debt includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here.²⁸</p> <p>Enter debt amount: \$ _____</p> <p>B. Subtract unencumbered fund amount used to reduce total debt. - \$ _____</p> <p>C. Subtract state aid received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. - \$ _____</p> <p>D. Adjust debt: Subtract B and C from A.</p>	\$ _____
30.	<p>Certified prior year excess debt collections. Enter the amount certified by the collector.²⁹</p>	\$ _____
31.	<p>Adjusted current year debt. Subtract line 30 from line 29D.</p>	\$ _____
32.	<p>Current year anticipated collection rate. If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.³⁰</p> <ul style="list-style-type: none"> A. Enter the current year anticipated collection rate certified by the collector.³¹ _____ % B. Enter the 2023 actual collection rate _____ % C. Enter the 2022 actual collection rate _____ % D. Enter the 2021 actual collection rate _____ % 	_____ %
33.	<p>Current year debt adjusted for collections. Divide Line 31 by Line 32.</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.</p>	\$ _____
34.	<p>Current year total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i>.</p>	\$ _____
35.	<p>Current year debt rate. Divide Line 33 by Line 34 and multiply by \$100.</p>	\$ _____ /\$100
36.	<p>Current year voter-approval tax rate. Add Lines 28 and 35.</p> <p>If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.³²</p>	\$ _____ /\$100

SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

²⁸ Tex. Tax Code §26.012(7)
²⁹ Tex. Tax Code §§26.012(10) and 26.04(b)
³⁰ Tex. Tax Code §§26.04(h), (h-1) and (h-2)
³¹ Tex. Tax Code §26.04(b)
³² Tex. Tax Code §26.08(g)
³³ Tex. Tax Code §26.045(d)
³⁴ Tex. Tax Code §26.045(i)

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
37.	Certified expenses from the Texas Commission on Environmental Quality (TCEQ). Enter the amount certified in the determination letter from TCEQ. ³³ The school district shall provide its tax assessor with a copy of the letter. ³⁴	\$ _____
38.	Current year total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____
39.	Additional rate for pollution control. Divide line 37 by line 38 and multiply by \$100.	\$ _____/\$100
40.	Current year voter-approval tax rate, adjusted for pollution control. Add line 36 and line 39.	\$ _____/\$100

SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year.³⁵ As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	Prior year adopted tax rate. Enter the rate in Line 4 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____/\$100
42.	Prior voter-approval tax rate. If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year’s worksheet.	\$ _____/\$100
43.	Increase in the prior year tax rate due to disaster (disaster pennies). Subtract Line 42 from Line 41.	\$ _____/\$100
44.	Current year voter-approval tax rate, adjusted for prior year disaster. Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	\$ _____/\$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate \$ _____/\$100

Enter the current year NNR tax rate from Line 25.

Voter-Approval Tax Rate \$ _____/\$100

As applicable, enter the current year voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: _____

SECTION 6: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.³⁶

print here  _____
 Printed Name of School District Representative

sign here  _____
 School District Representative Date

³⁵ Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)
³⁶ Tex. Tax Code §26.04(c)



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:17:43

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Budget Amendment No. 1 for 2024-25

Background Information:

General Fund

The budget amendment for the General Fund is shown by functional category and detailed on the attached summary page. The detailed transfers were requested by District staff to account for increases or decreases to expenditure categories as indicated. These have no effect on fund balance.

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 the budget revision. Thus, ending unaudited fund balance is expected to be \$29.5 million by June 30, 2025.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

Approval of Budget Amendment No. 1 for 2024-25

**GENERAL FUND
BUDGET AMENDMENT
August 19, 2024**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	142,372,161		142,372,161
5800	State Revenues	16,103,570		16,103,570
5900	Federal Revenues / Other	1,900,000		1,900,000
	TOTAL	160,375,731	-	160,375,731
<u>EXPENDITURES</u>				
11	Instructional	89,309,248	158,444	89,467,692
12	Instructional Resources & Media	1,367,657		1,367,657
13	Curriculum & Instructional Development	1,632,886	5,325	1,638,211
21	Instructional Administration	3,453,372		3,453,372
23	School Leadership	8,980,252	647	8,980,899
31	Guidance & Counseling	6,043,914		6,043,914
32	Social Work Services	168,233		168,233
33	Health Services	1,793,243		1,793,243
34	Student Transportation	6,652,388		6,652,388
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,752,124	(1,877)	3,750,247
41	General Administration	3,900,237	19,000	3,919,237
51	Plant Maintenance & Operations	17,433,941	(19,000)	17,414,941
52	Security & Monitoring	1,090,477		1,090,477
53	Data Processing Services	3,062,935		3,062,935
61	Community Services	0		0
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	14,578,300		14,578,300
95	Payments to JJAEP	500,000	(162,539)	337,461
99	Appraisal Services	1,200,000		1,200,000
	TOTAL	164,919,207	-	164,919,207
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(4,543,476)	-	(4,543,476)
7900	Other resources			-
8900	Other uses	-		-
	NET	0	-	0
	NET INCREASE/(DECREASE) IN FUND BALANCE	(4,543,476)	-	(4,543,476)
	BEGINNING FUND BALANCE (unaudited)	34,061,517		34,061,517
	ENDING FUND BALANCE	29,518,041	-	29,518,041

**Georgetown Independent School District
2024-2025 General Fund
Budget Amendment No. 1**

Account Code	Description	Increase to Budget	Decrease to Budget
1. 199 E 36 6499 22 045 0 99 919	MISC. OPERATING COSTS	-	105
199 E 11 6395 22 045 0 11 919	SOFTWARE <\$5,000	105	-
Reallocate 24/25 budget for software at Wagner MS Band for Fine Arts Dept.			
2. 199 E 36 6499 22 045 0 99 919	MISC. OPERATING COSTS	-	1,110
199 E 11 6249 22 045 0 11 919	CONT. MAINTENANCE & REPAIR	1,110	-
Reallocate 24/25 budget for other operating costs at Wagner MS Band for Fine Arts Dept.			
3. 199 E 36 6117 22 045 0 99 919	PROFESSIONAL EXTRA DUTY	-	506
199 E 11 6249 22 045 0 11 919	CONT. MAINTENANCE & REPAIR	506	-
Reallocate 24/25 budget for other operating costs at Wagner MS Band for Fine Arts Dept.			
4. 199 E 36 6299 22 045 0 99 919	MISC. CONTRACTED SERVICES	-	506
199 E 11 6249 22 045 0 11 919	CONT. MAINTENANCE & REPAIR	506	-
Reallocate 24/25 budget for other operating costs at Wagner MS Band for Fine Arts Dept.			
5. 199 E 11 6249 22 001 0 11 919	CONT. MAINTENANCE & REPAIR	-	350
199 E 36 6117 22 001 0 99 919	PROFESSIONAL EXTRA DUTY	350	-
Reallocate 24/25 budget for extra duty pay GHS for Fine Arts Dept.			
6. 199 E 11 6399 00 102 0 11 972	GENERAL SUPPLIES	-	752
199 E 23 6495 00 102 0 99 972	DUES	752	-
Reallocate 24/25 budget for membership dues for Carver ES			
7. 199 E 95 6223 00 999 0 99 999	STUDENT TUITION - NON-PUBLIC	-	162,539
199 E 11 6129 00 999 0 11 000	SUPPORT PERSONNEL SALARIES	162,539	-
Reallocate 24/25 budget for instructional aides for Payroll			
8. 199 E 51 6429 00 999 0 99 999	INSURANCE & BONDING COSTS	-	19,000
199 E 41 6299 00 701 0 99 900	MISC. CONTRACTED SERVICES	15,000	-
199 E 41 6429 00 750 0 99 930	INSURANCE & BONDING COSTS	4,000	-
Reallocate 24/25 budget for contracted services and insurance for CFO			
9. 199 E 11 6399 01 042 0 11 963	GENERAL SUPPLIES	-	1,240
199 E 13 6411 00 042 0 99 963	TRAVEL - EMPLOYEE ONLY	1,240	-
Reallocate 24/25 budget for employee travel at Frost ES			
10. 199 E 23 6499 00 199 0 99 948	MISC. OPERATING COSTS	-	120
199 E 23 6495 00 199 0 24 948	DUES	15	-
199 E 11 6399 00 199 0 24 948	GENERAL SUPPLIES	105	-
Reallocate 24/25 budget for membership dues and instructional supplies for STEP			

**Georgetown Independent School District
2024-2025 General Fund
Budget Amendment No. 1**

Account Code	Description	Increase to Budget	Decrease to Budget
11. 199 E 11 6399 00 003 0 28 947	GENERAL SUPPLIES	-	3,000
199 E 11 6249 00 003 0 28 947	CONT. MAINTENANCE & REPAIR	3,000	-
199 E 11 6399 00 003 0 28 947	GENERAL SUPPLIES	-	400
199 E 13 6499 00 003 0 28 947	MISC. OPERATING COSTS	400	-
Reallocate 24/25 budget for contracted services at GAP			
12. 199 E 11 6112 08 903 0 24 914	SUBSTITUTE	-	2,685
199 E 13 6411 08 903 0 24 914	TRAVEL - EMPLOYEE ONLY	2,685	-
Reallocate 24/25 budget for employee travel for SpEd Dept			
13. 199 E 11 6399 00 111 0 24 981	GENERAL SUPPLIES	-	1,000
199 E 13 6411 00 111 0 99 981	TRAVEL - EMPLOYEE ONLY	1,000	-
Reallocate 24/25 budget for employee travel for Williams ES			



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:34:59

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Agreement for the Purchase of Attendance Credit

Background Information:

This agreement requires board approval each year to enable the District to reduce its wealth per student to a level that is not greater than the equalized wealth level as determined by the Commissioner of Education in accordance with the TEC, §48.257. The District is required to inform the Texas Education Agency of its intent to purchase attendance credits for revenue in excess of its entitlement.

For the 2024–2025 school year, we delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This includes approval of the Agreement for the Purchase of Attendance Credit.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

Approve the Agreement for the Purchase of Attendance Credit for the 2024-2025 school year

Agreement for the Purchase of Attendance Credit

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2024-25 (the "school year").

The agreement is for Georgetown ISD School District ("the district"), with a county-district number of 246-904, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the total cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Dr. Devin Padavil

Date:

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee



BOARD AGENDA ITEM

Board Meeting Date:8/19/2024

Submitted Date: 8/15/2024 11:27:05

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

Consent Agenda

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

Local Policy Update

Background Information:

Local policy revisions are recommended to address alignment with current GISD practice.

Recommended changes to local policies address the following topics:

FFAC(LOCAL) - Wellness and Health Services

FNCE(LOCAL) -Student Conduct: Personal Telecommunications/Electronic Devices

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend approval of Local GISD Policy Updates as presented.

PROPOSED REVISIONS

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
- ~~2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.~~
- ~~3.~~ 2. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Nonprescription Medication

The District shall purchase certain nonprescription medications to administer to students in accordance with:

1. **Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and**
2. **Parental consent given on the nonprescription medication form.**

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. **The District has prior written consent for medication to be administered [see Medical Treatment, below]; and**

2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine	The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.
<i>On Campus</i>	<p>Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.</p> <p>The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.</p>
<i>Maintenance, Availability, and Training</i>	The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.
<i>Notice to Parents</i>	In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.
Opioid Antagonist	This provision shall be applicable to every campus.
<i>On Campus</i>	<p>The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.</p> <p>Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.</p>

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Medication for
Respiratory Distress

The District authorizes school personnel who have been adequately trained to administer medication for respiratory distress in accordance with law and this policy. Administration of this type of medication shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing respiratory distress.

On-Campus

Authorized and trained individuals may administer medication for respiratory distress at any time a person is experiencing this type of distress on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer this medication so that at least one trained individual is present on campus during regular school hours.

*Maintenance,
Availability, and
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for use; and acquisition or purchase, maintenance, expiration, disposal, and availability of medication for respiratory distress at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the administration of medication to a person experiencing respiratory distress, including notice of any change to or discontinuation of these provisions.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

PROPOSED REVISIONS

Note: For searches of personal telecommunications devices or other personal electronic devices, see FNF.

Personal Use

Telecommunications Devices

An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.

The District shall not charge a fee for the release of a personal telecommunications device. In accordance with the student handbook, the student or the student's parents may retrieve a device after receiving notification from the District.

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the student handbook, the student or the student's parents may retrieve the device after paying the fee.~~

If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.

Other Electronic Devices

Guidelines regarding other ~~personal~~ electronic devices shall be addressed in the student handbook.

Instructional Use

A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]



BOARD AGENDA ITEM

Board Meeting Date: 8/19/2024

Submitted Date: 8/15/2024 11:06:54

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

Action Needed

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Adoption of Resolution Setting Tax Rate

Background Information:

Before setting a tax rate, school districts are required to follow Truth in Taxation laws. These requirements have been completed. The Notice of Public Meeting to Discuss Budget and Proposed Tax Rate was published in the Williamson County Sun on June 5, 2024. The budget for the 2024-25 fiscal year was adopted on June 17, 2024. The district received approval from TEA on August 14, 2024 to proceed with the tax rate.

The proposed and current tax rates are:

	Proposed 2024-25	Current 2023-24
General Fund (M & O)	\$0.6969	\$0.6992
Debt Service (I & S)	\$0.3575	\$0.3475
Total Tax Rate	\$1.0544	\$1.0467



BOARD AGENDA ITEM

This is an increase of .0077 cents from last year's rate.

Attachments:

YES

Superintendent's Recommendations:

Adoption of the attached resolution setting a tax rate of \$1.0544 per \$100 of taxable value for the 2024 tax year.

**GEORGETOWN INDEPENDENT SCHOOL DISTRICT
Resolution of the Board to Set Tax Rate**

Date: August 19, 2024

On this date, we, the Board of Trustees of the Georgetown Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2024 at a total tax rate of \$1.0544, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.6969 for the purpose of maintenance and operations, and

\$0.3575 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

Adopted this 19th day of August 2024, by the Board of Trustees.

President's signature

Secretary's signature



BOARD AGENDA ITEM

Board Meeting Date: 8/19/2024

Submitted Date: 8/15/2024 11:57:19

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

Action Needed

Name of Person Responsible:

Jimmy Jones

Department or Campus:

Construction and Development

Title of Agenda Item:

Consideration and Possible Approval of an Inter-Local Agreement with City of Georgetown

Background Information:

This item is an inter-local agreement (ILA) between Georgetown ISD (GISD) and the City of Georgetown (CoG)

In the fall of 2023 GISD engaged the CoG to craft an ILA between the two organizations. GISD and CoG staff have had multiple meetings to discuss potential items to be included in an ILA. An ILA agreement will provide benefits to both organizations and the taxpayers, at large, as GISD and CoG continue to grow.

This agreement has several elements and modifies certain CoG processes to the benefit of GISD and CoG. This agreement addresses water and wastewater impact fees, transportation improvements, economic development agreements, annexation, tree mitigation and preservation, fiscal surety, temporary classroom buildings, and



BOARD AGENDA ITEM

certain architectural standards.

GISD has a good working relationship with the CoG staff and the proposed ILA is a result of this good faith relationship.

Attachments:

YES

Superintendent's Recommendations:

Staff recommend approval of the ILA between CoG and GISD as presented.

II. DEFINITIONS

2.01 Definitions. Each term shall have the meaning assigned to in the City's Code of Ordinances or Unified Development Code. In addition, each of the following terms shall have the meaning assigned to it in this Article:

City Code means the City of Georgetown adopted ordinances, Code of Ordinances or the City of Georgetown Unified Development Code, as each may be updated from time to time.

District Development Projects means the development of property owned by the District for District Purposes and the construction of Educational Facilities.

District Development Project Site means for the purpose of site development and all requirements of a site development plan the entire area within the legal boundaries of the tract on which District Development Projects are proposed; however, the area included in a District Development Project Site may be reduced to reflect the actual area of development in the situations listed below.

- A. The area of development is part of a much larger tract whereby the area encompasses less than fifty percent (50%) of the total tract;
- B. The proposed improvements are part of a larger campus where the areas are designed to function relatively independent of each other;
- C. The excluded area is to remain undeveloped and in its natural state; or
- D. The improvements are proposed to be added to an existing site, provided:
 1. No improvements are proposed to the excluded area; and
 2. Review of the excluded area is not necessary for review of the area of development.

District Purposes means the use and development of property by the District for the furtherance of any constitutional or statutory purpose of a District, including, the construction of buildings and facilities for uses essential to or commonly associated with teaching, research, the preservation of knowledge, and all auxiliary enterprises, buildings, facilities and uses, but for purposes of this Agreement only, not administration, transportation, or operations and vehicle maintenance related facilities.

Educational Facility means any building, structure, or site used for educational purposes including, preschool, primary and secondary schools, activity facilities, temporary classrooms, playing fields, and accessory uses, owned, constructed or operated by the District.

Effective Date means the date this Agreement has been executed by both parties.

Public Improvements means Any improvement, facility, or service together with its associated public site, right-of-way, or easement necessary to provide transportation, drainage, public or private utilities, parks, energy, or similar essential public services and facilities, for which a governmental entity may ultimately assume ownership and the responsibility for operation and maintenance.

Temporary Classroom Building means movable or modular building used for district purposes constructed on a chassis and designed to be towed over public roads, designed for year-round occupancy, designed for use without a permanent foundation (but which may sit on a permanent foundation), and designed to be connected to one or more utilities. a temporary classroom may consist of one or more sections that can be telescoped when transported and expanded later for additional capacity, or if two or more sections, separately transportable but designed to be joined into one integral unit.

Total Fee Due means total tree removal mitigation fee calculated in compliance with the City Code and Section 6.02 of this Agreement.

ARTICLE III DISTRICT AND CITY COORDINATION

3.01 District Liaison. The District Superintendent shall designate one upper-level, full-time employee to act as District Liaison with the City who will establish and maintain communication with the City and who shall attend, or send an alternate designee, all coordination meetings as described below. The District Liaison shall assist the District and its consultants in complying with the terms and intent of this Agreement.

3.02 City Liaison. The City Manager shall designate one upper-level, full-time city employee to act as City Liaison with the District who will establish and maintain communication with the District and who shall attend, or send an alternate designee, all coordination meetings as described. The City Liaison shall assist the City in providing timely and consistent review and interpretation of issues relating to this Agreement.

3.03 Monthly Coordination Meeting. The District Liaison and City Liaison shall establish a schedule of monthly coordination meetings between the District and the City to discuss all current and upcoming District Development Projects. The District Liaison and City Liaison shall be responsible for ensuring the necessary staff or other consultants attend the monthly coordination meeting.

3.04 Master Planning. For each new District Development Project, the District Liaison and City Liaison shall schedule a master planning meeting for the new project. This meeting shall occur prior to the development of a proposed site plan or plat for the District Development Project. Topics for discussion shall include but are not limited to:

- a) Annexation (when applicable)
- b) Development Process and Schedule

- c) Infrastructure Requirements- to include but are not limited to election of Transportation Improvements
- d) Site Layout- to include but are not limited to UDC requirements and queuing of vehicles/ buses for pick up and drop off
- e) Tree preservation and opportunities for the greatest retention of existing trees.

3.05 Special Purpose Districts. For all applications received for special purpose districts within the City’s jurisdiction, the City shall require the developer to coordinate with the District on the reservation of land for future Education Facilities. When a reservation of land is desired by the District, the City shall include a reservation requirement in the agreement with the Special Purpose District and a provision requiring District approval for any final site location of any Educational Facility.

**ARTICLE IV
CHAPTER 395 IMPACT FEES; TRANSPORTATION IMPROVEMENTS**

4.01 Water and Wastewater Impact Fees. The District hereby agrees to pay all water and wastewater impact fees adopted by the City pursuant to Chapter 395 of the Texas Local Government Code for all District Development Projects. All water and wastewater impact fees shall be assessed and paid pursuant to the provisions Chapter 13.32 of the City Code or its successor ordinance.

4.02 Transportation Improvements. The District shall provide for needed transportation improvements for all District Development Projects. For each District Development Project, the District shall notify the City of its election pursuant to the options provided below, no later than at its submission of a preliminary plat or preliminary final plat for the District Development project.

(a) Within the City Limits, the District shall have the following options for each District Development Project:

- (i) Payment of applicable Traffic Impact Fees pursuant to the City Code; or
- (ii) Submittal of a Traffic Impact Analysis and construction of required improvements or payment in lieu of construction for improvements pursuant to the City Code; or
- (iii) Submittal of a Transportation Safety Plan and execution of a negotiated Traffic Improvements Agreement pursuant to Sections 4.03 and 4.04 of this Agreement.

(b) Within the City’s ETJ, the District shall have the following options for each District Development Project:

(i) Submittal of a Traffic Impact Analysis and construction of required improvements or payment in lieu of construction for improvements pursuant to the City Code; or

(ii) Submittal of a Transportation Safety Plan and execution of a negotiated Traffic Improvements Agreement pursuant to Sections 4.03 and 4.04 of this Agreement.

4.03 Transportation Safety Plan.

(a) If the District elects either Section 4.02 (a)(ii) or 4.02(b)(ii) for a District Development Project, the District shall provide a Transportation Safety Plan to be evaluated by the City and used to develop a mutually agreeable Traffic Improvements Agreement. A Transportation Safety Plan must include the following information:

- i. School Description;
- ii. Location/Study Area Map;
- iii. Site Layout(s);
- iv. Traffic Queuing and Circulation Analysis;
- v. Safety and Connectivity Narrative;
- vi. Parking (locations, access, counts, and categorization of parkers);
- vii. Bike/Ped routes – (on site and off site - to/from the location); and
- viii. Drop-off/Pick-up schedules including on-site staffing and traffic management responsibilities.
- ix. Bus routes to and from the school.

(b) After review of a Transportation Safety Plan, the City shall meet with the District to identify any transportation improvements, if needed, to address anticipated traffic issues. Transportation improvements can include, but are not limited to the following:

- i. Sidewalks and curb ramps (on site and off site - to/from the location) ;
- ii. Traffic signs and markings;
- iii. Right-of-way dedications.
- iv. Upgrades to signal infrastructure;
- v. Traffic calming devices;
- vi. Bike lanes or upgrades to bike facilities;
- vii. Rectangular rapid flashing beacons;
- viii. Pedestrian refuge islands;
- ix. Neighborhood sidewalk improvements including completion of missing segments, reconstruction of damaged or non-ADA-compliant segments, and/or adding street trees or other shade devices;
- x. Pedestrian hybrid beacons; or
- xi. Measures to limit transportation demand.

4.04 Traffic Improvements Agreement. If review of the Transportation Safety Plan results in the identification of needed traffic improvements, the District and the City shall execute a Traffic Improvements Agreement identifying traffic improvements to be constructed by the District or in the alternative financial contributions to be made to the City for the construction of traffic improvements. In the event that the City and the District cannot agree on the terms of a Traffic Improvements Agreement, the District shall either pay traffic impact fees if the District Development Project is in the City Limits or submit a Traffic Impact Analysis if the District Development is in the City ETJ.

4.05 Right-of-Way Dedications. As permitted by state law, the District shall dedicate right-of-way for transportation and utility system improvements to the City at no cost to the City; provided however, that the dedications must benefit either existing or planned District Educational Facilities.

4.06 Easement Forms. All right-of-way dedications may be done either pursuant to a plat submittal or by separate instrument. If done by separate instruction, all easements conveyed to the City must be in the form posted by the City on the City's website at <https://realestate.georgetown.org/>, which may be modified only with prior City Attorney approval. As to any easement in favor of the City for which there is no template or form posted on the City's website, the term "Approved Form" shall mean a document in the form pre-approved by the City Attorney. Subject to the City Attorney's approval, the District reserves the right to make reasonable changes to the easement form necessary to provide the necessary services to the District property and not unreasonably interfere with the District's use of its campus or other facilities.

V.

DEVELOPMENT IN THE CITY'S EXTRA-TERRITORIAL JURISDICTION

5.01 Economic Development Agreements. The District shall not enter into any economic development agreement, including but not limited to Texas Jobs, Energy, Technology, And Innovation Act Agreements, related to projects located outside of the City's municipal boundaries without first notifying the City as soon as reasonably possible of the economic prospect. The District agrees to collaborate with the City on the economic development agreement to benefit both the District and the City. Notwithstanding the District's agreement to collaborate and communicate with the City, the District reserves the unilateral right to make all decisions regarding any economic development agreements located within the school district in the best interest of the District.

5.02 Annexation. For District Development located outside of the City's municipal boundaries, the District agrees to voluntarily annex at the City's request. The District agrees to provide notice of a District Development Project located in the City's ETJ at the Master Planning meeting for that project at least thirty (30) days prior to submittal of a preliminary plat application or other development application for the project. The City agrees to provide notice of its annexation request within thirty (30) days of the District notice of a District Development Project located within the City's ETJ.

VI. TREE PRESERVATION

6.01 Applicability. Except as provided below, the District shall comply with the current City Code as it relates to tree preservation for all District Development Projects.

6.02 Additional Mitigation Options. In addition to any mitigation options provided for in the City's Tree Preservation Ordinance, the following mitigation options shall be available to the District:

(a) Mitigation by Tree Infrastructure

- i. The District may reduce the Total Fee Due by up to fifty percent (50%) for costs of tree infrastructure for newly planted trees, or tree preservation. For purposes of this Section, tree infrastructure includes the installation of root barriers and modular suspended pavement framing systems which are required and approved for use by the City
- ii. Trees eligible for this reduction must be provided a minimum square footage of pervious cover surrounding the tree as approved by the City Planning Department.
- iii. Costs estimates shall be provided to the City for review and approval, and the Total Fee Due paid, prior to approval of any construction plan, stormwater plans, or site development plans. Prior to final acceptance of public infrastructure or the issuance of a certificate of occupancy, the total cost of actual installation as evidenced by paid receipts shall be submitted to the City for review and approval with any Record Drawing changes, and Total Fee Due amended and paid or refunded, accordingly.
- iv. Trees planted within any public street rights of way dedicated to the City shall require a license to encroach, including a commitment to maintain the trees, approved by the City, by the District in accordance with City Code.

(b) Mitigation by Subsurface Boring for Utility Infrastructure

- i. The District may reduce the Total Fee Due by up to fifty percent (50%) for costs to bore under a tree for preservation.
- ii. Trees eligible for preservation in this manner shall only be those trees with a measurement of 16 inches DBH or greater, or any grouping of trees with an aggregate DBH of 18 inches and in which the smallest tree measures 6 inches DBH.
- iii. Costs estimates shall be provided to the City for review and approval, and the Total Fee Due paid, prior to approval of any construction plan, stormwater plans, or site development plans. Prior to final acceptance of public infrastructure or the issuance of a certificate of occupancy, the total cost of actual installation as evidenced by paid receipts shall be submitted to the City for review and approval with any Record Drawing changes, and Total Fee Due amended and paid or refunded, accordingly. All bore pits and related

- excavations shall be located outside of the Critical Root Zone (as defined in the UDC as of April 2024) of the preserved tree.
- iv. The bore shall be a minimum of 5 feet (sixty inches) below the surface through the entirety of the preserved tree's CRZ, as measured from the existing grade to top of the casing pipe, or in the absence of a casing pipe the installed utility infrastructure.
 - v. Tree protection fencing shall be erected around the preserved tree and remain in place for the duration of construction on the site, in compliance with applicable City standards per the UDC and Construction Standards Manual.
 - vi. This Section may only be applied to trees with a DBH measurement of 16 inches or greater.

(c) Mitigation by Soil aeration and Supplemental nutrients.

- i. The District may reduce the Total Fee Due by up to fifty percent (50%) for costs of soil aeration and/or supplemental nutrients for on-site trees within the limits of construction, per the Technical Standards. To qualify for this mitigation option, the soil aeration or supplemental nutrients shall be applied by an ISA certified arborists. The materials and methods for the soil aeration or supplemental nutrition mitigation shall be approved by the City prior to final application approval. Soil aeration treatment shall commence at a time determined in consultation with the City Planning Department. . Costs estimates shall be provided to the City for review and approval, and the Total Fee Due paid, prior to approval of any construction plan, stormwater plans, or site development plans. Prior to final acceptance of public infrastructure or the issuance of a certificate of occupancy , the total cost of actual installation as evidenced by paid receipts shall be submitted to the City for review and approval with any Record Drawing changes, and Total Fee Due amended and paid or refunded, accordingly

(d) Mitigation by Existing Credit Trees

- i. Credit trees may apply towards a maximum of 100 percent (100%) of the required mitigation inches for Protected Trees.

(e) Mitigation by On-site planting of trees within a street yard.

- i. Credit trees planted within the street yard shall be given mitigation credit at a ratio of 1:1.

(f) Mitigation by Off-Site Planting

- i. The District shall be allowed credit for Planting the required number of mitigation trees that would otherwise be required on-site on any other District owned property. The ratio for this credit shall be on a one-to-one basis. Planted trees are required to meet the planting requirements of the UDC.

(g) Mitigation by Credit trees within the floodplain

- i. Heritage Trees located within the FEMA one percent (1%) floodplain or the calculated one percent (1%) floodplain may be considered on-site credit trees

for the purposes of mitigation. Trees credited within the floodplain shall be credited at a ratio of 0.5:1 per DBH inch preserved.

(h) Maximum Fee-In-Lieu for District Development Projects

i. For each District Development Project Site, the Total Fee Due shall not exceed \$300,000 provided that the following conditions are met:

(1) The City and District have conducted a Master Planning Meeting as referenced in Section 3.04 of this Agreement to review all trees existing at the District Development Project Site for possible preservation, and at least 60 days prior to the Master Planning Meeting, the District provided a Tree Survey, including the tree species, size DBH, and individualized tree tag number.

(2) The City has determined that that mitigation for Protected or Heritage Tree removal by the planting of trees on site is not feasible or desirable, e.g. planting capacity has been reached on site.

(3) All Alternative site layouts have been exhausted to preserve trees by mutual agreement by the City and the District.

ii. The payment of the Total Fees Due shall be made prior to the City's approval of the Site Development Plan for the District Development Project Site.

VII.

OTHER DEVELOPMENT STANDARDS.

7.01 Fiscal Surety. No fiscal surety, cash escrow, letter of credit, bond or any other form of financial guarantee for a District Development project shall be required prior to or during construction of the District Development project. By execution of this agreement, the District agrees that the performance otherwise secured by a financial guarantee under the City Code will be made at District cost. Notwithstanding the above, no District Development project shall receive a final certificate of occupancy until all public improvements for the site have been completed and accepted by the City.

7.02 Temporary Classroom Buildings. For all new Temporary Classroom Buildings, the District will not be required to amend existing site plans to reflect Temporary Classroom Buildings. Building permits will be required for the installation of Temporary Classroom Buildings. Each year between August 16-31, the City shall review all permits issued for Temporary Classroom Buildings on District property over the prior 12 months and the District shall be required to amend the existing site plans and make necessary changes to the corresponding sites by June 1 of the following calendar year or the permits for Temporary Classroom Buildings on those sites will be revoked.

7.03 Architectural Standards. Building Design standards of the Unified Development Code shall not apply to the following structures:

(a) New buildings less than 14,000 square feet are exempt from the requirements of building articulation and architectural feature requirements for the exception of when

- those buildings are adjacent to a public park, residential zoning district, or roadway identified in the Thoroughfare Plan.
- (b) Where building expansions are less than twenty percent (20%) of the existing building's square footage the District may request an Administrative Exception to those building design requirements that are not met by the original structure
 - (c) Temporary buildings used for Temporary Uses, as identified by the UDC.

VIII. TERMINATION; DISPUTES

8.01 Termination

- (a) **Failure to Appropriate.** This Agreement shall terminate in the event either Party, through its governing body, fails to appropriate sufficient funding to meet its obligations under this Agreement. Sums paid under this Agreement, if any, shall be paid only from current revenues available to the paying Party.
- (b) **For Convenience.** Notwithstanding any other provision herein, either Party may terminate this Agreement, without cause, if it provides written notice to the other Party that it does not desire to renew the Agreement at least sixty (60) days before the end of the current term.

8.02 Dispute Resolution. Except when a party believes that a risk of irreparable harm exists, the City Manager and the District Superintendent or their designees shall attempt to resolve disputes prior to the institution of litigation.

IX. GENERAL PROVISIONS

9.01 Authority. This Agreement is made in part under the authority conferred in Chapter 791, *Texas Government Code*.

9.02 No Waiver. No consent or waiver, express or implied, by a party to or of any default of any covenant or provision of this Agreement by the other party shall be construed as a consent to or a waiver of any other default of the same or any other covenant or provisions of this Agreement.

9.03 Severability. The provisions of this Agreement are severable and, if any provision of this Agreement is held to be invalid for any reason by a court or agency of competent jurisdiction, the remainder of this Agreement will not be affected, and this Agreement will be construed as if the invalid portion had never been contained herein.

9.04 Cooperation. The Parties agree to cooperate at all times in good faith to effectuate the purposes and intent of this Agreement.

9.05 Entire Agreement. This Agreement contains the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior or contemporaneous understandings or representations, whether oral or written, regarding the subject matter

9.06 Amendments. Any amendment of this Agreement must be in writing and will be effective if signed by the authorized representatives of the Parties.

9.07 Assignments. No Party shall transfer, pledge, or otherwise assign this Agreement, any interest in and to same, or any claim arising thereunder. This Agreement is not assignable in any respect. Any attempt to transfer, pledge or other assignment shall be void *ab initio* and shall confer no rights upon any third person.

9.08 Third Party Beneficiaries. Nothing in this Agreement, express or implied, is intended to confer any benefits, rights, or remedies under or by reason of this Agreement upon any person other than the Parties to this Agreement and their respective successor governmental entities.

9.09 Applicable Law; Venue. This Agreement will be construed in accordance with Texas law. Venue for any action arising hereunder will be in Williamson District, Texas.

9.10 Notices. Any notices given under this Agreement will be effective if (i) forwarded to a Party by hand-delivery; (ii) transmitted to a Party by confirmed telecopy; or (iii) deposited with the U.S. Postal Service, postage prepaid, certified, to the address of the Party indicated below:

GEORGETOWN: P.O. Box 409,
Georgetown, Texas 78627
Attn: City Manager
Telephone: (512) 930-3652
Facsimile: (512) 930-3559
Email: david.morgan@georgetown.org

COPY TO: City Liaison

DISTRICT:

COPY TO: District Liaison

9.11 Counterparts; Effect of Partial Execution. This Agreement may be executed simultaneously in multiple counterparts, each of which will be deemed an original, but all of which will constitute the same instrument.

9.12 Captions. The captions contained in this Agreement are for convenience of reference only, and in no way limit or enlarge the terms and/or conditions of this Agreement

9.13 No Joint Venture. This agreement does not contemplate the creation of any joint venture, partnership or similar business relationship between the Parties.

9.14 Effective Date. This Agreement is executed to be effective on the date the last Party signs this Agreement.

(signatures on following page)

CITY OF GEORGETOWN, TEXAS

By: _____
Kevin Pitts, Mayor Pro Tem

ATTEST:

By: _____
Robyn Densmore, City Secretary

APPROVED AS TO FORM:

By: _____
Skye Masson, City Attorney

THE STATE OF TEXAS §
 §
DISTRICT OF WILLIAMSON §

THIS INSTRUMENT was acknowledged before me on this ____ day of _____, 2024, by Kevin Pitts as Mayor Pro Tem of the City of Georgetown, a Texas home-rule city, on behalf of said city.

Notary Public, State of Texas

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

By: _____

ATTEST:

By: _____

THE STATE OF TEXAS §
 §
DISTRICT OF WILLIAMSON §

THIS INSTRUMENT was acknowledged before me on this ____ day of _____, 2024, by _____, _____ of Georgetown Independent School District, on behalf of said District.

Notary Public, State of Texas



BOARD AGENDA ITEM

Board Meeting Date: 8/19/2024

Submitted Date: 8/16/2024 10:43:11

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

Action Needed

Name of Person Responsible:

Jimmy Jones

Department or Campus:

Construction & Development

Title of Agenda Item:

Consideration and Possible Approval of the Elementary School 12 and Middle School 5 GMP1 (CORRECTION)

Background Information:

This project is part of the 2024 Bond program of projects. This site will be home to both elementary school 12 and the middle school 5.

American Constructors provided a Guaranteed Maximum Price (GMP) proposal on August 14, 2024. This is GMP 1 which includes site work (mass grading the to establish road and building elevations), underground utility work (domestic water, sanitary sewer, storm drainage, natural gas, fiber optic), retaining walls, and building pad preparation. A second and third GMP will be brought forward at the October regular board meeting for the elementary school and the middle school.

The Huckabee design team, the American Constructors team, and GISD staff have analyzed the project's scope to identify areas where cost savings can be realized and



BOARD AGENDA ITEM

these teams participated in multiple meetings to identify potential cost saving items. This effort resulted in project savings and put the project within the established budget. The reductions in scope do not alter the student learning environment, the ability to support student needs and maintains the districts vision for teaching and learning.

Included in GMP1 total:

- Elementary School 12 \$10,865,501.00
- Middle School 5 \$16,045,382.00

GMP1 Total \$26,910,883.00

Attachments:

NO

Superintendent's Recommendations:

Staff recommend approval of the Guaranteed Maximum Price (GMP1) provided by American Constructors for the Elementary School 12 and Middle School 5 Project.