Regular Meeting
Wednesday, August 12, 2020 5:30 PM

Graham Learning Center
701 Tennessee St
Graham, Texas 76450

Agenda

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Executive Session: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072 and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076.....3
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I. Announcement of Quorum & appropriate Posting of Agenda for Time & Place of Meeting

II. Opening Exercises

1. Pledge of Allegiance, Pledge to Texas Flag, and Invocation

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1. Staffing Update

2. TASA/TASB Convention

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VII. Discussion Items

VIII. Action Items

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2. Consider Approval of a Resolution Approving the Young County Hazard Mitigation Plan 316

3. Consider Approval of Authorizing the Superintendent to Submit the Synchronous Online Attestation Application. 666

4. Consider Approval of Authorizing the Superintendent to Submit the Asynchronous Plan Online Application. 667

5. Consider Approval of Graham ISD's Asynchronous Plan and Authorizing the Superintendent to Update the Plan as Necessary. 668

6. Consider Approval of a Board Resolution Regarding the Texas Educational Employers Benefit Cooperative. 685

IX. Executive Session: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072 and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076.

1. Employment Recommendations for Teachers and Other Professional Personnel.

2. District Employees and Officers (Tex Gov't Code 551.074

A. Trustee Resignation

B. Board Members

C. Process of Appointment to Fill Trustee Vacancy 686

X. Reconvene in Open Session to take any necessary action on items discussed in Executive Session.

XI. Action Items Following Executive Session

1. Acceptance of the Resignation of Board Member Stan Peavy, III.

XII. Budget Workshop

1. 2020-2021 Budget Discussion

XIII. Action Items Following the Budget Workshop

1. Consider Approval of the 2020-2021 Proposed GISD Tax Rate 690

2. Consider Approval of the 2020-2021 Proposed Budget 691

3. Proposed 2020 NCTC Tax Rate

4. Consider Approval of a Proposed Date, Time, and Place for the Public Hearing to Discuss the 2020-2021 Budget and Proposed Tax Rate. 692

5. Consider Approval of the 2020-2021 GISD Employee Compensation Plan 693

XIV. Adjourn

GRAHAM INDEPENDENT SCHOOL DISTRICT

PUBLIC COMMENT GUIDELINES

In accordance with board policy BED (LOCAL), audience participation is limited to the public comment portion of the meeting designated for that purpose.

The Board shall allow a total of 30 minutes to hear persons who desire to make comments to the Board. Each participant shall be limited to 5 minutes to make comments to the Board.

The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.

Under the Texas Open Meeting Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the District's complaint policies.

Please remember the Board's actions at this evening's meeting are limited to those items on the printed agenda that is posted according to law. As such, the Board shall not deliberate or make decisions regarding any subject that is not included on the agenda posted with notice of this meeting.

Finally, please be aware that the rules of decorum will be enforced during the public comment period. Personal attacks, name-calling and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

400 Third Street ▪ Graham, Texas 76450 ▪ (940) 549-0595 ▪ Fax (940) 549-8656

Minutes of Regular Meeting

The Board of Trustees
Graham ISD

A Regular Meeting of the Board of Trustees of Graham ISD was held Wednesday, June 10, 2020, beginning at 5:30 P.M. in the GRAHAM HIGH SCHOOL, 1000 BRAZOS STREET, GRAHAM, TX 76450. President, Meredith Lucas called the meeting to order, announced the meeting had been duly called and posted in the time and manner as required by law, and announced a quorum of Board Members.

Board members present: Meredith Lucas, Andrea Lowery, Stan Peavy, III, Brandon Bates, Daniel De La Cruz, Steve Jones and Pat Martin

Board members absent: None

Administrators present: Superintendent Sonny Cruse, Assistant Superintendent Don Davis, Assistant Superintendent Robert Loomis, and High School Principal Joe Gordy

Visitors: Thomas Wallner, Cindy Elsberry, Art Williams, Kielyn Lewis, and Will Presson

OPEN FORUM

No one requested to speak during the open forum

SUPERINTENDENT'S REPORT

Staffing Update –
- At this time we have three openings in the District, Kindergarten, 1st Grade and English at the High School

TASA/TASB convention-
- October 2-4 in Dallas

Board Meeting –
- July 2020 has been cancelled

COVID-19 Update
- Summer Guidance
- Waivers
- Summer Activity for Athletes
- Planning to return to normal in August

CONSENT AGENDA
- Minutes
- District Financial Summary Report
- Tax Collection Report
- Investment Report
- Interest Report
- Enrollment Report
- Budget Amendments

A motion made by Pat Martin, seconded by Steve Jones, carried 7 to 0 to approve the consent agenda.

REPORTS

1. Chapter 313 Agreement Presentation

Representatives from Moak, Casey & Associates and Apex Energy connected via Zoom to provide information on a Chapter 313 Agreement.

2. TASB Salary Survey

Mr. Keith McLemore, with TASB, connected via Zoom to provide details related to the data from the TASB salary survey.

ACTION ITEMS

1. Consider Approval of Amending the 2020-2021 GISD School Calendar

A motion by Brandon Bates, seconded by Steve Jones, carried 6 to 0 to approve amending the 2020-2021 GISD School Calendar. (Andrea Lowery had to step out of the meeting for a few minutes and was not present when the vote took place)

2. Consider Approval of the GHS Weighted Course List for 2020-2021

A motion by Pat Martin, seconded by Steve Jones, carried 7 to 0 to approve the GHS Weighted Course List for 2020-2021.

3. Consider Approval of Delegates for the TASA/TASB Convention

A motion by Andrea Lowery , seconded by Steve Jones, carried 7 to 0 to approve Brandon Bates as the Delegate for the TASA/TASB Convention.

4. Consider Approval of Policy DED (LOCAL)

This item was tabled until Mr. Cruse received further information from TASB.

5. Consider Approval of Ratifying Waivers Submitted to the Texas Education Agency by the Superintendent.

A motion by Steve Jones, seconded by Pat Martin, carried 7 to 0 to ratify COVID-19 related waivers submitted to the Texas Education Agency by the Superintendent.

EXECUTIVE SESSION: Under the authority of the Texas Open Meetings Act, Texas Government Code, the Board will enter into closed or Executive Session to discuss the purchase, exchange, lease or value of real property Gov't Code 555.072, Deployment or Specific Occasions for Implementation of Security Personnel or Devices Gov't Code 551.076, and Employment, Retirement, Resignation & Discussion of Personnel, Gov't Code 551.074.

Executive Session

1. Consider Approval of Employment Recommendations for Teachers and Other Professional Personnel.
2. GISD Compensation and Pay Grade Scale.

The Board adjourned to Executive Session at 7:09 pm under Texas Government Codes 555.072, 551.076, and 551.074. The Board returned from Executive Session at 7:36 pm with no action taken.

The Board Moved into Open Session with the following actions taken:

Mr. Cruse announced that he had received and accepted the resignation letters from Lori Chaney, Bailey Conner and Jayme Reger.

Mr. Cruse shared that 5 teachers were hired, on a probationary contract since the May 13, 2020 Board Meeting; Becky Karper, Julie Howell, Alyssa Meeks, Michelle Moreland, and Christian Sanders.

BUDGET WORKSHOP

Assistant Superintendent, Don Davis, provided the Board an overview of the upcoming 2020-2021 budget and tax rates.

1. Consider Approval of the GISD Compensation and Pay Grade Scale

A motion by Daniel De La Cruz, seconded by Andrea Lowery, carried 7 to 0 to approve the GISD Compensation and Pay Grade Scale as presented by Administration.

ADJOURN

A motion by Andrea Lowery, seconded by Steve Jones, carried 7 to 0 to adjourn the meeting.

APPROVED

_____
Meredith Lucas, President
Board of Trustees
Graham Independent School District

_____
Stan Peavy, III, Secretary
Board of Trustees
Graham Independent School District

Minutes of Special Meeting

The Board of Trustees
Graham ISD

A Special Meeting of the Board of Trustees of Graham ISD was held Tuesday, July 28, 2020, in the GRAHAM HIGH SCHOOL LIBRARY, 1000 BRAZOS STREET, GRAHAM, TX 76450. The meeting was called to order at 7:30 a.m. by President Meredith Lucas, and it was noted that the meeting was held in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

PRESENT: Meredith Lucas, Andrea Lowery, Stan Peavy, III, Brandon Bates, and Pat Martin

ABSENT: Steve Jones

ACTION ITEMS:

Consider Approval of Amending the 2020-2021 School Calendar

A motion by Andrea Lowery, seconded by Pat Martin, carried 6 to 0 to approve amending the 2020-2021 school calendar, by moving the first day of school to August 31, 2020.

ADJOURN:

A motion by Andrea Lowery, seconded by Pat Martin, carried 6 to 0 to adjourn the meeting.

APPROVED:

_____

Meredith Lucas, President
Board of Trustees
Graham Independent School District

_____

Stan Peavy, III, Secretary
Board of Trustees
Graham Independent School District

Graham ISD
Board Report by Fund
JULY 2020

Fund	Fund	Account Type	2019-2020 Original Budget	2019-2020 Revised Budget	2019-2020 FY Activity
181	Athletic Fund	Revenue	$ 101,680.00	$ 101,680.00	$ 99,345.30
181	Athletic Fund	Expense	$ 374,804.00	$ 374,804.00	$ 355,919.62
181	Athletic Fund	Total	$ (273,124.00)	$ (273,124.00)	$ (256,574.32)
199	General Fund	Revenue	$ 20,883,422.00	$ 21,075,602.00	$ 19,610,908.98
199	General Fund	Expense	$ 20,610,298.00	$ 21,190,066.00	$ 17,544,015.84
199	General Fund	Total	$ 273,124.00	$ (114,464.00)	$ 2,066,893.14
240	Food Service	Revenue	$ 959,906.00	$ 959,906.00	$ 654,812.88
240	Food Service	Expense	$ 959,906.00	$ 972,588.00	$ 823,849.68
240	Food Service	Total	$ -	$ (12,682.00)	$ (169,036.80)
599	Debt Service	Revenue	$ 2,507,005.00	$ 2,507,005.00	$ 2,513,508.85
599	Debt Service	Expense	$ 2,507,005.00	$ 2,507,005.00	$ 2,092,995.00
599	Debt Service	Total	$ -	$ -	$ 420,513.85
		Grand Revenue	$ 24,452,013.00	$ 24,644,193.00	$ 22,878,576.01
		Grand Expense	$ 24,452,013.00	$ 25,044,463.00	$ 20,816,780.14
		Grand Total	$ -	$ 400,270.00	$ 2,061,795.87

Report Criteria

Entity: ALL
Year: ALL
Date Range: 06/01/2020 to 06/30/2020
Batch(es): ALL

Entity: Graham ISD

Current Year	M&O	I&S
Taxes	52,282.65	16,547.30
Discounts	0.00	0.00
Penalty	4,376.90	1,385.53
Interest	2,086.67	660.44
Total Collected	58,746.22	18,593.27
Total Collected	77,339.49	
Refunds Paid		
Taxes	372.93	118.02
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	372.93	118.02
Total Refunded:	490.95	
Taxes	51,909.72	16,429.28
Penalty	4,376.90	1,385.53
Interest	2,086.67	660.44
Total Disbursed:	58,373.29	18,475.25
Total Disbursed:	76,848.54	

Delinquent Years	M&O	I&S
Taxes	4,564.02	1,235.22
Discounts	0.00	0.00
Penalty	263.09	77.64
Interest	533.59	158.62
Total Collected	5,360.70	1,471.48
Total Collected	6,832.18	
Refunds Paid		
Taxes	0.15	0.04
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	0.15	0.04
Total Refunded:	0.19	
Taxes	4,563.87	1,235.18
Penalty	263.09	77.64
Interest	533.59	158.62
Total Disbursed:	5,360.55	1,471.44
Total Disbursed:	6,831.99	

All Years	M&O	I&S
Taxes	56,846.67	17,782.52
Discounts	0.00	0.00
Penalty	4,639.99	1,463.17
Interest	2,620.26	819.06
Total Collected	64,106.92	20,064.75
Total Collected	84,171.67	
Refunds Paid		
Taxes	373.08	118.06
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	373.08	118.06
Total Refunded:	491.14	
Taxes	56,473.59	17,664.46
Penalty	4,639.99	1,463.17
Interest	2,620.26	819.06
Total Disbursed:	63,733.84	19,946.69
Total Disbursed:	83,680.53	

	Current Year	Delinquent Years	All Years
Total Collected	77,339.49	6,832.18	84,171.67
Attorney Fees	2,485.82	774.31	3,260.13
Other Fees	0.00	0.00	0.00
Overpayments	14.64	0.00	14.64
Total Paid	79,839.95	7,606.49	87,446.44
Underpayments	17.47	0.03	17.50
Total Paid	79,839.95	7,606.49	87,446.44

	Current Year	Delinquent Years	All Years
Attorney Fees	2,485.82	774.31	3,260.13
Refunds Paid - Attorney Fees	0.00	0.00	0.00
Attorney Fee Disbursement Amount	2,485.82	774.31	3,260.13

Report Criteria

Entity: ALL
Year: ALL
Date Range: 06/01/2020 to 06/30/2020
Batch(es): ALL

Entity BUSINESS PERS PENALTY GRAHAM ISD

Current Year	M&O		I&S
Taxes	545.30		0.00
Discounts	0.00		0.00
Penalty	52.01		0.00
Interest	24.75		0.00
Total Collected	622.06		0.00
Total Collected		622.06	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	545.30		0.00
Penalty	52.01		0.00
Interest	24.75		0.00
Total Disbursed:	622.06		0.00
Total Disbursed:		622.06	

Delinquent Years	M&O		I&S
Taxes	0.00		0.00
Discounts	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Collected	0.00		0.00
Total Collected		0.00	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Disbursed:	0.00		0.00
Total Disbursed:		0.00	

All Years	M&O		I&S
Taxes	545.30		0.00
Discounts	0.00		0.00
Penalty	52.01		0.00
Interest	24.75		0.00
Total Collected	622.06		0.00
Total Collected		622.06	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	545.30		0.00
Penalty	52.01		0.00
Interest	24.75		0.00
Total Disbursed:	622.06		0.00
Total Disbursed:		622.06	

	Current Year	Delinquent Years	All Years
Total Collected	622.06	0.00	622.06
Attorney Fees	124.42	0.00	124.42
Other Fees	0.00	0.00	0.00
Overpayments	0.00	0.00	0.00
Total Paid	746.48	0.00	746.48
Underpayments	0.00	0.00	0.00
Total Paid	746.48	0.00	746.48
Attorney Fees	124.42	0.00	124.42
Refunds Paid - Attorney Fees	0.00	0.00	0.00
Attorney Fee Disbursement Amount	124.42	0.00	124.42

Tax Collections Activity Report - Current/Delinquent

Report Criteria

Entity: ALL
Year: ALL
Date Range: 07/01/2020 to 07/31/2020
Batch(es): ALL

Entity: Graham ISD

Current Year	M&O	I&S
Taxes	55,874.75	17,709.70
Discounts	0.00	0.00
Penalty	4,904.96	1,555.48
Interest	2,420.92	767.77
Total Collected	63,200.63	20,032.95
Total Collected	83,233.58	
Refunds Paid		
Taxes	5,810.95	1,839.15
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	5,810.95	1,839.15
Total Refunded:	7,650.10	
Taxes	50,063.80	15,870.55
Penalty	4,904.96	1,555.48
Interest	2,420.92	767.77
Total Disbursed:	57,389.68	18,193.80
Total Disbursed:	75,583.48	

Delinquent Years	M&O	I&S
Taxes	2,304.32	667.88
Discounts	0.00	0.00
Penalty	269.47	77.37
Interest	677.88	155.14
Total Collected	3,251.67	900.39
Total Collected	4,152.06	
Refunds Paid		
Taxes	2,200.28	649.52
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	2,200.28	649.52
Total Refunded:	2,849.80	
Taxes	104.04	18.36
Penalty	269.47	77.37
Interest	677.88	155.14
Total Disbursed:	1,051.39	250.87
Total Disbursed:	1,302.26	

All Years	M&O	I&S
Taxes	58,179.07	18,377.58
Discounts	0.00	0.00
Penalty	5,174.43	1,632.85
Interest	3,098.80	922.91
Total Collected	66,452.30	20,933.34
Total Collected	87,385.64	
Refunds Paid		
Taxes	8,011.23	2,488.67
Penalty	0.00	0.00
Interest	0.00	0.00
Total Refunded:	8,011.23	2,488.67
Total Refunded:	10,499.90	
Taxes	50,167.84	15,888.91
Penalty	5,174.43	1,632.85
Interest	3,098.80	922.91
Total Disbursed:	58,441.07	18,444.67
Total Disbursed:	76,885.74	

	Current Year	Delinquent Years	All Years
Total Collected	83,233.58	4,152.06	87,385.64
Attorney Fees	12,083.22	800.66	12,883.88
Other Fees	0.00	0.00	0.00
Overpayments	2.47	2.48	4.95
Total Paid	95,319.27	4,955.20	100,274.47
Underpayments	2.69	0.00	2.69
Total Paid	95,319.27	4,955.20	100,274.47

Attorney Fees	12,083.22	Attorney Fees	800.66	Attorney Fees	12,883.88
Refunds Paid - Attorney Fees	0.00	Refunds Paid - Attorney Fees	0.00	Refunds Paid - Attorney Fees	0.00
Attorney Fee Disbursement Amount	12,083.22	Attorney Fee Disbursement Amount	800.66	Attorney Fee Disbursement Amount	12,883.88

Tax Collections Activity Report - Current/Delinquent

Report Criteria

Entity: ALL
Year: ALL
Date Range: 07/01/2020 to 07/31/2020
Batch(es): ALL

Entity BUSINESS PERS PENALTY GRAHAM ISD

Current Year	M&O		I&S
Taxes	1,557.12		0.00
Discounts	0.00		0.00
Penalty	158.78		0.00
Interest	79.42		0.00
Total Collected	1,795.32		0.00
Total Collected		1,795.32	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	1,557.12		0.00
Penalty	158.78		0.00
Interest	79.42		0.00
Total Disbursed:	1,795.32		0.00
Total Disbursed:		1,795.32	

Delinquent Years	M&O		I&S
Taxes	18.83		0.00
Discounts	0.00		0.00
Penalty	2.26		0.00
Interest	3.39		0.00
Total Collected	24.48		0.00
Total Collected		24.48	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	18.83		0.00
Penalty	2.26		0.00
Interest	3.39		0.00
Total Disbursed:	24.48		0.00
Total Disbursed:		24.48	

All Years	M&O		I&S
Taxes	1,575.95		0.00
Discounts	0.00		0.00
Penalty	161.04		0.00
Interest	82.81		0.00
Total Collected	1,819.80		0.00
Total Collected		1,819.80	
Refunds Paid			
Taxes	0.00		0.00
Penalty	0.00		0.00
Interest	0.00		0.00
Total Refunded:	0.00		0.00
Total Refunded:		0.00	
Taxes	1,575.95		0.00
Penalty	161.04		0.00
Interest	82.81		0.00
Total Disbursed:	1,819.80		0.00
Total Disbursed:		1,819.80	

	Current Year	Delinquent Years	All Years
Total Collected	1,795.32	24.48	1,819.80
Attorney Fees	359.05	4.90	363.95
Other Fees	0.00	0.00	0.00
Overpayments	0.00	0.00	0.00
Total Paid	2,154.37	29.38	2,183.75
Underpayments	0.00	0.00	0.00
Total Paid	2,154.37	29.38	2,183.75

Attorney Fees	359.05	4.90	363.95
Refunds Paid - Attorney Fees	0.00	0.00	0.00
Attorney Fee Disbursement Amount	359.05	4.90	363.95

Fnd T Fn Obj Sb Org F Pr L L2	Fnd	Obj	2019-20 Activity	July 2019-20 Monthly Activity
199 GENERAL FUND				
199 R 00 5742 00 000 0 00 0 00	GENERAL FUND	INTREST ON TEMP. INV	156,718.73	3,653.96
199 R 00 5742 01 000 0 00 0 00	GENERAL FUND	INTREST ON TEMP. INV	1,810.81	147.72
199 - -- ---- -- --- - -- - --	GENERAL FUND		158,529.54	3,801.68
599 DEBT SERVICE				
599 R 00 5742 00 000 0 00 0 00	DEBT SERVICE	INTREST ON TEMP. INV	14,718.99	347.38
599 R 00 5742 01 000 0 00 0 00	DEBT SERVICE	INTREST ON TEMP. INV	2,180.01	42.25
599 - -- ---- -- --- - -- - --	DEBT SERVICE		16,899.00	389.63
Grand Revenue Totals			175,428.54	4,191.31

Number of Accounts: 4

********** **End of report** **********

BATCH	DESCRIPTION	FISCAL YEAR	BATCH ORIGIN	STATUS
SW	199-DONATION-GPEF 2020	2019-2020	Batch Entry	WIP

LINE	ACCOUNT/NAME	DESCRIPTION/REF QUICK KEY	DATE	DEBIT	CREDIT
1	199 E 11 6395 00 041 0 11 0 20	GPEF-SCIENCE TEACHING TOOLS	07/28/20	3,358.00	0.00
2	199 E 11 6395 00 041 0 11 0 21	GPEF-INCREASE STEAM W/EV3	07/28/20	9,481.00	0.00
3	199 E 11 6395 00 105 0 11 0 16	GPEF-LITTLE BIT STEAM SET	07/28/20	2,900.00	0.00
4	199 E 11 6395 00 105 0 11 0 17	GPEF-EDUCATION GALAXY	07/28/20	4,400.00	0.00
5	199 E 11 6395 00 105 0 11 3 18	GPEF-SENSORY PATH	07/28/20	9,800.00	0.00
6	199 R 00 5744 10 000 0 00 0 00	GPEF DONATIONS	07/28/20	0.00	29,939.00
			TOTALS	29,939.00	29,939.00

********** End of report **********

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HANSEN POWELL & MUÑOZ, P.C.

2020-21 Student Handbook
Chart of Changes

Substantive changes are highlighted in blue. Page number references are to the basic Model Handbook before any edits are made at the district level. If you have any questions about the content, feel free to contact Tyler Ezell.

p. 22	Acknowledges that regular attendance policies will be applied to virtual instruction on remote learning platforms.
p. 25	Acknowledges that dress and grooming policies will apply to virtual learning on remote platforms as they would during regular on-campus instruction.
p. 35	Explains that the Board of Trustees may amend policies for grading and report cards as necessitated by emergency school closures.
p. 35	Explains that the Board of Trustees may amend policies for grading, promotion, retention, and award of credit.
p. 42	Explains that the Board of Trustees and school administration may amend policies for local graduation honors and class ranking as necessitated by emergency school closures.
p. 43	Explains that the school administration may amend graduation ceremony procedures as necessitated by emergency school closures.
p. 46	Explains that a parent must gain approval of a campus principal before they may attend one of their student's virtual instruction sessions. Acknowledges that the campus principal may limit the number of virtual classroom visits as necessary to limit disruption of the instructional process.
p. 51	Explains that students will not be permitted to use cell phones while using virtual learning platforms during temporary school closures.

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2020

Graham
Independent School District
2020-2021
Student Handbook

GISD Board of Trustees

Meredith Lucas

Andrea Lowery

Stan Peavy III

Dr. Pat Martin

Dr. Steve Jones

Daniel De La Cruz

Dr. Brandon Bates

Reviewed by the Graham ISD Board of Trustees

August 12, 2020

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Purpose and Organization

The purpose of this Student Handbook is to give Graham ISD students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools.

The Handbook is organized into the following sections:

- Required Legal Notices and Information
- General Information about Admission, Attendance, and Conduct
- Curriculum and Program Information
- Of Special Interest to Students
- Of Special Interest to Parents

When the Handbook uses "we" or "our," it means the school district and/or school administrators. When the Handbook uses "you" or "your," it means the parent, legal guardian, or person who has accepted responsibility for a student, at least in regard to school matters. From time to time, the Handbook will use more general terms, such as "parents" and "school officials." Regardless of the particular terminology, our intention is to speak directly to you as the adults who are responsible for working with us, the school officials, to make your children's experience with the Graham ISD a positive educational experience.

The Student Handbook has been developed by school district administrators with the assistance of teachers, students, and parents. The content is reviewed by the Board of Trustees and is intended to be consistent with formally adopted school board policies. If there is an apparent contradiction between information in the Handbook and a formally adopted board policy, the school administration will interpret the Handbook in a way that is consistent with policy and may request guidance from the Board of Trustees.

The Student Handbook is not a contract between the school and parents or students. It can be amended at any time at the discretion of the school district. If the district makes changes to the Handbook during a school year, the administration of the district and the campus will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

Acknowledgement

Dear Student and Parent:

The Graham Independent School District provides this Student Handbook to parents and students to provide you with information about the general rules and guidelines for attending and receiving an education in our schools.

This handbook is posted on the District's web site (www.grahamisd.com) under the Parent Resources Box and Student Resources Box and can be accessed or printed at any time from that site. A copy is also available for review in the principal's office of each campus in the District. If you do not have access to a computer, the principal's office at your child's campus will print a copy for you, upon request

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions about the information here, we encourage you to ask for an explanation from the student's teacher, the school counselor, or campus administrator.

The student and parent should each sign this page on the space provided below, then return the page to the student's school. Thank you.

☞----------

We acknowledge that we have received the GISD Student Handbook for the 2020-2021 school year, and that we are responsible for reading and understanding the information contained here.

Student's Name: _____
(Please print)

Student's Signature:_____ Date: _____

Parent's Name:_____
(Please print)

Parent's Signature: _____Date: _____

School:_____ Grade Level: _____

Required Legal Notices

Nondiscrimination

Graham ISD does not discriminate in its educational programs and services, including its career and technology education programs, on the basis of sex or gender (including pregnancy), race, religion, color, national origin, or disability. The district complies with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973, as amended. Any questions or concerns about the district's compliance with these federal programs should be brought to the attention of the person shown below as Title IX or Section 504 Coordinator.

The Title IX Coordinator for the school district is Robert Loomis, whose office is located at 400 Third Street and who can be reached by telephone at (940) 549-0595.

The Section 504 Coordinator for the school district is Robert Loomis, whose office is located at 400 Third Street and who can be reached by telephone at (940) 549-0595.

Homeless Liaison and Title I Participants

Natalie Husen is our liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact Natalie Husen at (940) 549-3399.

Robert Loomis is our Parent Involvement Coordinator who works with families and children participating in Title I programs. If you have questions about the program or need assistance related to the program, contact Robert Loomis at (940) 549-0595.

Career and Technical Education Methods of Administration (MOA):

Graham ISD offers career and technical education programs at Graham High School. Admission to these programs is based on student interest.

It is the policy of Graham ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Graham ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Graham ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Loomis at

400 Third Street, (940) 549-0595, and/or the Section 504 Coordinator, Robert Loomis, at 400 Third Street, (940) 549-0595.

Family Educational Rights and Privacy Act

The school district creates and keeps education records for all students enrolled in district schools. Those records are confidential and generally are accessible only to parents and school personnel or other people who are acting on behalf of the school district. When we say "parents" have a right of access to all education records pertaining to their children, we mean all biological or legal parents—whether married, divorced, or separated—and any other person with whom the child resides and who is acting as a parent in the absence of the child's parent or legal guardian.

Parents control the access to their children's education records until the child becomes an adult at age 18. When the child reaches age 18, he or she controls the access to his or her records and is the one who can consent to the release of the records to other persons. However, parents continue to have a right to see their children's education records so long as the child is a dependent for federal income tax purposes, even if the child does not want them to.

If a parent wants to inspect and review his or her child's education records, he or she should contact the principal of the child's school if the child is currently enrolled. The district may request that such a request be reduced to writing. If the child has withdrawn or graduated, parents should contact the campus principal for access to records. Records can be inspected and reviewed within 45 days following the district's receipt of a request in the administrative offices during regular office hours, from 8:00 a.m. to 4:00 p.m., and someone will be available to answer questions about the records.

Originals cannot be removed from an administrator's office. Copies may be provided to parents if required by law after parents have made a written request for copies. In such cases, parents will be provided the requested copies within 45 days following the district's receipt of a request. If copies are provided, parents will be charged the district's usual copying fees for copies; however, if the student is eligible for free or reduced-price lunches and the parents cannot come to school to review the records, the school will provide one set of the requested records at no charge.

If you believe some information in your child's records is inaccurate, misleading, or violates your child's rights, you can ask for a correction. If the principal does not make the correction, you can ask for a hearing with the superintendent to explain why you believe the record should be corrected. If the superintendent does not direct an amendment to be made, you have 30 days to place a comment in the student's record commenting on your disagreement. **Under no circumstances can students or parents use this process to challenge a grade recorded for a student.**

Because parents generally control access to their children's education records, the district ordinarily will not permit access to or copies of education records without at least one parent's written authorization to release the records. **However, under some circumstances,**

the district can and will provide access to or copies of education records without parent authorization. The most common circumstances are these:

- The district will forward education records on request to a public or private school or institution of higher education in which the student seeks or intends to enroll.
- The district may disclose education records to a contractor, consultant, volunteer, or other person who is performing services for the district, who is under the district's control related to the use of the records, and who has complied with district limitations on the re-disclosure of personally identifiable information from education records.
- The district will comply with a lawful subpoena for student education records, but will make reasonable efforts to notify the parents before complying, unless the subpoena indicates that parents should not be notified.
- The district will release directory information about students to any person who submits a written request for the information, as provided in the DIRECTORY INFORMATION notice included in this Student Handbook.
- The district will release educational records to a juvenile justice agency in accordance with an agreement between the district and the agency. The information will be released before the student is adjudicated and will be provided so that the juvenile agency can appropriately serve the student.
- The district will release educational records to "school officials," meaning any employees, trustees, or agents of the district, including persons employed in shared services arrangements or cooperatives of which the district is a member, school volunteers, parents or students serving on official committees, and the district's legal counsel, who have a "legitimate educational interest" in the records, meaning they are persons who work directly with your child at school or any school activity, including officials involved in disciplinary or academic decisions affecting your child directly, persons who are compiling statistical data for the district, who are reviewing such records to fulfill their employment responsibilities, or who are investigating or evaluating district programs.

If you want to review the school's entire policy regarding student records, please contact the campus principal, who will be glad to provide a copy for you and to answer any questions you may have about the policy or this notice. You may also view or download the policy (coded FL (LEGAL) and (LOCAL)) from the district's online policy manual. If you believe the district is not following the law regarding student records, you have the right to file a complaint with the United States Department of Education, Family Policy Compliance Office.

Directory Information

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting information unless the parent or guardian objects to the release of the directory information about the student.

If you do not want Graham ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 1, 2020.

Graham ISD has designated the following information about your child as directory information:

- Student name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

[FL (LOCAL)]

❑ If you DO NOT want us to release ANY information about your child without your written consent, check this box and return the form by September 1, 2020.

We have designated the following categories of information as pertinent to limited school-sponsored purposes. "School-sponsored purposes" means for publication in a student directory, a school yearbook, or official school publications including the school's website and programs for school-sponsored events.

❑ Name	❑ Address
❑ Telephone listing	❑ School electronic mail address
❑ Photographs or videos open to the public	❑ Degrees, honors, awards received
❑ Grade level	❑ Most recent school attended
❑ Participation in officially recognized activities and sports or those events open to the public	❑ Height & weight of members of athletic teams

❑ If you CONSENT to the use of all of the above-listed items for limited school-sponsored purposes ONLY, check this box and return this form to us by September 1, 2020.

❑ If you CONSENT to the use of some but not all of the above listed items for limited school-sponsored purposes ONLY, check this box AND the categories for which you are providing consent and return this form to us by September 1, 2020.

Graham ISD receives federal funds under the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 et seq.), and we are therefore required to disclose your secondary (grades 7-12) child's name, address, and phone number to a military recruiter or institution of higher education, on their request, unless you have told us that you do not want that information released without your prior written consent. Please note that you may not selectively withhold this information from military recruiters but provide it to institutions of higher education.

❑ If you DO NOT want us to release your secondary school (grades 7-12) child's name, address, and telephone number to a military recruiter or institution of higher education, check this box.

_____ _____

Student's Name (printed) Parent/Guardian Name (printed)

_____ _____

Parent/Guardian's Signature Date

Protection of Pupil Rights Amendment

We do not require students to participate in any surveys that are funded with any U.S. Department of Education funds that concern the following topics unless you (or your child if he or she is an adult) give us your prior consent. You will also have the opportunity to inspect the survey in advance. If we administer surveys that concern any of these topics that are funded from other sources, we will give you advance notice of the survey, allow you an opportunity to inspect the survey, and give you an opportunity to opt-out of the survey. The topics that are covered by this notice are:

1. political affiliations or beliefs of the student or his or her parent;
2. mental or psychological problems of the student or his or her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom the responding students have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or his or her parent; or
8. income, other than as required by law, to determine program eligibility.

Invasive Examinations or Screenings

We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing, and scoliosis screenings, as required by state law. Please contact the principal if you have questions regarding those screenings.

Teacher Qualifications

You may request the following information, which we will provide to you in a timely manner:

1. Whether your child's teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas.
2. Whether your child's teacher(s) are serving under emergency or other provisional status that is less than full state certification.
3. The bachelor's degree major of your child's teacher(s) and any graduate degrees held, and the field of certification or degree.
4. Whether your child receives services from paraprofessionals and, if so, their qualifications.

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. The district must respond within 15 school days by either (a) providing the parent an opportunity to give written consent to the evaluation or (b) providing the parent with notice of its refusal to conduct an evaluation. The district must complete the evaluation and the report within 45 school days of the date of the district receives the written consent, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents or Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process.*

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First
- The Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- The Texas Special Education Information Center (SPEDTex)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: Natalie Husen, Director of Special Programs

Phone Number: (940) 549-3399

Proveer asistencia a los estudiantes que tienen dificultades de aprendizaje o que necesitan servicios de educación especial.

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aula normal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (RtI). La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

En cualquier momento, un padre tiene derecho a solicitar una evaluación para servicios de educación especial. Dentro de un periodo de 15 dias escolares, el distrito (a) le dará al padre la oportunidad de dar su consentimiento por escrito a la evaluación o (b) notificará al padre de su negativa a realizar una evaluación
El distrito tiene que completar la evaluación y el informe dentro de los 45 días escolares de la fecha en que el distrito recibe el consentimiento por escrito, excepto que si un estudiante ha estado ausente de la escuela durante ese período de tres o más días de clases, este período deberá ser extendido por un número de días de escuela igual al número de días de clase durante ese período en el que el estudiante ha estado ausente. El distrito tiene que dar una copia del informe al padre.

Si el distrito determina que no es necesaria la evaluación, el distrito le proporcionará al padre un aviso previo por escrito que explica por qué no se evaluará al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el *Aviso Sobre Procedimientos de Protección- Derechos de los Padres de Estudiantes con Discapacidades.* El distrito escolar tiene información adicional sobre IDEA en un documento complementario *Guía para el Proceso de Admisión, Revisión y Retiro*.

Los siguientes portales de internet proveen información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

- Texas Project First
- The Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- The Texas Special Education Information Center (SPEDTex)

La persona designada con quien se debe comunicar para obtener información sobre las opciones para un niño que tiene dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona con quien comunicarse: Natalie Husen, Número de teléfono: (940) 549-339

Bacterial Meningitis Information: What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord---also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis: - *Strep pneumoniae* causes pneumococcal meningitis; there are over 80 subtypes that cause illness - *Neisseria meningitidis*—Meningococcal meningitis; there are 5 subtypes that cause serious illness—A, B, C, Y, W-135

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms, but any of the following are possible. Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

**In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.*

What is the risk of getting bacterial meningitis?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability, such as deafness, blindness, amputations or brain damage (resulting in intellectual disability or paralysis) even with prompt treatment.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

What you should do if you think you or a friend might have bacterial meningitis?

Seek prompt medical attention.

How is bacterial meningitis diagnosed?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

For more information

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine.

Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us**.**

Pest Control: Periodically, district buildings and grounds are treated by licensed or trained individuals to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos that may be have been used in district facilities, is available in the Superintendent's office during regular business hours, 8:00 a.m. to 4:00p.m., Monday through Friday. If you have any questions, please contact Don Davis, Assistant Superintendent, at (940) 549-0595.

COVID 19 or Other Widespread Illness or Epidemic

The district will adhere to all orders of local, state, and federal authorities and governmental officials with respect to school closure and social distancing as a result of a widespread illness or epidemic such as COVID-19. In addition, the district will follow the guidance of the Texas Department of State Health Services (TDSHS), the Centers for Disease Control and Prevention (CDC), and any other appropriate federal, state, or local health authorities when determining the standards for admittance to school after exposure to, symptoms of, and/or infection with COVID-19 or other widespread illness or epidemic; for sending home students who have been exposed to or are displaying symptoms of COVID-19 or other widespread illness or epidemic; for excluding students from school attendance with COVID-19 or other widespread illness or epidemic exposure, symptoms, or diagnoses; for holding campus-based instruction and district-sponsored activities and events; and for any other recommendations pertaining to and/or affecting school district operations and student health and safety.

General Information & 2020-2021 School Calendar

2020-2021 School Calendar

Graham Independent School District

400 Third Street
Ph (940) 549-0595 Fax (940) 549-8656
Graham, Texas 76450

Aug 10 - 14	Professional Development Days
Aug 17	First Day of School
Aug 21	Teacher Work Day
Sep 7	Labor Day - No School
Sept 21	Teacher Work Day - No School
Oct 12	Elem. Par/Teach Conf. & Sec TW - No School
Nov 23-27	Thanksgiving Vacation
Dec 18	Early Release
Dec 21-Jan 1	Christmas Vacation
Jan 4	Teacher Work Day - No School
Jan 18	MLK, Jr. Day/Staff Dev. - No School
Feb 15	Presidents' Day/Teacher Work Day - No School
Mar 12	Bad Weather Day - No School
Mar 15-19	Spring Break
Apr 2	Good Friday - No School
Apr 12	Bad Weather Day - No School
May 28	GHS Graduation/Early Release
May 29	Teacher Work Day
May 31	Memorial Day

TEST DATES EOC/STAAR	
Dec 8-11	EOC Retakes
Apr 6-9	EOC/STAAR
May 4-7	EOC/STAAR
May 11-14	EOC/STAAR
Jun 22-25	EOC/STAAR ReTakes

Events of Interest	
Aug 3-7	New Student Registration
Aug 10-14	Returning Student Schedule Pick Up
Oct 9	Graham Homecoming
May 10	GHS Academic Signing Day

Grading Periods		
1st	Grading Period 8/17 - 9/25	27 Days
2nd	Grading Period 9/28 - 10/30	24 Days
3rd	Grading Period 11/2 - 12/18	30 Days
4th	Grading Period 1/5 - 2/19	32 Days
5th	Grading Period 2/22 - 4/16	32 Days
6th	Grading Period 4/19 - 5/28	30 Days

July 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

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27	28	29	30			

October 2020

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25	26	27	28	29	30	31

November 2020

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29	30					

December 2020

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27	28	29	30	31		

January 2021

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31						

February 2021

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28						

March 2021

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28	29	30	31			

April 2021

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May 2021

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School Start & End Times	
Pioneer	PK 7:45-3:20, K 7:45-3:35
Crestview	7:50-3:40
Woodland	7:55-3:45
GJHS	7:55-3:45
GHS	7:55-3:45
GLC	8:15-12:15

Student Days	175
GISD Total Minutes	82250
State Required Minutes	75600
Minute Difference	6650
District "Banked" Days	14.14

Teacher Days	187
Days with Students	175
Professional Development	6
Teacher Workdays	6
Total Teacher Days	187

Professional Development
Teacher Workdays
Bad Weather Days

Holiday (no school for students)
Early Release Day
State Testing Dates

Parent Teacher Elementary Conferences
First & Last Day of School
Possible Covid Day or Holiday

Student's legal name

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or other recognized document to prove the child's identity or as shown in a court order changing the child's name.

Admission, Release, Withdrawal

These are the basic requirements for admission to district schools:

1. The student lives in the district with a parent or legal guardian or one of the student's parents lives in the district, even if the student does not live with that parent.
    - To be eligible for admission based on just the parent's residence in the district, the court that issued a final order in a divorce proceeding must have designated that parent as a managing or possessory conservator for the child.
    - The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
2. The student is under age 18 and, subject to district policy at FD (LOCAL) and FDA (LOCAL), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian or adult caregiver who has accepted responsibility for the child by an Authorization Agreement in compliance with Texas Family Code section 34.002. The school district has Power of Attorney forms to be completed by both the parent and the person with whom the student lives.
3. The student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least four days each school week.
4. The student resides with a parent or guardian who is an active member of the U.S. armed forces stationed in a military installation in or adjacent to the district's attendance zone.
5. The student resides with a parent on a residential homestead that is located on a parcel of property with any part of the parcel being located in the school district.
6. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.

7. The adult enrolling the student must present current immunization records or show proof that the required immunizations have been begun.
8. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child and copies of the education records from the school the child last attended.

We do not admit underage students to school. Your child must be 5 years old on or before September 1 of the current school year to be admitted to kindergarten. To be admitted to first grade, your child must be 6 years old on or before September 1 of the current year or must have completed kindergarten, or been enrolled in first grade, in the public schools of another state.

We do not ordinarily admit overage students to school. However, a student who is under 21 years of age on September 1 of the current school year will be admitted.

As part of our dropout recovery programs, we may admit someone between the ages of 21 and 26 for the purpose of completing the requirements for a high school diploma. A student admitted for this purpose and who has not attended school in the preceding three years will not be placed in a classroom setting, cafeteria, or other school-sanctioned activity with a student who is 18 or younger; however, those students remain free to attend all school-sponsored events that are open to the public.

The application for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

At the time of enrollment, we will request that you disclose whether your child has a food allergy or a severe food allergy (including the food to which the child is allergic and the nature of the allergic reaction) that, in your judgment, should be disclosed so that district officials may take necessary precautions regarding the child's safety. This information is confidential and will be disclosed only to those employees who need the information to appropriately care for your child.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not really a district resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

Transfer Students

The district shall consider transfer requests during open enrollment window from August 1 to August 31 and again January 1 to January 31. To be considered, requests must be made by the parent or guardian to the superintendent on the proper form provided by the District on or

before the enrollment timeframe. The parent or guardian must also submit the student's academic, conduct, and attendance records from their previous district. When considering initial transfer or continuance of transfer approval the following nonexclusive list of reasons may be considered:

1. Admission of the student would cause overcrowding of classes or require the district to add personnel, programs, or buildings.
2. The student's conduct record.
3. The student's attendance record.
4. The parent's reason for transfer.

Reasons for revocation of the transfer agreement shall include, but are not limited to the following:

1. Student academic records
2. Student discipline records
3. Student attendance records
4. Principal's discretion

Failure to meet two or more criteria will result in a denial of the Open Enrollment Transfer request:

1. Student has not missed more than 7% of instructional days in the previous year.
2. Student has not exhibited persistent or severe violations of the Student Code of Conduct or Texas Education Code.
3. Student has maintained an academic average above 70% in all classes, and
4. Student has demonstrated mastery on most recent state assessments
5. Parent's reason for requesting the transfer - Principal's discretion.

Certain Transfers—Victims of Bullying and Sexual Assault or Students Who Have Engaged in Bullying

If you believe that your child is the victim of bullying (see the definition in the Student Code of Conduct), you may request a transfer to another classroom at the same campus. If we verify that your child is the victim of bullying, the transfer will be made. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

If your child is determined to have engaged in bullying of any other student, he or she may be transferred to another classroom at the same campus. We will consult with you about the transfer before it occurs.

If another student in the district is convicted of committing continuous sexual abuse of a young child or children or convicted and placed on deferred adjudication for a sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to a neighboring school district.

We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Release During the School Day

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day. **Unless the principal has a current court, order signed by a judge, showing an official file stamp with the court and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

Withdrawing from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and instructional technology issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Students who are age 18 or older, who are legally married, or who have ever been legally married are adults and can withdraw themselves from school.

Attendance Requirements

State compulsory attendance laws generally require all children between the ages of six and 19 to attend school each day that school is in session. A student who is younger than six and has ever been enrolled in the first grade is required to attend school. Once a parent enrolls a child in kindergarten or pre-kindergarten, the child is required to attend school that school year.

A student who voluntarily remains enrolled after the age of 19 is required to attend school. A student who is at least 19 years old and under the age of 21 will be required to attend school until the end of the school year.

If a 19-year-old student has more than five unexcused absences in a semester, we may revoke his or her enrollment for the rest of the school year, but will not take such action on a day when the student is physically present at school. We will issue a warning notice to the student after the third unexcused absence that enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester.

If we revoke enrollment, the student will be treated as an unauthorized person and may be arrested for trespassing if he or she comes on school property.

Regular attendance is critical to your child's success in school. It is also critical to the school district's success because it is a factor in the district and campus rating under the state accountability system and is a significant factor in the amount of state financial aid the district is entitled to receive. In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all attendance policies will apply to virtual learning on remote platforms and all other forms of distance learning as they would during classroom instruction.

School officials aggressively enforce the state compulsory attendance laws. If your child, age 12 or older, is absent three or more days or partial days during a four-week period, but has not had absences that would require a referral to truancy court, we will implement truancy prevention measures in hope of minimizing the need to refer your child to truancy court. If your child age 12 or older is absent from school on 10 or more days or partial days within a six-month period in the same school year, you will be referred for prosecution for contributing to truancy and your child will be referred to truancy court, unless the truancy is a result of your child's pregnancy, assignment to a state foster program, homelessness, or being the principal income earner for your family.

You will be notified when your child has three unexcused absences within a four-week period or less to advise you that you must monitor your child's attendance, to inform you that you may be prosecuted, and to request a conference to discuss the absences. Every day that a child is out of school in violation of compulsory attendance laws is a separate offense. You may be assessed a fine for each offense and may also be ordered to participate in a class designed to help you make sure your child attends school as required.

Of course, there are times that children are sick or have other legitimate reasons for being absent from school. Regardless of the age of your child, if she or he is sick and will not be at school that day, you should call the school office to let them know of the absence. Whenever a child is absent from school for any reason, she or he should bring a note signed by you explaining the reason for the child's absence when she or he returns to school. The principal or someone acting for the principal will make the final decision whether an absence is classified as excused or unexcused.

If the child does not bring a signed note, the absence will be classified as unexcused. Students ordinarily will not be permitted to make up missed work for credit if the absence is unexcused.

Although students who are married are legally adults, this fact does not mean that they are not legally required to attend school until they are age 19. We will work aggressively with local authorities to make sure that all students who are within compulsory attendance requirements come to school.

Doctor and Dental Appointments: Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day. These excused absences include those for a student diagnosed with autism spectrum disorder to attend appointments with health care practitioners to receive a generally recognized service for persons with that diagnosis, such as applied behavioral analysis, speech therapy, and occupational therapy. This provision also applies to excuse the absences of students who are parents and are absent to take the student's child for a medical appointment.

Religious Holidays: Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

Court Appearances: Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

Foster Care Activities: Absences for court-required activities attendant to the student's being in foster care will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's attendance at the activities, provided it is not practicable to schedule the activity outside of school hours. Absences are also excused if they are required under a foster care service plan.

Sounding "Taps" at a Veteran's Funeral: Absences by students in grades 6-12 for the purpose of sounding "Taps" at a veteran's funeral with military honors may be excused upon verification that the student provided the service noted.

Citizenship/Naturalization Activities: Absences for appearing at a government office to complete citizenship application paperwork and for taking part in a United States naturalization oath ceremony will be excused upon verification of the student's participation.

Enlistment in Armed Services or National Guard: No more than four absences in the period a student is enrolled in high school will be excused for a student who is 17 years of age or older in order for the student to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard. The absences need not be consecutive. The absence will be excused upon verification that the student did pursue such enlistment.

Military Deployment: No more than five absences in a school year for visiting with a student's parent, stepparent, or legal guardian who is on active duty and who is called to duty for, on leave from, or immediately returned from a continuous deployment of at least four months away from the person's regular residence will be excused. The absences must occur not earlier than 60 days before the date of deployment or 30 days after the date of return from deployment.

Election Clerk Activities: Students who are serving as election clerks or early voting clerks may receive a maximum of two excused absences in a school year for such activities.

Attendance and Credit

Separate and apart from the compulsory attendance requirements, students in all grade levels K-12 must attend school a certain amount of time in order to get credit or a final grade for a class. State law generally requires students to be "in attendance" for at least 90 percent of the days or minutes a class is taught during a semester or year. All absences from class, excused or unexcused, are counted in determining whether a student has met attendance requirements for credit or a final grade.

Students who are in attendance in a class at least 75% of the days or minutes but less than 90% are eligible to receive credit or a final grade if they complete a plan approved by the principal providing for the student to meet the instructional requirements for the class. Students who are under the jurisdiction of a court in a criminal or juvenile justice proceeding must also obtain the court's consent before credit may be granted.

In the 2020-2021 school year, we require students to be in a class for 73 days in the Fall Semester and 85 days in the Spring Semester to meet the 90% attendance for credit requirements. Each campus has an attendance committee that will review student attendance records. If the committee decides that extenuating circumstances prevented a student from meeting the minimum attendance for credit standard or fulfilling the principal's plan for meeting instructional requirements, the committee can award credit or tell the student what additional work, additional time, or both time and work must be completed in order for the student to get credit for the grade level or course. We offer a Saturday school program as one-way students can make up time and ordinarily will charge a fee for participating in that program. If your child needs this program, the principal will provide complete information about the times and cost before your child is assigned.

You will be notified when your child is in danger of losing credit because of absences and will have the chance to meet with the attendance committee to discuss your child's situation.

Conduct and Discipline

Along with this Student Handbook, your child has also received a copy of the Graham ISD Student Code of Conduct. The Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action. If you have any questions about conduct or discipline rules, please refer to the Code of Conduct or call your child's principal.

A student age 21 or older who has been admitted to district schools to complete the requirements for a high school diploma will not be placed in the district's DAEP or a JJAEP in which the district participates for violations of the Code of Conduct. Instead, the district will revoke the student's admission to the district.

Dress and Grooming Code

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. We do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal makes decisions about dress and grooming violations.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all dress and grooming policies will apply to virtual learning on remote platforms as they would during classroom instruction.

APPROPRIATE ATTIRE	Male students must wear clean clothing (shirt, slacks, jeans, trousers, shorts). Female students must wear clean clothing (dress, blouse, shirt, skirt, slacks, jeans, shorts). Sleeveless shirts with 3 finger wide straps or wider are permitted as long as arm holes are tight fitting and all undergarments are covered. Pants must be worn with the waist at waist level, and shirts or blouses must be buttoned. All students must wear shoes and appropriate undergarments. * *Student's shorts, skirts, and dresses may not be shorter than the student's fingertips while the student is standing erect with his/her arms and shoulders relaxed at their sides.
APPROPRIATE GROOMING	All students will exemplify grooming standards that project a positive image for the student, school, and District. Hair must be a natural color, clean and neatly groomed and worn in a style that does not cover the eyes.

Male students must be clean-shaven. No facial hair such as beards, moustaches, and goatees are permitted. Sideburns may extend no lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.

INAPPROPRIATE GROOMING

The following hair styles or colorings are inappropriate grooming for any student at school or a school-related or –sanctioned activity:

Spikes or other sculptured hair styles.

Hair coloring or bleaching for the purpose of creating extreme differences in color, shade, or tone (i.e. "color blocking") between areas of hair on the head.

Patterns or designs shaved or cut into the eyebrows or hair, e.g., "mohawks," partially shaved heads, eyebrows, etc.

INAPPROPRIATE OR UNACCEPTABLE ATTIRE

The following clothing and accessories are inappropriate attire for any student at school or a school-related or –sanctioned activity:

Shorts, skirts, or dresses that are shorter than the student's fingertips while the student is standing erect with his/her arms and shoulders relaxed at their sides.

Pants worn below the natural waistline or sagging, bagging, or extremely loose pants.

Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, or halter tops.

Exposed undergarments.

Bedtime attire, pajamas, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.

Clothing made of any see-through material, fish net, or very loosely-woven fabric, unless other clothing is worn underneath.

Shirts or blouses that are split up the side such that the vent or split is unfinished or extends above the natural waistline.

Clothing with tears or holes that expose areas of the body required to be covered under policy.

Unhemmed or cut-off clothing of any kind.

Muscle shirts, shirts with oversized armholes, or backless shirts, blouses, or tops.

Any clothing made of Spandex or similar body-hugging fabric or material. Leggings may be worn under garments that meet dress code.

Exterior body coverings such as trench coats, over-sized hoodies etc.

Slippers or house shoes.

Sunglasses, hats, caps or other items used as head coverings worn inside a school building. Exceptions for medical or religious purposes may be obtained from building principal.

	Hair rollers, hair curlers, plastic hair bags, and other similar grooming items worn inside a school building. Unnatural eye contacts. Blankets are not outerwear and are not appropriate for school.
CLOTHING WITH WORDS OR PICTURES	Clothing worn at school or school-related or-sanctioned activities may not display printed statements or pictures: 1. that are vulgar or obscene; 2. that are related to or depict sexual activity; 3. that promote hate or violence in general or are directed at any specific person or group of persons; or 4. that are related to or depict the use of drugs, alcohol, or tobacco.
JEWELRY, TATTOOS, BODY PIERCING	Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene or distracting or that are likely to cause disruption to the educational environment. This includes items hanging from the body or clothing such as chains. Students may not wear facial jewelry of any kind, other than non-distracting earrings worn on the earlobe. Male students may not wear earrings at all. Tapers or gauges or any other device that serves the same function, such as, but not limited to, ropes, coins, strings etc. may not be worn. Students may wear clear plastic spacers in the ear that are intended for temporary use. Any tattoos, including temporary tattoos, must be covered at all times while students are under the school's jurisdiction.
GANG ATTIRE AND GROOMING	Clothing, grooming, or any attire that identifies or connects a student with a gang as defined in the Student Code of Conduct is prohibited. The principal will maintain and regularly update a list of clothing, grooming, and other attire that has been identified as gang-related and will make the list available to teachers and parents for review.
PRINCIPAL'S AUTHORITY	The principal will determine if clothing or attire not addressed in this policy creates a distraction to the educational process and may prohibit that clothing or attire for his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make special exceptions, including for religious or medical necessities.

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, she or he will be placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will return to regular classes immediately. On the third violation of the dress code and any subsequent violation, days of ISS will be assigned.

If the student's dress or grooming is objectionable under these provisions, the administration shall request the student make appropriate corrections. If the principal determines that the student's grooming violates the dress code, the following disciplinary actions shall be taken:

1st violation:	A change of clothes shall be required and a warning issued to the student.
2nd violation:	A change of clothes shall be required and a warning issued to the student.
3rd /additional violations:	A change of clothes, a conference with the principal or designee, and ISS assignment shall be required as well as a report to parents indicating a Code of Conduct violation.

Students who willfully and maliciously violate this policy shall be subject to suspension or placement in GISD's Disciplinary Alternative Education Program after due process. The building principal shall retain the authority to grant exceptions to the dress code for special occasions or special conditions.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action if the administration believes:

- The dress or grooming creates a hazard to the student's safety or to the safety of others.
- The student's dress or grooming will prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

Harassment or Bullying of Students

We prohibit students from sexually harassing other students and from sexually harassing employees; we also prohibit harassment based on anyone's race, color, religion, gender (including pregnancy), national origin, or disability. Likewise, we prohibit students from bullying each other. Engaging in harassment or in bullying, including cyberbullying, is a violation of the Student Code of Conduct. We, of course, prohibit employees from having any kind of sexual contact or romantic relationship with students enrolled in our schools, even if the student is willing and the parents do not object. See the Student Code of Conduct for a complete description of the offense of "harassment" and possible disciplinary consequences.

If you or your child have a complaint about sexual comments, conduct, contact, or any other inappropriate conduct by a school employee or about any other kind of harassment or bullying, contact the Title IX coordinator whose name appears at the beginning of this Handbook regarding sexual harassment or the superintendent regarding any other harassment or bullying. We will listen to your concern and conduct a prompt investigation, if warranted based on the allegations. You may report instances of bullying anonymously. We also will look into reports that other students have been making sexual or other harassing comments or

engaging in bullying or sexual or other inappropriate conduct. Harassment may ultimately be reported to law enforcement.

Although we will provide you a general report of the results of our investigation of harassment complaints, the same federal law that protects the confidentiality of information about your child (see Family Educational Rights and Privacy Act) protects the confidentiality of information about the student you reported for investigation. In other words, we will not disclose to you the specific discipline imposed on another student, unless that student's parents give us permission to disclose that information. If the complaint is about an employee's conduct, we will inform you of the results of the investigation and of the general action taken in response if there is a finding of wrongdoing on the employee's part.

Copies of the complete policies and procedures addressing prohibited bullying, harassment, or retaliation and the process for making reports or complaints related to alleged harassment or retaliation are included in the appendix of this handbook.

Searches of Students, Lockers, and Vehicles on School Property

The principal or other school administrator can search a student's outer clothing, pockets, or property if she or he has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation.

Lockers are school property and remain under the school's control at all times. Lockers can be searched at any time. Students are responsible for any contraband that is found in their lockers and will be disciplined accordingly. Therefore, they should not give any other student the combination to their locker or otherwise let anyone else have access to their lockers.

Vehicles parked on school property are also subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.

We periodically bring in trained dogs to sniff around vehicles parked on school property or within 300 feet of school property. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. We will always ask the student for permission to search when a dog alerts or we have another reasonable basis, such as a reliable tip, to search the vehicle. If the student does not consent, we will ordinarily contact a parent and local law enforcement and turn the matter over to law enforcement. Because students are responsible for any contraband that is found in a vehicle they have parked on school property and will be disciplined accordingly, they should be aware of and very careful about what goes on in any vehicle they drive to school.

Questioning Students at School

As school officials, we have the right to question your child about his or her own conduct at school and, in the investigation of alleged misconduct by other students or employees, to question him or her about the conduct of others. We expect students to cooperate in this

process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own conduct or about the conduct of other students or employees, but we will contact you as provided in the Student Code of Conduct if our investigation shows that your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as "taking the Fifth" or a student's right not to incriminate himself or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services ("CPS," or also known as the Department of Family and Protective Services) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Ordinarily, we will attempt to contact you before the interview by an outside person takes place. However, if the CPS investigator or the law enforcement official asks or tells us not to contact you, we will comply.

Pledges, Minute of Silence, Prayer, and Meditation

Each day teachers will lead students in the recitation of the Pledge of Allegiance to the U.S. flag and to the Texas flag. If you do not want your child to participate in this activity, please make a written request to the principal for your child to be excused. Following the recitation of the pledges, the school will observe a minute of silence. During this time, students may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students.

Each student has a right to individually, voluntarily, and silently pray or meditate in school or at any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Curriculum and Programs

General Curriculum Information

Graham ISD operates a Pre-K—12 program that meets all state curriculum requirements. Schools are organized by grade level, with separate campuses as follow: Pioneer Elementary School (PreK–K), Crestview Elementary School (grades 1-3), Woodland Elementary School

(grades 4-5), Graham Junior High School (grades 6-8) and Graham High School (grades 9-12).

A free full day pre-kindergarten program is available for children who are at least four years old on September 1 and who are eligible because:

1. they cannot speak or understand English;
2. they are homeless as defined by federal law;
3. they are educationally disadvantaged;
4. they are the child of an active duty member of the armed forces, including a National Guard member ordered to active duty;
5. they are the child of member of the armed forces, including a National Guard member, who was injured or killed while on active duty;
6. they are or ever have been in the conservatorship of the Department of Family and Protective Services, after an adversary proceeding;
7. is the child of a person eligible for the Star of Texas award (seriously injured in the line of duty) as:
    a) a peace officer under Section 3106.002, Government Code;
    b) a firefighter under Section 3106.003, Government Code; or
    c) an emergency medical first responder under Section 3106.004, Government Code.

If you think your child or children are eligible, please contact the principal.

Structured Physical Activity

In accordance with state law, we have the following policies in place to ensure that all students in elementary school, middle school, and junior high school engage in the amount and level of physical activity required by the State Board of Education:

Graham ISD
252901

BASIC INSTRUCTIONAL PROGRAM — EHAB
REQUIRED INSTRUCTION (ELEMENTARY) — (LEGAL)

DAILY PHYSICAL ACTIVITY

The District shall require students in kindergarten through grade 5 to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of the District's physical education program or through structured activity during a campus's daily recess.

If the District determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the District may as an

alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

The District must provide an exemption for a student who is unable to participate in the required physical activity because of illness or disability.

Education Code 28.002(l)

Graham ISD
252901

BASIC INSTRUCTIONAL PROGRAM EHAC
REQUIRED INSTRUCTION (SECONDARY) (LEGAL)

GRADES 6–8

PHYSICAL ACTIVITY REQUIREMENTS

A District shall require students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the District's physical education curriculum.

A District may as an alternative require a student enrolled in a grade level for which the District uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

A District must provide an exemption for:
1. A student who is unable to participate in the required physical activity because of illness or disability; and
2. A student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity and meets the requirements for extracurricular activity as defined at 19 Administrative Code 76.1001.

Special Programs

To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors and will always inform you about the program beforehand. We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please contact your child's teacher(s), counselor, or the campus principal.

Special Education: Graham ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. Please contact Natalie Husen, Special Education Director at (940) 549- 3399, or your principal to receive full information about our special education programs. See also the required Notice at the beginning of this Handbook.

Section 504: Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for Section 504 services is:

Contact Person: Mrs. Natalie Husen

Phone Number: (940) 549-3399

Bilingual Education/English as a Second Language: English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your child for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

Gifted and Talented Students: Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in an intellectual, creative, or artistic area, show an unusually high capacity for leadership, or excel in a particular academic field. We provide a variety of programs, activities, and learning opportunity for these students.

Accelerated or Intensive Instruction/Students At-Risk: Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills. Some of our specialized programs are designed to help students who are pregnant or are parents or who have been involved in the juvenile justice system. Others are designed to provide additional assistance to students who have been retained at any grades or have had serious discipline problems.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

Counseling Programs and Services

The district has a developmental counseling and guidance program. Each secondary campus has one or more school counselors who are available to help students with questions about planning their course of instruction, applications to college or other post-secondary education and training programs, scholarships and financial assistance, and other academic issues. We

also have trained school counselors available to talk and listen to students about situations and experiences that may be affecting their ability to get all they can from their instructional program. We encourage students to seek the assistance of school counselors whenever they need to, and school counselors can also refer students or parents to other sources of assistance.

Some aspects of the counseling program require prior written parent consent for the student's participation. As parents, you also have the right to preview all the written materials used in the school counseling program. For full information, please contact your school principal or school counselor.

Testing and Assessment Programs

The statewide assessment program continues to change, most recently to reduce the number of state assessments required of students. Students and parents will be informed of changes in the program affecting them as those changes are implemented. Secondary students in core curriculum courses will take and generally must pass five end-of-course examinations; students who are unsuccessful on no more than two of those assessments may graduate under a plan established by an Individual Graduation Committee. Students in grades 3-8 will continue to be assessed using the State of Texas Assessment of Academic Readiness ("STAAR"), but the frequency of testing will be reduced somewhat.

Results of the state examinations are used to assess individual student progress, as well as being a significant factor in the campus and district ratings under the statewide and federal accountability systems. Please make every effort to have your children at school on state test administration days and to be sure that they have had plenty of rest the night before and a good breakfast that morning.

High school students can get registration and test preparation materials for the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), and the American College Test (ACT) from the school counselor at the high school.

As required by state law, we will annually assess the physical fitness of students in grades 3-12. You may request the results for your child in writing at the end of the school year.

Grading and Report Cards

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should talk first with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless we determine that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Report cards will be sent home at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences. If your child's performance in language arts, math, science, or social studies is consistently unsatisfactory, you will receive grade reports every three weeks.

With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child's campus under the state's Student Achievement Indicator System, along with a definition and explanation of each performance rating.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and report cards as necessary.

Promotion, Retention, Award of Credit

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

If your child entered kindergarten in the 2000-2001 school year or after, he or she will have to pass the STAAR examination in the fifth and eighth grades—or pass an alternate test if he or she does not pass after three tries on the STAAR—in order to be promoted to the sixth and ninth grades. Students in the fifth or eighth grade who are taking courses above the student's grade level will substitute subject tests appropriate to the grade level, which may include end-of-course examinations in courses for which the student may receive high school graduation credit. If your child does not pass the STAAR after the first administration at a grade level, we will provide intensive instruction in your child's area(s) of academic weakness. Contact your principal for more information or see policy EIE (LOCAL).

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and promotion, retention, and award of credit as necessary.

Library Facilities, Hours, and Access

Each school has a library available for student research and study, with resources appropriate for needs of the grades served by the campus. The library is supervised by a certified librarian/library aide. Students have access to the library during the school day and during posted hours before and after school.

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process that will allow you to explain your concerns and reach an understanding about your child's access to the questioned materials.

Educational Technology and Acceptable Use

We are steadily acquiring computers for school use and access to other instructional and research resources through connections to the Internet and the World Wide Web. These electronic instructional resources are for use at school and for school-related purposes. Before your child is permitted to receive a User Identification and password to use school

computers, you and your child must sign a User Agreement that explains acceptable and unacceptable use of school educational technology. You will have the choice to prevent your child from having access to the Internet on school computers.

The following kinds of use of the school's equipment or network are classified as unacceptable under our policy and the User Agreement:

1. Unauthorized use of copyrighted material, including violating district software licensing agreements or installing any personal software on district equipment without approval of the Technology Director. (See EFE)
2. Viewing, posting or distributing messages that are obscene, vulgar, profane, harassing, sexually oriented, sexually explicit, pornographic, offensive to others, threatening to others, or illegal, because a significant part of the district's educational mission is to inculcate or instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior.
3. Personal political use to advocate for or against a candidate, office-holder, political party, or political position, measure, or proposition. Research or electronic communications regarding political issues or candidates is not a violation when the activity is to fulfill an assignment for course credit.
4. Viewing or participating in social network sites or chat rooms other than those sponsored and overseen by the district.
5. Tampering with anyone else's computer, files, or e-mail.
6. "Hacking," i.e., attempting unauthorized access to any computer or electronic device whether within the district's network or outside it.
7. Attempting to change, disable, or destroy district equipment, files, or data or any other user's data or files, including introducing computer viruses into the district's system by any means.
8. Any use that would be unlawful under state or federal law.
9. Unauthorized disclosure, use, or distribution of personal identification information regarding students or employees.
10. Forgery of e-mail messages or transmission of unsolicited junk e-mail chain messages.
11. Use that violates the student code of conduct.
12. Use related to commercial activities or for commercial gain.
13. Advertisement for purchase or sale of a product.

Students who violate the terms of the User Agreement may lose their computer privileges at school, as well as incur consequences under the school's Student Code of Conduct.

Of Special Interest to Students

Extracurricular Activities

We offer a variety of school-related extracurricular activities and encourage students to participate in those that are of interest to them. Some activities, such as art, drama, FFA, etc., are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the academic, athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the as is the Rompin' Stompin' Big Blue Band, cheerleading, and Bella Blues drill team. Although most extracurricular activities are designed for secondary students, those in grades 7 to 12, we encourage elementary age students to participate in UIL Academic activities and competitions.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

Many of our approved extracurricular activities have standards of conduct, dress, and grooming that are stricter than those that apply to all students. You and your child will be informed of those rules at the beginning of the semester, school year, or activity and will be asked to sign a form acknowledging that you are aware of those standards and know that violation of those standards will result in suspension or removal from the activity. These additional rules are authorized by the school board, which has delegated to the superintendent the authority to approve them.

To ensure the health and safety of our student athletes and others who participate in extracurricular activities, we have implemented a random drug testing program. At the time your child expresses an interest in participation in an activity subject to the drug-testing program, you and your child will receive complete information about the program, which is a requirement for participation in extracurricular activities. Please contact the high school principal if you would like more information about this program or see policy FNF (LOCAL).

Students who participate in UIL athletic activities will be subject to random testing for the presence of illegal steroids as required by UIL rules and regulations.

Our secondary schools have established a limited open forum that permits students to meet on school premises during non-instructional time before or after school in groups that are not

related to the curriculum. Meetings of these groups must be student-initiated and student-run. School employees cannot be sponsors of these groups, and adults from outside the school system cannot direct, conduct, control, or regularly attend these meetings.

There are several groups, activities, and organizations that are authorized as extracurricular activities in Graham ISD. Students can miss an unlimited number of times per year to participate in these approved extracurricular activities. If a student advances to a post-district competition level, she or he is allowed up to five additional absences.

Student Publications/Distribution of Materials

All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration and the Board of Trustees. The principal has final approval authority on all materials published or distributed in the name of the school.

Each campus has an area in the school where non-school publications or materials that have been approved by the principal can be made available to students. Students are not permitted to distribute non-school publications or materials in the classroom or hallways.

Before non-school materials or publications are made available to students in the designated area, they must be submitted to the principal for review and approval. The principal will make a decision within two school days after the materials are submitted, and his or her failure to act within that time is interpreted as disapproval. If the materials are disapproved, students can appeal to the superintendent using the student complaint policy FNG (LOCAL).

Parking/Driving at School

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students may apply for a parking permit by submitting a copy of a valid driver's license, proof of financial responsibility, and the fee of $10.00. The fee is not refundable. Cars parked in unauthorized areas will be towed away at the owner's expense.

Graduation Plans

2020-21 GRADUATION PLANS

Only available for students who entered grade 9 prior to the 2014-2015 school year

- Beginning in the 2014-2015 school year, a school district ***must ensure*** that ***each student***, on entering ninth grade, indicates in writing an endorsement that the student intends to earn
- A district must permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated

FOUNDATION HIGH SCHOOL PROGRAM INCLUDING ENDORSEMENTS

	Foundation	+Endorsement	Distinguished
Discipline	Credits	Credits	Credits
English	4	4	
Math	3	4	Include Algebra 2
Science	3	4	
Social Studies	3	3	
Foreign Languages	2	2	
Fine Arts	1	1	
Physical Education	1	1	
Electives	5	3	
Endorsement Electives	NA	4	
Total Credits for Graduation:	22	26	26

Foundation Plan

- A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:
- The student and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
- The student's parent or guardian files with a school counselor written permission, on a form adopted by the district, allowing the student to graduate under the foundation high school program without earning an endorsement.

Endorsements

A student may earn an endorsement by successfully completing the foundation plan curriculum requirements, plus the curriculum requirements for at least one endorsement to include: Four credits in mathematics, four credits in science, two additional elective credits in the endorsement area

The Five Endorsement Areas Are:

1. **STEM** - A student may earn a STEM endorsement by completing foundation and general endorsement requirements including ***Algebra II, chemistry, and physics STEM*** includes courses directly related to:

   - Science, including environmental science
   - Engineering
   - Advanced Math

2. **Business and Industry** - Includes courses directly related to:

- Agricultural, Food, & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology, & Communications
- Business Management & Administration
- Hospitality & Tourism
- Marketing
- Finance

3. **Public Service** - Includes courses directly related to:

- Education and Training
- Health Sciences and Occupations
- Human Services

4. **Arts and Humanities** - Includes courses directly related to:

- Political science
- English literature
- World languages
- History
- Cultural studies
- Fine arts

5. **Multidisciplinary Studies** - A student may earn a multidisciplinary studies endorsement by completing foundation and general endorsement requirements and:

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence
- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics
- Four credits in College Board AP courses or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

Distinguished Level of Achievement

A Student may earn the Distinguished Level of Achievement by successfully completing:

- The foundation plan curriculum requirements, plus
- The curriculum requirements for at least one endorsement, including
- Four credits in mathematics, which must include Algebra II, plus
- Four credits in science

- A student must earn the distinguished level of achievement to be eligible for top 10% automatic admission.

Performance Acknowledgment

A student may earn a Performance Acknowledgment for outstanding performance in:

- A dual credit course or advanced technical course by earning:
    - 12 hrs. with 3.0 or higher
- AP Exam with a score of 3 or higher, or PSAT/NMSQT Commendation
- SAT score of 1350
- ACT composite score of 28 or higher without writing
- A nationally or internationally recognized business or industry certification or license
- An Associates Degree
- Bilingualism and bi-literacy by:
    - 80 or higher in ELA plus 3 credits in a Language Other Than English (LOTE), or
    - 80 or higher on 4th year of LOTE, or
    - 3 or higher on AP LOTE exam
- For Bi-lingual, the student must have exited from the ESL program and scored Advanced High on the TELPAS

CREDITS FOR PROMOTION

Classification	Credits
Freshman	0.5 to 4.5
Sophomore	5.0 to 9.5
Junior	10.0 to 14.5
Senior	15.0 and up

Personal Graduation Plan: If your child is in junior high/middle school and does not perform successfully on any state assessment or if we determine that your child is not likely to receive a high school diploma before the fifth school year following enrollment in the 9th grade, you will be asked to participate in developing a personal graduation plan for your child. That plan will identify your child's education goals and will take into consideration your educational expectations for your child. Should a personal graduation plan be appropriate for your child, the school counselor and principal will contact you with more specific information.

Beginning with the 2014-15 school year, every student entering ninth grade or above shall, in consultation with a school counselor and the student's parent(s), develop, confirm, and sign a personal graduation plan indicating the student's choice of graduation plans and endorsements. Each plan shall identify a course of study that promotes college and workforce

readiness and career placement and advancement. For more complete information, please contact the high school principal or school counselor.

Graduation Honors/Class Ranking

Class rankings are calculated for the first time at the end of the freshman year. Final rank in class for purpose of determining the highest ranking graduate, valedictorian, salutatorian, and honor graduates is calculated at the end of the fifth six-week grading period of the senior year.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Board of Trustees and the GISD administration may amend policies for graduation honors and class ranking as necessary. Under state law, students who are ranked in the top 10% of their graduating class are generally eligible for automatic admission to all Texas state colleges and universities. For students eligible to enroll at the University of Texas at Austin through admission for the spring, summer and fall 2020 term, the University will automatically admit all eligible applicants who are within the top 6% of their high school graduating classes. Beginning with the 2019-2020 school year, all valedictorians, regardless of class size, are guaranteed automatic admission to all state-funded universities in Texas. The school counselor will provide more detailed information about this opportunity during a student's first year of high school, including information about eligibility for financial aid. Please contact the school counselor at any time for information.

Rank in class for purposes of determining which students are in the top 10% of their graduating class will be calculated at the end of the 11th grade, middle of the 12th grade, and at high school graduation. Students will use the latest ranking in relation to their college application deadlines. The number of students in the top 10% for automatic admission to a Texas college will not exceed the mathematical calculation of 10% of the number of students in the graduating class.

We use a 5.0 weighted grade point system that is designed to recognize the relative difficulty and effort required for the course. The additional grade points are used solely for ranking purposes and will not be reflected in the grades recorded on your child's official transcript or Academic Achievement Record. Refer to policy EIC (Local).

The valedictorian and salutatorian will be the highest and next highest ranking eligible student in the graduating class. Eligible students who complete all requirements in three years, rather than the usual four years, will be ranked for graduation honors with students who have completed requirements in four years. The highest ranking graduate, who will be eligible to receive a scholarship for exemption from the first year of tuition at a state college or university, will be the person who has the highest rank in class, regardless of eligibility for the honor of valedictorian under our policies.

Eligible students whose class ranking places them in the top ten percent of their graduating class will be recognized as Honor Graduates

Per Policy EIC Local

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9-12, unless excluded below.

The calculation of class rank shall exclude grades earned in or by physical education; athletics; a local credit course; credit by examination, with or without prior instruction; distance learning; summer school; and any course through the Module Instructional Program, the District Learning Center, or the District School-Within-A-School

Graduation Exercises

Graduation exercises are held at the end of the school year. With one legally required exception, only those students who have completed all state and local requirements for receiving a diploma, including passing the requisite number of end-of-course examinations or fulfilling requirements established by an Individual Graduation Committee, are eligible to participate in graduation exercises. All students who have completed all graduation requirements, whether in three years or four years, are eligible to participate in graduation exercises. Official diplomas are not distributed at the graduation ceremony, but must be picked up from the high school gymnasium following the graduation ceremony.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the GISD administration may amend procedures for graduation exercises as necessary.

State law requires that we permit a student with disabilities who has completed four years of high school but has not completed all requirements for graduation under the student's individualized program to participate in graduation exercises if he or she wishes. Such students may participate in only one graduation exercise during their high school career.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the rehearsal and ceremony will be removed from the ceremony. When a graduating senior student is placed in the DAEP through the end of May, they **WILL NOT** be allowed to participate in graduation ceremonies. The period of ineligibility from extracurricular participation due to behavior that places a student in DAEP extends to all end of year activities, including graduation exercises. See the Student Code of Conduct for additional information. (p.17)

The graduation ceremony is a solemn event commemorating a milestone achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class and the administration.

FAFSA Prerequisite to Graduation

Before a student can graduate from high school, he/she must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student will be exempted from this requirement if the student's parent or other person standing in parental relation submits a signed form indicating that the student is authorized to decline to complete and submit the financial aid application. A school counselor, in his/her own discretion, may exempt a student from this requirement. A student may also submit a signed form declining completion of the financial aid application if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Chapter 31 of the Texas Family Code. The district has made available to parents and students a standard form for declining completion of the financial aid application.

Of Special Interest to Parents

Parent Rights

Academic Programs: You can ask the principal to change your child's teacher or class assignment; however, the principal is not required to make the reassignment and will not do so ordinarily if that change would affect the assignment or reassignment of another student.

You can ask the school board to add a specific academic course to the schedule and offerings. If the administration and the board determine that the course is among those included in the State Board of Education-approved curriculum and that there is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

You can ask that your child be permitted to attend a class for credit above his or her grade level. If the counselor and child's current and prospective teacher expect that the child can perform satisfactorily in the class, the request will not be unreasonably denied.

Teaching Materials: You may review all teaching materials, textbooks and other teaching aids used in your child's classroom and may review all tests administered to your child, after the test is given. To review these materials, please contact the principal, who will make arrangements to provide you access to those materials at school during regular school hours.

Some textbooks are so expensive that we purchase classroom sets rather than a textbook for each student taking the course. You may request that your child be permitted to take home any textbook used by the student, and if a book is available, we will gladly honor that request. If the teacher requests it, the student must return the textbook to school the following school day.

Records and Other Information: As we stated in the "Required Notices" section of this Handbook, you have a right of access to all written educational records that we maintain concerning your child. You also can receive full information about any and all school activities in which your child is involved. However, as we explained in the section on "Questioning Students at School," we must comply with a request or directive from a Child Protective Services investigator regarding contact with or information to parents about an investigation.

Video and Audio Recording: We will seek and obtain your written consent before any school employee makes an audio or video recording of your child, except that your prior consent is not required before a recording that will be used only for:

- safety purposes, including maintaining order and discipline in common areas of the school or on school buses;
- a purpose related to a co-curricular or extracurricular activity;
- a purpose related to regular classroom instruction;
- video surveillance of special education settings in accordance with Texas Education Code section 29.022; or
- media coverage of the school.

Psychological Examinations: We will seek and obtain your written consent before conducting any psychological examination, test, or treatment of your child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect. If the examination or test is part of the comprehensive assessment to see if your child needs special education or related services, before we obtain consent, on your request, we will provide you with information about the name and type of examination and how the examination will be used to develop an appropriate individualized program for your child.

Exemption from Instruction: You may temporarily remove your child from a class or other school activity that conflicts with your religious or moral beliefs if you provide a written statement authorizing the removal to your child's teacher. However, you are not entitled to remove your child from class or an activity to avoid taking a test, including a state assessment, or to prevent your child from taking a subject for an entire semester. Your child will be required to satisfy grade level or graduation requirements, regardless of any periods of temporary removal based on your religious or moral beliefs.

Campus Performance and Accountability: We will keep you informed annually of your children's campus ratings and whether the campus has been identified under state and federal law as one that needs improvement. If the campus is so identified, we will inform you of your rights regarding public school choice and transportation at that time. You will receive information with your child's report card for the first reporting period of each year related to the campus performance rating under the state accountability system.

Classroom Celebrations: The campus principal has discretion over whether you or a grandparent may provide a food product of your choice to your child and his or her classmates on the occasion of the child's birthday or for any other school-designated function, such as class parties, bake sales, etc. Such foods may not be consumed in the cafeteria when normal meals are being served due to possible conflicts with federal nutrition guidelines. Please inquire before bringing items to the school or your child's class so that any issues with food allergies or disruption to classroom instruction can be addressed and every effort can be made to ensure a successful, positive experience.

School Marshals: You may request in writing to be informed in writing whether any school employee at your child's campus is currently appointed as a school marshal; however, we will not disclose the identity of that person.

Visiting School

You are welcome to visit your children's schools from time to time; however, you must comply with our policy requiring **all** visitors to go first to the principal's office and sign in. We have this policy for the safety of your children and our staff. Parents and any other person on campus without the principal's knowledge will be considered as trespassers and may be subject to arrest.

We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents. Parents who create a disruption at school or behave unacceptably may be prohibited from coming onto school property without specific authority and will be treated as criminal trespassers if they disregard the principal's or superintendent's directive.

While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. The principal can limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, GISD may deliver instruction to its students virtually through a remote learning platform. If you wish to view or attend a virtual learning session, you must first obtain approval of such a request from the campus principal. The principal can limit or restrict the frequency and duration of virtual classroom visits to ensure that disruption of the instructional process does not occur.

We encourage you to come to school occasionally and eat lunch with your child; however, children can be removed from the campus during lunch period only by following the established process of signing the child out from the principal's office. Unless we have possession of a court order that specifically limits a parent conservator's access to their child while at school, a parent appointed as a conservator of a child has at all times the right to

attend school activities, including, but not limited to, school lunches, performances, and field trips.

Complaint Process

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures.

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the board of trustees to consider the matter at a future meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

Student Health Concerns

We have adopted and enforce policies to ensure that our campuses comply with Texas Department of Agriculture guidelines for restricting student access to vending machines containing foods of minimal nutritional value. Generally, this means that soft drinks and other foods of minimal nutritional value will not be available to elementary students during the school day or to secondary students during any designated meal periods.

As required by state law, we have and enforce prohibitions against student possession and use of tobacco, tobacco products, and e-cigarettes on campuses or at school-sponsored or – related activities. These prohibitions are addressed in the Student Code of Conduct and also in board policy and the employee handbook.

The district's student health advisory council met four times during the preceding school year and will meet at least four times during each school year.

In collaboration with you and, if possible, your child's physician, we will develop an individualized health plan for children with diabetes who need care for diabetes while in

school or participating in a school activity. If your child has diabetes and will need care at school or while participating in a school activity, you must submit the diabetes management and treatment plan prepared by you and your child's physician before or at the beginning of the school year, on enrollment after the beginning of the school year, or as soon as practicable following a diagnosis of diabetes.

Students with a diagnosed food allergy that places them at risk for anaphylaxis (sudden onset, whole body reaction to an allergen that can involve closing of airways, hives, swelling, irregular heartbeat, wheezing, and other symptoms) shall be cared for in accordance with District policy.

Students are permitted to possess and use over-the-counter sunscreen at school to avoid over-exposure to the sun and over-the-counter insect repellent to prevent mosquito bites, provided that the sunscreen or repellent is not being used for medical treatment of any injury or illness.

Graham ISD's District Pediculosis (lice) policy can be found on the GISD Website at www.grahamisd.com.

Physical and Mental Health Resources

The district's board policies promoting student physical and mental health may be found online at grahamisdpolicyonline.com Some of the relevant Board policies include:

- Food and Nutrition Management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

GISD has a full-time LVN that oversees campus nurse aides. In addition, there is a full-time school counselor assigned to each campus. Parents and students who have physical or mental health concerns may contact the following:

District LVN & Crestview – Stacy Key	Counselor – Kelley Walker
Pioneer nurse aide – Christi Kirkland	Counselor – Kelley Walker
Woodland nurse aide – Abbie Bueno	Counselor – Kacy McClendon
GJHS nurse aide – Rena Fore	Counselor – Lori Kramer
GHS nurse aide – Amanda Gardiner	Counselors – Molly Morris, Amy Collins

- The local public health authority, Helen Farabee Reg. MHMR Center at (940) 549-4896
- The local mental health authority, Dr. Pat Martin, at (940) 521-5500.

Student Illness or Injury at School

We will promptly attempt to notify you or a person you have authorized us to notify if we have knowledge that your child has been injured at school or has become ill at school. We have school nurses/licensed vocational nurses/trained aides available on each campus and a secluded area where your child can stay if she or he is injured or becomes ill.

One of the forms we ask you to complete at the beginning of each school year is a form authorizing designated school employees to consent to medical treatment in case your child is injured at school or a school-related activity and requires emergency treatment. We, of course, will call you in such a situation and will also call for emergency medical assistance, if needed. **It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot and will not use public funds to pay individual student medical expenses.**

At the beginning of each school year, we offer you the opportunity to purchase low-cost student accident insurance that covers the student while at school. You may also purchase a policy that covers the student 24 hours a day. The school district is not the policyholder for this insurance; if you decide that additional protection would be a benefit and protection to you and your family, the contract is between you and the insurance company.

Although we want your child to attend school every day, we do not want your child at school if she or he has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if your child has certain medical conditions, she or he must be excluded from school for a period of time. The principal can provide you a complete list of those conditions and periods of exclusion.

Administering Medicine at School

Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, we ask that you schedule the timing of the doses so that the child takes the medicine at home. If children have to take medicine at school, you must make a written request to the principal or nurse. The school nurse or other authorized school employee will administer medications only from a container that appears to be the properly labeled original prescription container or from a properly labeled unit dosage container filled by the nurse from a properly labeled original prescription container. Only the nurse or other authorized school employees are permitted to administer prescription medicines at school. Other than prescription asthma medicine or anaphylaxis treatment for students with severe allergies that may result in anaphylaxis, we do not permit students to carry their own medications and self-administer.

Children with asthma or children with severe allergies that may result in anaphylaxis will be allowed to carry and self-administer their prescription asthma or anaphylaxis medicine under certain conditions. The student must have demonstrated to his or her doctor and to the school nurse that the child has the skills necessary to self-administer the asthma or anaphylaxis medicine. Additionally, you must provide us a written authorization for self-administration and a written statement from child's doctor that the student has asthma and is capable of self-administration and that includes the name and purpose of the medicine, the prescribed dosage, the times and circumstances for administration, and the period for which the medicine is prescribed.

If your child has unique medical conditions or any other condition that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

Nurses and/or other authorized personnel do not generally administer over the counter medications.

If your child has unique medical conditions or any other condition that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

If your child has a food allergy or a severe food allergy that, in your judgment, would require immediate medical attention if the student were exposed to the allergen, we will ask you to disclose that information, including the food to which the child is allergic and the nature of the allergic reaction, at enrollment so that we may take necessary precautions for the child's safety. The information provided is confidential and will be disclosed only to those employees who need the information in order to appropriately care for your child.

Lost, Damaged, or Stolen Personal Items

We ask that you discourage your child from wearing or bringing to school expensive or irreplaceable jewelry, watches, sunglasses, or personal clothing that may be removed during the days, such as winter coats. Students are responsible for all their personal possessions while at school or any school-sponsored or school-related event. **It is important that you understand the school district is not responsible for any personal items that are lost, damaged, or stolen at school or a school-related activity.**

Each campus maintains a "Lost and Found" in the administrative offices; clothing and other items that are turned in as "lost" and not claimed by the end of the school year will be donated to a local charity.

Telephone Use

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission. If you call for your child during the school day, we will take a message and deliver it to the student at the end of the class period or other time that will least interfere with instruction. The Student Code of Conduct allows students to carry cellular phones or other electronic communication devices during the school day. Improper use of a cellular phone or other electronic communication device during the school day will result in the item's being confiscated.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, students will not be permitted to use their cell phones during virtual instruction on virtual learning platforms except as necessary to access remote learning materials.

Parent Organizations/Volunteer Opportunities

Every campus in the district has an active Parent-Teacher Association/Parent-Teacher Organization/Parent-Teacher-Student-Organization, and we encourage you to actively participate in the group at your child's or children's campus(es). At the secondary schools, parents have formed booster clubs and organizations to support several types of student activities.

We encourage parents to volunteer in our schools. All volunteers must complete an application form, and the district will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers participate in a training and orientation program before they are permitted to assist in school programs and activities.

Transportation Program

We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend. Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Code of Conduct while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

Authorized Fees

Although the basic cost of your child's public education is provided through local tax revenues, state funding, and some federal funds, we may assess fees for certain kinds of materials and services, as described in the following list:

- a fee to cover the cost of materials when the student makes, builds, or prepares some product that becomes the student's personal property.
- dues for voluntary student organizations and clubs and admission fees to voluntary extracurricular activities.
- security deposits for materials, supplies, or materials that must be returned to the district.
- fees for personal PE equipment and clothing, unless the student provides his or her own clothing and equipment that meets school health and safety standards.
- fees for items of personal use or products a student chooses to purchase, such as student publications, class rings, annuals, and graduation announcements.
- a reasonable fee, not more than the annual cost of maintenance, for school-owned musical instruments and uniforms.
- fees for personal apparel used in extracurricular activities that become the student's personal property, such as cheerleader, pep squad, or drill team uniforms.
- a fee for vehicle identification for cars regularly parked on school property.
- a fee for student identification cards.
- a fee for school-provided driver training courses.
- a fee for an elective course taken for credit if it requires using facilities not available on school premises or employment of an educator who is not part of the regular staff.
- fees for attendance at summer school. If the course is one required for graduation, summer school fees will be assessed if the course is also offered during the regular school year.
- fees, not more than $50, for attendance in a program offered outside of regular school hours that allows students who have excessive absences that would require losing credit to make up missed instruction and receive credit. This fee will be assessed only if a parent signs a form stating that paying the fee will not create a financial hardship or discourage the student from attending the program.
- a reasonable fee for transporting a student to and from school if the student is not an eligible rider and the district does not receive any state funds for a transportation allotment.

You may request a waiver of any required fee that you are unable to pay by contacting the principal who will determine ability to pay based on the criteria for identifying students who

are eligible for participation in the free and reduced-price school breakfast and lunch program.

Food Service/Free and Reduced-Price Food Program

We serve a variety of nutritious food for students and faculty members at a nominal cost. We do not allow foods of minimal nutritional value, as defined by the federal Child Nutrition program, to be served or available for purchase in food service and eating areas during the time students are being served meals.

Students must follow directions for entering the cafeteria and observe good table manners and courteous behavior at all times, e.g., no cutting in line. Wearing hats in the cafeteria, loud talking, and unnecessary noise are considered poor manners and may result in disciplinary action.

Students may purchase their meals each day with cash, a check or with a prepaid cafeteria account. Parents may pay for their child's meals in advance by making deposits to the student's cafeteria account. Parents may also use a credit card to make deposits to the student's Lunch Money Now account. Additional information and step by step instructions for the Lunch Money Now program may be obtained by going to the District web site www.grahamisd.com and then clicking on the Parent Resources Box. GISD's Cafeteria Charge Policy allows three (3) charges to accrue. After three (3) charges, the student will receive, free of charge, a jamwich, milk, and fruit.

Our schools participate in the federal Child Nutrition Programs, which provide free and reduced-price breakfast and lunch programs to students based on family income levels. We maintain strict confidentiality as to whether students participate in the program. If you would like more information about the program or an application, please contact Jodi Arispe, Director of Food Services at 940-549-4011.

Graham ISD Policies

http://pol.tasb.org/Home/Index/1271

EIC (Local)	-	Academic Achievement – Class Ranking
EIE (Local)	-	Academic Achievement/Retention
FFA (Legal)	-	Student Welfare – Child Abuse and Neglect
FFH (Legal)	-	Student Welfare/Freedom from Discrimination, Harassment, and Retaliation
FFH (Local)	-	Student Welfare/Freedom from Discrimination, Harassment, and Retaliation
FFI (Legal)	-	Student Welfare/Freedom from Bullying
FFI (Local)	-	Student Welfare/Freedom from Bullying
FNCA (Local)	-	Student Conduct/Dress Code
FNG (Local)	-	Students Rights and Responsibilities Student and Parent Complaint/Grievances

GRAHAM ISD

2020–2021 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please e-mail Robert Loomis (robert.loomis@grahamisd.com).

GISD Board of Trustees

Meredith Lucas

Andrea Lowery

Stan Peavy III

Dr. Pat Martin

Dr. Steve Jones

Daniel De La Cruz

Dr. Brandon Bates

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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Graham ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

To access the Employee Handbook in electronic format, go to www.grahamisd.com and click on the Staff Resources Box. Then click on the Employee Handbook 19-20 link to download the document in Microsoft Word Format.

Please indicate your choice by checking the appropriate box below:

- ❒ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ❒ I choose to receive a hard copy of the employee handbook and understand I am required to contact my campus principal or supervisor to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or Mr. Sonny Cruse, GISD Superintendent if I have questions or concerns or need further explanation.

I have read and understand the Employee Agreement for Acceptable Use of the Electronic Communication System.

I have read and understand the Pest Control Treatment Policy.

_____ _____

Signature Date

Please sign and date this receipt and forward it to your campus principal or supervisor.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Mr. Sonny Cruse, GISD Superintendent.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office.

District policies can be accessed online at http://pol.tasb.org/Home/Index/1271.

District Information

Mission Statement, Goals, and Objectives

Policy AE

The Mission of Graham ISD is to educate and equip students for excellence in life to positively impact their communities.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by place and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Mrs. Meredith Lucas — President
- Mrs. Andrea Lowery — Vice-President
- Mr. Stan Peavy, III — Secretary
- Dr. Pat Martin — Member
- Dr. Steve Jones — Member
- Mr. Daniel De La Cruz — Member
- Dr. Brandon Bates — Member

The board usually meets on the second Wednesday of each month at various schools through-out the district at 5:30 p.m. In the event that large attendance is anticipated, the board may meet at the Graham High School Auditorium. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and at the GISD Administration Office, 400 Third Street at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

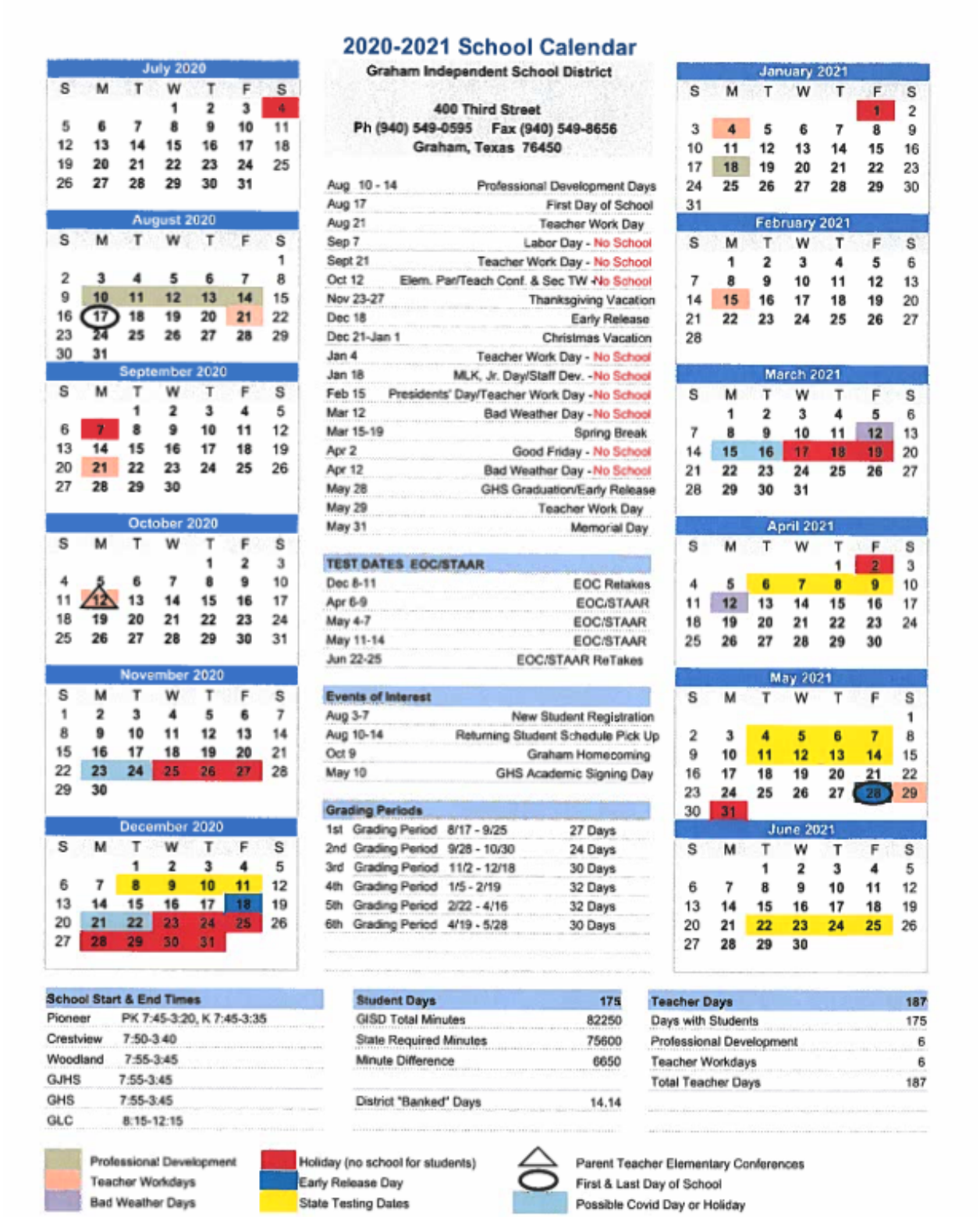
The Graham ISD Board of Trustees regular meeting time/date is 5:30 p.m. on the second Wednesday of each month. Exceptions to this are noted below with an asterisk.

Wednesday, August 5, 2020
Wednesday, September 9, 2020
Wednesday, October 14, 2020
Wednesday, November 11, 2020
***Wednesday, December 16, 2020**
***Wednesday, January 20, 2020**
Wednesday, February 10, 2021
Wednesday, March 10, 2021
Wednesday, April 14, 2021
***Wednesday, May 12, 2021**
Wednesday, June 9, 2021

Administration

Sonny Cruse – Superintendent
Don Davis – Assistant Superintendent for Business and Operations
Robert Loomis – Assistant Superintendent for HR and Administrative Services
Gary Browning – Director of Curriculum and Instruction
Anne Routon – Secondary Curriculum Coordinator
Lauren Holland – Elementary Curriculum Coordinator
Natalie Husen – Director of Special Programs
Chris Rasile – Director of Technology
Jodi Arispe – Food Service Director
Jerry Davidson – Director of Operations
Joe Gordy – Graham High School Principal
Sam Perry – Graham High School Assistant Principal
Shannon Bozeman – Graham High School Technology Specialist
Kenny Davidson – Athletic Director
Joshua Kidd – Band Director
Anne Routon – Graham Learning Center Principal
Ginger Robbins – Graham Junior High School Principal
Necia Marin – Graham Junior High School Assistant Principal
Audra Barrett – Woodland Elementary Principal
Amanda Townley – Crestview Elementary Principal
Donna Gatlin – Pioneer Elementary Principal

School Calendar



Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact Mr. Robert Loomis, Assistant Superintendent for HR and Administrative Services, at the Graham ISD Administration Office. The GISD Administration Office telephone number is 549-0595 and the office is located at 400 Third Street, Graham, TX 76450.

School Directory

Administration	400 Third Street	549-0595
Athletic Office	1200 Brazos Street	549-4277
Dept. of Special Programs	1001 Kentucky Street	549-3399
Technology Department	1317 Old Jacksboro Road	521-9822
Food Service Office	1000 Brazos Street	549-4011
Transportation/Maintenance	725 Tennessee	549-0460
Graham High School	1000 Brazos Street	549-1504
Graham Learning Center	1000 Brazos Street	549-1504
Graham Junior High School	1000 Second Street	549-2002
Woodland Elementary School	1219 Cliff Drive	549-4090
Crestview Elementary School	1317 Old Jacksboro Road	549-6023
Pioneer Elementary School	1425 First Street	549-2442
Region IX	301 N Loop 1 Wichita Falls, TX 76306	(940) 322-6928

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Graham ISD does not discriminate against any employee or applicant for employment because of race, color, religion, , sex, (including pregnancy, sexual orientation, or gender identity) national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

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

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: **Robert Loomis, Assistant Superintendent, 400 Third Street, Graham, Texas 76450, robert.loomis@grahamisd.com, (940) 549-0595.** Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: **Robert Loomis, Assistant Superintendent, 400 Third Street, Graham, Texas 76450, robert.loomis@grahamisd.com, (940) 549-0595.**

Questions or concerns relating to discrimination for any other reason should be directed to the superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website (www.grahamisd.com).

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after

retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. For experienced teachers, counselors, or nurses new to the district that have been employed as a teacher in public education for at least five of the eight previous years, a probationary contract may be issued for up to two years from the last date of district employment.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as non-instructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Graham Independent School District 2020-2021

Employment Information

Employment Month/Day	District Timeline	Personnel Assignment
10 months – 187 days	8-7-20 thru 05-29-21	-AEP Elem. Aide -Nurse Aides -Classroom Teachers -SPED Office Assistant -Instructional Aides -SPED Teachers -Dyslexia Teachers -Speech Pathology Assistants -ISS Aides – HS, JH, WD -LVN
10 ½ months-196 days	8-3-20 thru 6-4-21	-Library Aides -Registrar – JH -Librarians (Certified) -Speech Language Therapist
11 months – 201 days	7-21-20 thru 5-29-21	-Occupational Therapist
11 months – 207 days	7-27-20 thru 6-14-21	-Apple Technician -Elementary Curriculum Coordinator -Food Service Director -Secondary Curriculum Coordinator -Athletic Secretary -HS Assistant Principal -Athletic Trainer -JH Assistant Principal -Attendance Office Aide – HS -JH & Elementary Secretary -Office Aides – HS, JH -Secretary - CV -Counselors – HS, JH, WD, CV -PEIMS Clerical – HS, JH -Diagnosticians -Technology Technicians -Elementary Principals -Band Director – JH -Assistant Band Director – HS -High School Coaches
12 months – 226 days	7-1-20 thru 6-16-21	-Admin. Accounts Payable -JH Principal -Admin. PEIMS/Payroll -HS Principal Secretary -Admin. Secretaries -Maint./Transportation Sec'y -Assistant Superintendent -Receptionist Admin. Office -Athletic Director -SPED Director -Computer Technician -SPED Secretary -Curriculum Director -Superintendent -Band Director -Technology Director -Testing Coordinator -Head Ath. Trainer -HS Principal -Vocational Ag Teacher -Transportation Director
12 months – 260 days (2 weeks of vacation)	9-1-20 thru 8-30-21	-Custodial Staff -Maintenance Staff
12 months – 260 days (2 weeks of vacation)	7-1-20 thru 6-29-21	-Director of Operations

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the Graham ISD Administration Office in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the school superintendent when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the Graham ISD Administration Office if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Graham ISD Administration Office (940-549-0595) if you have any questions regarding reverification of employment authorization.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Non-investigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the

driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact Jerry Davidson, Director of Operations, at 549-0460.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Stacy Key, Graham ISD Head Nurse by August 31st.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 1st of the previous year. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by Robert Loomis at the GISD Human Resource Department (549-0595) and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 20 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Robert Loomis at the GISD Human Resource Department (549-0595) or contact their campus principal.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Graham ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from Mr. Sonny Cruse, GISD Superintendent, at 549-0595.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 19.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Don Davis at the GISD Business Office (549-0595) for more information about the district's pay schedules or their own pay.

Paychecks

All employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. The District pays all employees on the 25th of each month. If the 25th falls on a Saturday or a Sunday, paychecks will be distributed on the Friday before. Each pay period has a specific cut-off date. These dates are posted on each campus. During summer breaks, paychecks will be mailed if they are not picked up by noon on payday.

The schedule of pay dates for the 2020-2021 school year follows:

MONTH	CUT OFF DATE	PAY DATE
September 2020	11	25
October 2020	19	23
November 2020	6	20
December 2020	4	18
January 2021	8	25
February 2021	12	25
March 2021	5	25
April 2021	9	23
May 2021	7	25
June 2021	11	25
July 2021	9	23
August 2021	13	25

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of one month is necessary to activate this service. Contact Debbie Timmons at 549-0595 for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and the Graham Area United Way. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. Saturday and ends at 11:59 p.m. Friday.

Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and Don Davis, Director of Finance (549-0595) must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance

premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Debbie Timmons (549-0595) for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for disability, life, cancer, dental, and vision. Premiums for these programs can be paid by payroll deduction. Employees should contact Debbie Timmons (549-0595) for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services, effective August 31, 2001.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to the campus principal and/or immediate supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits,* page 29 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Debbie Townley at 549-0595.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify Debbie Timmons at 549-0595 as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 10 for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

Reimbursement for Tuition

In August 1994, the Graham ISD Board of Trustees approved the providing of funds to assist employees seeking a Master's Degree, hours beyond a Master's or a Doctorate in their teaching field (if in a high need area) or additional endorsement/certification in certain areas of need (as determined by the administration). Those areas currently identified are English as a Second Language (ESL), Bilingual, Math, Special Education, and Counseling. Master's Degrees leading to administrative certification will not be considered.

GISD faculty taking and receiving credit for qualifying college work will be reimbursed $150.00 for each three (3) semester hour course or $200 for each four (4) semester hour course.

In order to receive this aid, employees must:

1. Have an approved degree plan or certification plan on file in the Business Office.
2. Meet with the Superintendent (or Assistant Superintendent) to receive prior approval of plan and coursework.
3. Complete the approved coursework.
4. Present a grade report awarding credit to the Business Office for reimbursement.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the superintendent, Mr. Robert Loomis (549-0595), for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half-day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local leave
- State sick leave accumulated before the 1995-96 school year
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definitions of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification. Any employee who is absent more than 5 days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

An employee shall also submit medical certification of the need for leave if:

- The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
- The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
- The employee requests FMLA leave for military caregiver purposes.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees on an approved leave of absence other than family and medical leave may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary use of leave may be for the

same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]. Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a written request for discretionary use of state personal leave to the principal or immediate supervisor in advance of the anticipated absence in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek to consider the reasons for which an employee requests to use leave. The supervisor or design shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in one-half day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

DEC (Local)

GISD Policy states the following:

All employees shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. {See STATE PERSONAL LEAVE, above]

Sick Leave Bank (or Pool)

Donating Sick Leave Days
In extreme circumstances, employees may donate earned local leave days to another employee. Donated days shall be intended for critically ill employees and employees who have unexpected emergencies of a life-threatening and catastrophic nature. An employee may donate only two local leave days per contract year. Days offered for donation shall not be subtracted from a donor's local leave balance prior to actual use by the recipient. Employees in positions normally requiring 12 months of service may not donate accumulated vacation days.

An employee shall have exhausted all accumulated state and local leave days before he or she is eligible to receive donated days. Employees in positions normally requiring 12 months of service shall not be required to use their vacation days before becoming eligible to receive donated days. An employee may receive a maximum of 20 donated days per contract year. Donated days shall be paid at the full salary of the employee to whom they have been donated.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered service member's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the service member with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA (LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact Debbie Timmons at the Administration Office, 400 Third Street or 549-0595, for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the campus principal or immediate supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties.

Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury, and should be immediately reported to Robert Loomis, Assistant Superintendent, HR and Administrative Services.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person non-responsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in

authorized training or duty ordered by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact the school superintendent, Mr. Sonny Cruse. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Debbie Timmons at 940-549-0595 for details on eligibility, requirements, and limitations.

Reimbursement for Leave Upon Retirement

Policy DEC Local

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program.

A professional or paraprofessional employee who retires from the District shall be eligible for reimbursement for local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or non-renewed.
2. The employee provides advance written notice of intent to retire. Contract employees must provide written notice by February 1st. Noncontract employees must provide written notice at least 30 days before the last day of employment.
3. The employee has at least five years of continuous service with the District.
4. The employee retires under the rules of TRS at the time of separation from the District.
5. Contract employees shall be required to complete the current academic year.
6. The employee shall not have taken more than 15 days in the year of retirement to qualify for the reimbursement, with the exception of leave taken for FML purposes or religious holy days.

The employee shall be reimbursed for each day of local leave, to a maximum of 50 days, less any days used in the previous two years, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include District and campus employee-of-the-year awards and years of service awards.

District Communications

Throughout the school year, the GISD Central Office will use the GISD website, GISD Twitter account, GISD Parent Square, and the GISD Facebook account to disseminate information. These publications offer employees and the community information pertaining to school activities and achievements.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

Graham ISD Policy states the following:

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

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 DIA. 2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA. 3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with DIA. 4. Complaints concerning instructional resources shall be submitted in accordance with EF. 5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE. 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	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 PROCESS	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. Time lines 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

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by U.S. Mail.

FILING

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 Level 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 e-mail 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 time lines 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.
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 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 at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint from 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. The written response shall set forth the basis of the decision. 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 day 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. The written response shall set forth the basis of the decision. 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.

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.

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statement, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency,* page 83 for additional information.

Graham ISD policy states the following:

EMPLOYEE STANDARDS OF CONDUCT — DH
LOCAL

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable fot the Educator's Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA}

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKC]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not loaded and not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;

2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educator's Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal e-mail address or personal phone number to a student.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and E-Cigarettes

An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities.
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions	An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include: 1. Referral to drug and alcohol counseling or rehabilitation programs; 2. Referral to employee assistance programs; 3. Termination from employment with the District; and 4. Referral to appropriate law enforcement officials for prosecution.
Notice	Employees shall receive a copy of this policy.
Arrests, Indictments, Convictions, and Other Adjudications	An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below: 1. Crimes involving school property or funds; 2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator; 3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or 4. Crimes involving moral turpitude, which include: • Dishonesty; fraud; deceit; theft; misrepresentation; • Deliberate violence; • Base, vile or depraved acts that are intended to arouse or gratify the sexual desire of the actor; • Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code; • Felony driving while intoxicated (DWI); or • Acts constituting abuse or neglect under the Texas Family Code.
Dress and Grooming	An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

i. the nature, purpose, timing, and amount of the communication;

ii. the subject matter of the communication;

iii. whether the communication was made openly or the educator attempted to conceal the communication;

iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

v. whether the communication was sexually explicit; and

vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including

board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

GISD Policy states the following: ***DIA (LOCAL) and DIA (REGULATION)***

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

	Note: This policy addresses discrimination, harassment, and retaliation involving District employees. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.
DEFINITIONS	Solely for purposes of this policy, the term "employees" includes former employees, applicants for employment, and unpaid interns.
STATEMENT OF NONDISCRIMINATION	The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.
DISCRIMINATION	Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender,

national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors, sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a

	report, serves as a witness, or otherwise participates in an investigation.
EXAMPLES	Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES	An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal. Alternatively, the employee may report the alleged acts to one of the District officials below.
DEFINITION OF DISTRICT OFFICIALS	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
TITLE IX COORDINATOR	Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)] The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended: Name: Robert Loomis, Assistant Superintendent Address: 400 Third Street, Graham, TX 76450 Telephone: (940) 549-0595
ADA / SECTION 504 COORDINATOR	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)] The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the require-ments of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Robert Loomis, Assistant Superintendent
Address: 400 Third Street, Graham, TX 76450
Telephone: (940) 549-0595

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE REPORTING PROCEDURES

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding

	the allegations. The investigation may also include analysis of other information or documents related to the allegations.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.
DISTRICT ACTION	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level. The complainant may have a right to file a complaint with appropriate state or federal agencies.
RECORDS RETENTION	Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]
ACCESS TO POLICY	This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.
All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 63 and *Bullying,* page 87 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

definition of solicitation of a romantic relationship in DHB (LEGAL), text of FFH (LOCAL), and FFH (REGULATION)

"SOLICITATION OF A ROMANTIC RELATIONSHIP"	"Solicitation of a romantic relationship" means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or patterns of exclusivity, but does not include appropriate educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, may constitute prima facie evidence of the solicitation by an educator or a romantic relationship with a student: 1. Behavior, gestures, expressions, or communications with a student that are unrelated to the educator's job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior include: a. The nature of the communications; b. The timing of the communications; c. The extent of the communications; d. Whether the communications were made openly or secretly; e. The extent that the educator attempts to conceal the communications; f. If the educator claims to be counseling a student, SBEC may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and

g. Any other evidence tending to show the context of the communications between educator and student.

2. Making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images.
3. Making sexually demeaning comments to a student.
4. Making comments about a student's potential sexual performance.
5. Requesting details of a student's sexual history.
6. Requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator.
7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.
8. Inappropriate hugging, kissing, or excessive touching.
9. Providing the student with drugs or alcohol.
10. Violating written directives from school administrators regarding the educator's behavior toward a student.
11. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.
12. Any other acts tending to show that the educator solicited a romantic relationship with the student.

19 TAC 249.3(51)

Graham ISD Policy States:

STUDENT WELFARE FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION	FFH (LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF NONDISCRIMINATION	The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION	Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.
PROHIBITED HARASSMENT	Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct: 1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; 2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or 3. Otherwise adversely affects the student's educational opportunities. Prohibited harassment includes dating violence as defined by this policy.
EXAMPLES	Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.
SEXUAL HARASSMENT BY AN EMPLOYEE	Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when: 1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or 2. The conduct is so severe, persistent, or pervasive that it: a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or b. Creates an

intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

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

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

GENDER-BASED HARASSMENT

Gendered-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified

	punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES STUDENT REPORT	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
DEFINITION OF DISTRICT OFFICIALS	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
TITLE IX COORDINATOR	Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)] The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students: Name: Robert Loomis, Assistant Superintendent Address: 400 Third Street, Graham, TX 76450 Telephone: (940) 549-0595
ADA/SECTION 504 COORDINATOR	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)] The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon

	the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students: Name: Robert Loomis, Assistant Superintendent Address: 400 Third Street, Graham TX 76450 Telephone: (940) 549-0595
SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws
ALTERNATIVE REPORTING PROCEDURES	A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF]
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION. If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited

	conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
CRIMINAL INVESTIGATION	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report on the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
NOTIFICATION OF OUTCOME	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
DISTRICT ACTION PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of

	retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Reporting Suspected Child Abuse

Policies DG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering a

facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports may be made to any of the following:

- A law enforcement agency: The Graham Police Department at 940-549-1212, or the Young County Sheriff's Department at 940-549-1555;
- Online at https://www.txabusehotline.org/Login/Default.aspx; or
- To the Texas Abuse Hotline at 800-252-5400

State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. The offense of failure to report by professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at BQ (Legal). As an employee, it is important for you to be

aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's computer or technology resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact Chris Rasile at 521-9822.

Employee Agreement for Acceptable use of the Electronic Communications System

You are being given access to the District's electronic communication system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/ networks. You will have access to hundreds of databases, libraries, and computer services all over the world.

In accordance with the Children's Internet Protection Act, Graham Independent School District educates staff and students regarding appropriate online behavior, including interacting with other individuals on social networking websites (including chat rooms). Graham ISD also educates staff and students on cyber bullying awareness to insure Internet safety, including use of email and Web 2.0 resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, harmful, or contain potentially offensive information. While every effort is made to provide the most secure and optimal learning environment by monitoring on-line activities, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is possible that you may run across areas of adult content and some material you might find objectionable. While the District will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. **It is each employee's responsibility to read district policy, regulations and agreement forms and ask questions if you need help in understanding and following the guidelines for appropriate and acceptable use.**

Inappropriate system use will result in the loss of privilege to use this educational and administrative tool. It will be your responsibility to follow the rules for appropriate use.

Appropriate Use

- The account is to be used mainly for educational purposes, but some limited personal use is permitted.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.

Inappropriate Use

- Using the system for any illegal purposes.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Tampering with anyone else's computer, files, or email.
- Posting personal information about yourself or others (such as addresses and phone numbers)

- Downloading or using copyrighted information without permission from the copyrighted holder, including violating District software licensing agreements or installing any personal software on District equipment without approval of the Technology Director.
- Personal political use to advocate for or against a candidate, office-holder, political party, or political position.
- Forgery of electronic mail messages or transmission of unsolicited junk e-mail chain messages.
- Use related to commercial activities or for commercial gain.
- Advertisement for purchase or sale of a product.
- Wasting school resources through improper use of the computer system.
- Intentionally introducing a virus to the computer system
- Posting messages or accessing materials that are abusive, racist, excessively violent, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Gaining unauthorized access to restricted information or resources.

Consequences for Inappropriate Use

- Suspension of access to the System;
- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the District's policies and applicable laws.
- This may also require restitution for costs associated with system restoration, hardware, or software costs.

Acknowledgement

"I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. In consideration for the privilege of using the District's electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institution with which they have affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District's policy and administrative regulations."

Further information regarding Graham ISD's Electronic Communication Policies and Regulations may be found in Graham ISD Board Policy CQ (Legal) and CQ (Local).

Personal Use of Electronic Communications

Policies CQ, DH

Electronic communications includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also

includes all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.

- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.

- The employee shall not use the district's logo or other copyrighted material of the district without express, written consent.

- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.

- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:

    - Confidentiality of student records [See Policy FL]

    - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law [See DH (EXHIBIT)]

    - Confidentiality of district records, including educator evaluations and private e-mail addresses. [See Policy GBA]

    - Copyright law [See Policy CY].

- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and* Parents, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited.

Employees are not required to provide students with their personal phone numbers or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic communications with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district

regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.

- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.

- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

    - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message.

- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.

- The employee shall not communicate directly with any student between the hours of 4:00 p.m. and 8:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.

- The employee does not have a right to privacy with respect to communications with students and parents.

- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:

    - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]

- Copyright law [Policy CY]
- Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DHB]

- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.

- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.

- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.

- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.

- An employee shall notify his or her supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Alcohol and Drug-Abuse Prevention

Policy DH

Graham ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

Graham ISD Policy States:

EMPLOYEE STANDARDS OF CONDUCT DH (LOCAL)

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with *Arrests, Indictments, Convictions, and Other Adjudications*, page 46.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Tobacco Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and

other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during non-school hours.

An employee shall not use his or her position with the District to attempt to sell products or services.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers

concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 80 for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Don Davis, Assistant Superintendent, at 549-0595.

General Safety Rules – Claims Administrative Services

On the job accident prevention is the responsibility of all the District's employees. It is the further responsibility of each employee to correct or report any unsafe condition or practice that he or she may observe.

Each supervisor is responsible for prevention of accidents to employees working under his/her supervision. It is the supervisor's responsibility to train employees to enable them to work safely and efficiently.

General Safety Rules

The following are some important general safety rules that each employee is required to follow, regardless of work assignments.

1. Lifting improperly is a major factor of the tremendous number of claims for back injuries. The following procedures must be followed:
    a. Stand properly when lifting. Bend your knees and bring your body up with the load. Keep the load close to your body and keep your back straight.
    b. Get help for heavy loads.
    c. Take care when lifting. Lift properly and stay within your limitations.
2. Only qualified, designated employees should work on electrical wiring and equipment.
3. Horseplay or practical jokes will not be tolerated.
4. Good housekeeping is an aid to safety. All employees shall keep tools, equipment, and work areas clean and orderly.
5. Each employee should know the location of fire extinguishers in their work area. Employees should not fight fires that are beyond their fire training and limitations of the available fire-fighting equipment. When in doubt, call professional help and evacuate to a safe area.
6. Gasoline will not be used as a washing or cleaning fluid. When cleaning solvent is required, use an approved cleaning solvent.
7. Material will be stored in a safe and orderly fashion. Flammable liquids should be stored in an approved Flammable Storage cabinet.
8. Clean up slipping hazards immediately.
9. Use caution when opening doors that serve two-way pedestrian traffic.
10. Use a stepladder or a step stool for high reaching.
11. Aisles and stairways are to be kept free and clear of boxes and tripping hazards.
12. While in a District vehicle, where provided by the manufacturer, seat belts are required to be worn at all times.
13. Obtain operating instruction for all equipment before attempting to operate any machinery with which you are not familiar; read operating instructions carefully.
14. After use put all tools and/or equipment back in their proper place.
15. Disconnect all electrical cords by grasping the plug and carefully disengaging; never yank by the cord.
16. Use handrails when using the stairways.
17. Material Safety Data Sheets must be available, at the point of use, to any person who requests this information.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Specific District employees or officials who are authorized by the Board may possess certain firearms on school property, at school-sponsored or school-related events, and at Board meetings. All other employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call GISD Superintendent, Mr. Sonny Cruse at 549-0595, immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the GISD Administration Office (940-549-0595) at 400 Third Street and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Graham ISD Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator, Jerry Davidson. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at every entrance. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electronic means. Pest control information sheets are available from campus principals or facility managers upon request.

GRAHAM INDEPENDENT SCHOOL DISTRICT
PEST MANAGEMENT POLICY FOR STAFF & TEACHERS

This District prohibits the possession, storing or application of any kind of pesticide on school premises, or as part of any of the District's activities, by unauthorized personnel

A pesticide is defined as a substance or mixture of substances intended for destroying, repelling or mitigating any pest. (This includes items like glue boards, fly traps and cans of household insecticides.) A pest is any living thing that exists where it is not wanted. [As defined by the School IPM Regulation]

If you would like a copy of the district's IPM policy statement, this can be found in the Superintendent's office or with the districts IPM Coordinator, Jerry Davidson.

Employees who violate this prohibition shall be subject to disciplinary sanctions.

Other Topics

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

GISD Website	http://www.grahamisd.com
KSWA-KWKQ – Graham	(KSWA 1330 AM – KWKQ 94.7 FM)
KLBY – Graham	(KLBY 100.5 FM)
Channel 3 – Wichita Falls, TX	(www.kfdx.com/)
Channel 6 – Wichita Falls, TX	(www.kauz.com/)
WBAP News/Talk 820	(www.wbap.com/)

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers

are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Graham ISD uses ParentSqure, a School-Home communication platform, to notify all employees when there is an emergency situation. Employees are encouraged to update their personal information in the Employee Access section of Skyward, the district's school management software program.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the GISD Purchasing Department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Don Davis at 549-0595 for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the GISD Administration Office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Debbie Timmons (549-0595).

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Information that reveals whether they have family members
- Personal e-mail address

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Mr. Sonny Cruse, GISD Superintendent. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the

information is submitted or another exception for release of information under by law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure or personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. GISD Superintendent, Mr. Sonny Cruse, is responsible for scheduling the use of facilities after school hours. Contact the GISD Administration Office at 549-0595 to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the immediate supervisor and the Superintendent. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency on* page 83. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the same acts.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to their immediate supervisor and the Assistant Superintendent for HR and Administrative Services at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged inci-dent of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policy DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 35.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

f the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees

The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees.

The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise commit-ted an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Graham ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination for students based on sex, including sexual harassment should be directed to the GISD Superintendent, Sonny Cruse, at 549-0595, or to the Assistant Superintendent, Robert Loomis, at 549-0595, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to the The Director of Special Programs, Natalie Husen, at 549-3399, the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling

complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. If a parent needs to take his child from school before the end of the school day, the parent should go to the principal's office and sign the student out. The teacher will send the student to the principal's office, and the student will be released to the parent at that time. Whenever a student is absent from school for any reason, the student upon returning to school, should bring a note signed by the parent explaining the reason for the absence. If the student is absent due to an appointment with a doctor, dentist, orthodontist, physical therapist, or other health care professional, the student upon returning to school, should bring a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by TEC §37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus administrator. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

Graham ISD Policy states:

STUDENTWELFARE	FFI
FREEDOM FROM BULLYING	(LOCAL)

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group or students has or may have experienced bullying shall promptly notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal of designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could

constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of the investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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HR Services Model Employee Handbook—June 2020 Supplement
Guide to Changes

Update Highlights

June Supplement. The June 2020 supplement to *Model Employee Handbook* includes the new Title IX regulations that go into effect August 14, 2020. Changes have also been made as a result of the recent U.S. Supreme Court decision on sex discrimination. These requirements are included in Policy Update 115, which will be sent to districts beginning in July 2020. Changes were also made to the topic "Standards of Conduct" to accurately reflect the Texas Educators' Code of Ethics. The descriptions of the changes made are **bolded** in the chart on the following pages. All changes have been incorporated into the editable version.

May Update. The May update of the *Model Employee Handbook* included editorial changes to ensure text accurately reflected policy or legal provisions.

Accessibility. The editable version of the *Model Employee Handbook* is formatted to support accessibility for individuals with disabilities. This version of the handbook is a simple, linear, clearly structured document that will be easy to read in its original state and is most likely to remain accessible across a wide range of assistive devices. It is recommended that districts take the time to transfer local information into the most recent editable version and refresh the format of their employee handbook. It will be easier to add material to the current editable format than to retrofit an existing handbook for accessibility. Refer to "Help for Editors" for additional information.

Editing Features

Text changes made in this update of the *Model Employee Handbook* (PDF version) have been marked to ease the district update process. Additions appear as blue, underlined text (e.g., additions) and deletions appear as red, strike through text (e.g., ~~deletions~~). **All changes identified in the text column of the *Model Employee Handbook* have been incorporated into the Editable Model Employee Handbook in Microsoft Word® (meh_editable_2020.docx).**

The formatting included in the editable Microsoft Word® version of the employee handbook includes a table of contents and index that are built automatically in Word. Instructions for using these features are provided in the online document, "Help for Editors".

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Cover/Title Page			• Updated date • In the editable version, changed “e-mail” to “email” on the title page
Table of Contents	1–2	1–3	• Added entries for new topics (Scope and Sequence, Public Information on Private Devices, and Discharge of Convicted Employees)
Board of Trustees	9–10	6	• In the fourth paragraph, changed the two-hour notice to a one-hour notice as required by Texas Government Code §551.045 • In the first paragraph in the “Local considerations” column, replaced cumulative voting with “or single member districts”

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Equal Employment Opportunity	**12–13**	**10**	• **In the first paragraph, added a phrase to promote nondiscrimination, replaced "gender" with "sex", and added "sexual orientation, or gender identity" in the parenthesis** • In the "Local considerations" column, made an editorial change • **Added the second paragraph specifically referring to the required nondiscrimination statement in accordance with Title IX regulations** • **Edited the third paragraph to include the Title IX coordinator's contact information and how to make reports** • **Edited the fourth paragraph to include the ADA/Section 504 coordinator's contact information** • **Deleted the last sentence in this section** • **In the "Local considerations" column, added explanatory notes for requirements to include specific language or designated coordinators** • In the editable version, added "including pregnancy" to the first sentence of the first paragraph
Contract and Noncontract Employment	14–15	11	• In the "Local considerations" column, edited the explanatory note for the subheading, Probationary Contracts
Certification and Licenses	15–16	13	• Added last sentence to the first paragraph addressing notification by employees licensed by the Texas Department of Licensing and Regulations • In editable version, made editorial change to the first sentence and added last sentence to match MEH text

TASB HR Services
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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Health Safety Training	18	14	• In the "Local considerations" column, replaced the notation to HB 684 with a reference to Policy DMA (LEGAL)
Staff Development	22	17	• Deleted policy code reference (DMD) • In the "Local considerations" column, updated policy reference
Jury Duty	42	29-30	• Added policy code references • Added a sentence to the first paragraph prohibiting employers from negatively responding to employees who appear for jury duty • In the "Local considerations" column, replaced legislative references with applicable policy codes
Standard of Conduct	**47–51**	39-45	• In the "Local considerations" column on **page 48** of the MEH, deleted the note regarding amendments to the Texas Educators' Code of Ethics • In the editable version, added "who" to Standard 2.7 of the Educators Code of Ethics • **Edited the following standards of the Educators Code of Ethics to accurately reflect 19 TAC §247.1(b):** ○ **Standard 1.5** ○ **Standard 1.12** ○ **Standard 2.8 (added)** • **In the "Local considerations" column on page 50, noted that Standard 2.8 needs to be included**

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Discrimination, Harassment, and Retaliation	**52**	**47**	• **Added the third paragraph on employees reporting prohibited conduct according to Title IX** • **In the "Local considerations" column, added the Title IX requirement on reporting prohibited conduct** • **Added instruction to insert text of DIA (REGULATION)** • **In the "Local considerations" column, added the regulation on Title IX investigations**
Harassment of Students	**53**	**51-52**	• **In the second paragraph, added a sentence on requiring employees to report prohibited conduct against students according to Title IX** • **In the "Local considerations" column, added the Title IX requirement on reporting prohibited conduct against students** • **Added instruction to insert text of FFH (REGULATION)** • **In the "Local considerations" column, added reference to the board regulation on Title IX investigations**
Reporting Suspected Child Abuse	54	60	• Deleted policy reference "FFG" • In the "Local considerations" column deleted the reference to FFG (Exhibit) • In the "Local considerations" column, replaced the legislative reference with applicable policy code • In editable version, changed "a facility" to "the facility" in the first paragraph and edited the fifth paragraph so text aligns with MEH

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Scope and Sequence	56	62	• Added a new topic describing when a teacher can and cannot be penalized for not following the district's scope and sequence
Technology Resources	n/a	62	• In the editable version, changed "e-mail" to email in the first sentence of the first paragraph • In the second bullet, changed "computer or network resources" to "technology resources"
Personal Use of Electronic Communications	57–58	64-65	• In the fifth bullet, deleted "Policy" in references to exhibits • In the second and third paragraphs of the editable version, replaced "media" with "communications" • In the editable version, replaced "e-mail" with "email in the third, second-level bullet; the third, second-level bullet choice for establishing protocol employees must follow; and the fourth bullet from the bottom

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Electronic Communications between Employees, Students, and Parents	59–62	65–68	• In the "Local considerations" column on page 61, added reference to Texas Government Code §552.004 which requires the preservation of email and text on personal devices as public information • In the editable version, made the following corrections to align text with MEH: ○ In the last sentence of the first paragraph, changed "e-mail" to "email" ○ In the first sentence of the second paragraph, added "the" before "provisions" ○ Changed "e-mail" to "email" in the first bullet in the second set of bullets ○ Updated policy reference in the last of the second-level bullets on page 44
Public Information on Private Devices	63	68	• Added a new topic regarding preserving public information on employee private devices
Copyrighted Materials	n/a	72	• Deleted the third sentence to align text with MEH
Possession of Firearms and Weapons	70	74	• In the "Local considerations" column, deleted the legislative reference
Bad Weather Closing	72	76	• Changed the topic heading to Emergency School Closing • Edited the first sentence to include epidemics as reason for school closing
Personnel Records	n/a	77	• In the second sentence, changed "e-mail" to "email" • Updated the bulleted list to align with text in MEH

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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Resignations	75	78	• In the subsection, Contract Employees, added the timeline for principal notification to the superintendent to the second paragraph • In the subsection, Noncontract Employees, added a second paragraph on requirement to report misconduct and corresponding note to the "Local considerations" column
Dismissal of Noncontract Employees	76–77	78	• Added reference to Policy DP • **Replaced "gender" with "sex" in the second sentence of the first paragraph** • Added a second paragraph regarding reporting duties • In the "Local considerations" column, added a note referencing TEC §22.093
Discharge of Convicted Employees	77	79	• Added new topic regarding discharging employees who have been convicted of or placed on deferred adjudication community supervision for certain offenses

HR Services
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Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Reports to Texas Education Agency	77–78	79	• Added reference to Policy DHC • Added subheadings to distinguish requirements for certified and noncertified employees • In the "Local considerations" column, added reference to TEC §21.006, §22.087, and §22.093 • Reworded the second paragraph to include violation of assessment security procedures • Added paragraph on reporting of noncertified employees upon termination or resignation if there is evidence of misconduct
Equal Educational Opportunities	**79**	**80**	• **Edited the first paragraph comply with the new Title IX regulations** • **In the second paragraph, added "for students" in two places to clarify which coordinator to report concerns or questions**
Index	86–88	85-88	• Added or modified entries for new and revised topics (public information, scope and sequence, and terminations: discharge of convicted employees).

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AGENDA

ITEM

SUBJECT: TASB Policy Update 115 First Reading

RATIONALE:

The changes within the recommended TASB Policy Update 115 are based almost exclusively on legislation from the 86th Regular Legislative Session.

The attached document titled, Update 115 Instruction Sheet, lists the legal and local policies contained within this update. Also enclosed within the packet is:

- A copy of the Explanatory Notes for Update 115.
- A copy of the Update 115 Vantage Points document.
- A copy of the Update 115 Local Policy Comparison Packet

RECOMMENDATION:

TASB Policy Update 115 will be considered by the Board in September 2020.

CONTACT PERSON(S):

Sonny Cruse

Vantage Points

A Board Member's Guide to Update 115

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.

For questions, contact Policy Service at policy.service@tasb.org, call us at 800-580-7529, or visit our website at policy.tasb.org.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;

- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;

- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Section E—Instruction

Academic Achievement

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service recommends deletion of the statement in most districts' policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district's consideration. **This is optional text; contact the district's policy consultant if the district does not wish to include it.**

Some districts' local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in FD(LOCAL), below, Policy Service recommends deleting these provisions from EI(LOCAL). Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

Section F—Students

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

Child Abuse and Neglect

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into the local policy and recommend deletion of the exhibit.

Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at DIA(LOCAL), above. The FFH(LOCAL) revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district's Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

Section G—Community and Governmental Relations

Public Complaints

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

A message from TASB Governmental Relations

TASB Advocates for Public Schools

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, your voice has weight with legislators.[1]
- By engaging with TASB[2] you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact TASB Governmental Relations[3] at 800-580-4885 or Dax.Gonzalez@tasb.org.

[1] Working with Legislators: https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx
[2] Engage with TASB: https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx
[3] TASB Governmental Relations: https://gr.tasb.org

Explanatory Notes
TASB Localized Policy Manual Update 115

Graham ISD

ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education Office for Civil Rights website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB Policy Service Resource Library. **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

AF(LEGAL) INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

Graham ISD

BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

BBBB(LEGAL) ELECTIONS: POST-ELECTION PROCEDURES

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the training requirements.

BDF(LEGAL) BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 *TASB Model Student Handbook* has been updated to meet this requirement.

BF(LOCAL) BOARD POLICIES

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

BQ(LEGAL) PLANNING AND DECISION-MAKING PROCESS

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

BQA(LEGAL) PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

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BQB(LEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and
- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

Graham ISD

CCH(LEGAL) LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

CFA(LEGAL) ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CFC(LEGAL) ACCOUNTING: AUDITS

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKE(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

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

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

CO(LEGAL) FOOD AND NUTRITION MANAGEMENT

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

CQ(LEGAL) TECHNOLOGY RESOURCES

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

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

Online posting provisions have been updated to:

Graham ISD

- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

CRE(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

CS(LEGAL) FACILITY STANDARDS

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

CY(LEGAL) INTELLECTUAL PROPERTY

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

D(LEGAL) PERSONNEL

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

DAA(LEGAL) EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

Graham ISD

Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

DC(LEGAL) EMPLOYMENT PRACTICES

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

If your district offers paid vacation or holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language addressing board authorization and development of administrative procedures for consistent application.

TASB HR Services has a framework to help districts develop administrative procedures on these issues.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

DF(LEGAL) TERMINATION OF EMPLOYMENT

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

DHE(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

DHE(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

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DIA(LOCAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in TASB School Law eSource.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

DIA(EXHIBIT) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy

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Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEB addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

DP(LEGAL) PERSONNEL POSITIONS

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

EEL(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

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EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

EHBA(LEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

EHBG(LEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

EHBJ(LEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

EHDD(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

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EI(LEGAL) ACADEMIC ACHIEVEMENT

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

EI(LOCAL) ACADEMIC ACHIEVEMENT

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

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EKC(LEGAL) TESTING PROGRAMS: READING ASSESSMENT

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

ELA(LEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

F(LEGAL) STUDENTS

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

FB(LEGAL) EQUAL EDUCATIONAL OPPORTUNITY

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

FB(LOCAL) EQUAL EDUCATIONAL OPPORTUNITY

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

FB(EXHIBIT) EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

FD(LOCAL) ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with

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awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the *TASB Regulations Resource Manual*.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFEB(LEGAL).

FFAE(LEGAL) WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

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FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

FFC(LEGAL) STUDENT WELFARE: STUDENT SUPPORT SERVICES

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

FFE(LEGAL) STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 *TASB Model Student Handbook* has been updated to meet this requirement.

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FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 *TASB Model Student Handbook* has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 *TASB Model Student Handbook* has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

FFG(EXHIBIT) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

As mentioned at FFG(LEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

The final Title IX regulations and related materials are available on the U.S. Department of Education Office for Civil Rights website.

Provisions on dating violence have been moved from BQ(LEGAL) to this code on discrimination, harassment, and retaliation.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.

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- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in TASB School Law eSource.

FFH(EXHIBIT) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

FM(LEGAL) STUDENT ACTIVITIES

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

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

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the *TASB Regulations Resource Manual* for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

GBAA(EXHIBIT) INFORMATION ACCESS: REQUESTS FOR INFORMATION

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the *TASB Regulations Resource Manual* for updated forms related to requests for information.

GF(LOCAL) PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the *TASB Regulations Resource Manual* for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to this policy topic.

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.

(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's 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; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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 makes 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 512.467.0222	800.580.1488 512.467.3689

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand an immediate response.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

Note: This policy addresses discrimination, harassment, and retaliation against~~involving~~ District employees. For Title IX and other provisions regarding~~For~~ discrimination, harassment, and retaliation against~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term "employee" includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kindstypes of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communicationor contact.

~~**Retaliation**~~

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.~~

~~**Prohibited Conduct**~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

AnyAn employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination~~antidiscrimination~~ laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed the conduct~~it~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

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

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

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

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount~~a period~~ of time required by law.~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's~~District~~ administrative offices.

Meetings, Conferences, and Workshops

Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMC]

When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.

The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.

Release Time

Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.

Certificate of Coursework Completion

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half~~one semester~~ of a ~~two-semester~~ course and the combined grade for both halves~~the two semesters~~ is lower than 70, the District shall award the student credit for the half~~semester~~ with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator

The District designates and authorizes the~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator

The District designates and authorizes the~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity

General Education

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]~~-~~ Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

Section 504

Committees	The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity. Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.
Referrals	If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.
Notice and Consent	The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.
Evaluation and Placement	The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.
Review and Reevaluation Procedure	To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations. A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.
Examining Records	A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]
Right to Impartial Hearing	A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing shall be conducted by a person who is knowledgeable about Sec-

	tion 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.
Records Retention	Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control~~retention~~ schedules. [See CPC]

Persons Age 21 and~~And~~ Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

Nonresident Student in Grandparent's After-School Care

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See EI]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

Attendance Accounting System

The Superintendent shall be responsible for designating the official attendance-taking time during the campus's instructional day and maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative Attendance-Taking~~Recording~~ Time

The ~~When appropriate, the~~ Superintendent is authorized to ~~shall~~ establish written procedures permitting a campus to record absences in~~specify~~ an alternative hour from the District's official ~~time for taking~~ attendance-taking time~~ other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus~~ or for a designated group of students at a campus. The alternative ~~time for recording~~ attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.

Parental Consent to Leave Campus

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A~~by any~~ person is required to~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~immediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[i];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

[i] Texas Abuse Hotline Website: http://www.txabusehotline.org

Note: This policy addresses discrimination, harassment, and retaliation against~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation against~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability~~, age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, ~~age,~~ or ~~on~~ any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, ~~age,~~ or any other basis prohibited by law, when the conduct ~~that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

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

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~**Retaliation**~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~**False Claim**~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~**Prohibited Conduct**~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, ~~or~~ gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual~~A student~~ shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,

	and dating violence, see the procedures below at Response to Sexual Harassment—Title IX. The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	Upon receipt or notice of a report, the District official shall determine whether the allegations, if provedproven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation. If the District official determines that the allegations, if provedproven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

tor shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report~~complaint~~, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

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

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

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

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control~~retention~~ schedules, but for no less than the minimum amount of time required by law. [See CPC] [For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]
Access to Policy and Procedures	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

UIL Activities

State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.

No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]

Athletic Program

A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.

Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.

Interschool competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intraschool sports activities for elementary students shall be maintained as part of the physical education program.

Non-UIL Activities

Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]

Overnight Trips

Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]

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~~, or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
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 concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act 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 EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

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.

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.

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 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.
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 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:

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. The written response shall set forth the basis of the

decision. 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. The written response shall set forth the basis of the decision. 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.

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]

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

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 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. The written response shall set forth the basis of the decision. 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. The written response shall set forth the basis of the decision. 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.

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.

Instruction Sheet
TASB Localized Policy Manual Update 115

Graham ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AF	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BF	(LOCAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
BQA	(LEGAL)	Replace policy	Revised policy
BQB	(LEGAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CFA	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CRE	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CY	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DAA	(LEGAL)	Replace policy	Revised policy

Graham ISD

Code	Type	Action To Be Taken	Note
DBAA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DED	(LOCAL)	No policy enclosed	See explanatory note
DF	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DHE	(LEGAL)	Replace policy	Revised policy
DHE	(EXHIBIT)	DELETE exhibit	See explanatory note
DIA	(LEGAL)	Replace policy	Revised policy
DIA	(LOCAL)	Replace policy	Revised policy
DIA	(EXHIBIT)	No exhibit enclosed	See explanatory note
DMA	(LEGAL)	Replace policy	Revised policy
DMD	(LOCAL)	DELETE policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
EEL	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBJ	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EI	(LEGAL)	Replace policy	Revised policy
EI	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
ELA	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FB	(LEGAL)	Replace policy	Revised policy
FB	(LOCAL)	Replace policy	Revised policy
FB	(EXHIBIT)	No exhibit enclosed	See explanatory note
FD	(LOCAL)	Replace policy	Revised policy
FDB	(LEGAL)	Replace policy	Revised policy

Graham ISD

Code	Type	Action To Be Taken	Note
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FEB	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAE	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFC	(LEGAL)	Replace policy	Revised policy
FFE	(LEGAL)	DELETE policy	See explanatory note
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	ADD policy	See explanatory note
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFG	(EXHIBIT)	DELETE exhibit	See explanatory note
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FFH	(EXHIBIT)	No exhibit enclosed	See explanatory note
FM	(LEGAL)	Replace policy	Revised policy
FMF	(LOCAL)	DELETE policy	See explanatory note
FNG	(LOCAL)	Replace policy	Revised policy
GBAA	(EXHIBIT)	DELETE exhibit	See explanatory note
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy

AGENDA

ITEM

SUBJECT: Discussion and consider approval of the of the GISD Student Code of Conduct.

RATIONALE:

Annually the Board is required to approve the Student Code of Conduct. The administration consults with its' attorneys to ensure the document is compliant with current law. The *Extracurricular Activity Code of Conduct* is included following the regular Student Code of Conduct.

Enclosed is a copy of 2020-2021 Student Code of Conduct. Changes to the handbook are highlighted in blue. Additionally, enclosed within the meeting material is a document listing the Student Code of Conduct changes for 20-21.

RECOMMENDATION:

The administration recommends the changes to the GISD Student Code of Conduct as presented.

CONTACT PERSON(S):

Robert Loomis
Sonny Cruse

EICHELBAUM WARDELL
HANSEN POWELL & MUÑOZ, P.C.

2020-21 Student Code of Conduct
Chart of Changes

Substantive changes are highlighted in blue. Page number references are to the basic Model Code before any edits are made at the district level. If you have any questions about the content, feel free to contact Tyler Ezell.

p. 6	Expands the district's jurisdiction to cover student behavior during virtual learning and other school-related virtual activities and meetings.
p. 11	Provides additional provisions under "prohibited conduct" to cover common student misbehavior on remote learning platforms.
p. 18	Provides that the district may still place students in DAEP or expel students for serious misbehavior on remote learning platforms. Provides that students assigned to DAEP during temporary school closures will not receive credit for time served during such closure.
p. 23	Removes reference to a student's on-campus possession of "knuckles" as an event requiring the Principal or the CBC to contact local law enforcement.
p. 27	Removes reference to a student's on-campus possession of "knuckles" as an event mandating expulsion.
p. 52	Clarifies that possession of "knuckles" is no longer prohibited under Texas Penal Code § 46.01. School districts may still prohibit student possession of "knuckles" while on campus, but it is no longer prohibited by statute.

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HANSEN POWELL & MUÑOZ, P.C.
2020

Graham
Independent School District
2020-2021
Student Code of Conduct

GISD Board of Trustees

Meredith Lucas
Andrea Lowery
Stan Peavy III
Dr. Pat Martin
Dr. Steve Jones
Daniel De La Cruz
Dr. Brandon Bates

Adopted by the GISD Board of Trustees
August 12, 2020

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GISD Letter from our Superintendent

MR. SONNY CRUSE
SUPERINTENDENT OF SCHOOLS

Dear Parent or Guardian,

The publication contains the Student Code of Conduct, Extracurricular Code of Conduct, and the Student Agreement for Acceptable Use of Electronic Communications for this school district. It is designed to inform you and your child of the type of conduct expected in the Graham ISD. It is important that you and your child review this information together so that you will clearly understand the rules of acceptable conduct and the consequences for violation of the established rules. With your support and encouragement, I am confident your child will meet the behavioral expectations of the district. Those who fail to do so should expect to experience standard discipline management techniques, detention, in-school suspension, suspension, removal to DAEP or expulsion.

By signing the acknowledgement form you confirm that you have received and reviewed this behavioral policy with your child. The completed form should be returned to your child's campus by August 31st. If your response has not been received prior to ten days after enrollment, we shall assume that you have read and are familiar with the policies and stated rules. If you have any questions relating to Student Behavior Policy, please call or visit with your campus principal.

Sincerely,

Sonny Cruse

Sonny Cruse
Superintendent of Schools, Graham ISD

Acknowledgement

Dear Student and Parent:

The Graham Independent School District Board of Trustees officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions about the rules and consequences, we encourage you to ask for an explanation from the student's teacher, the school counselor, or campus administrator.

The student and parent should each sign this page on the space provided below, then return the page to the student's school. Thank you.

★----------

We acknowledge that we are responsible for reading and understanding the rules and other information contained in the Graham ISD Student Code of Conduct, Extracurricular Code of Conduct, and the Acceptable Use Agreement for Electronic Communication Systems for the 2020-2021 school year.

Student's Name: _____
(Please print)
Student's Signature: _____ Date: _____

Parent's Name: _____
(Please print)
Parent's Signature: _____ Date: _____

School: _____ Grade Level: _____

Corporal Punishment Option-Graham ISD will honor the parent choice to deny corporal punishment if indicated:

_____DO NOT USE CORPORAL PUNISHMENT

_____
(Parent's Signature)

- **Please sign this page, remove it, and return it to the student's school.**
- **If this page is not signed and returned, then GISD will assume that you, the parent or guardian, have read and understand the contents of this booklet.**

Purpose of a Student Code of Conduct

The Student Code of Conduct that follows is the District's response to the requirements of Chapter 37 of the Texas Education Code. The law requires the District to establish standards of student conduct and to identify the circumstances under which a student may be removed from a school bus or any vehicle owned or operated by the District, classroom, campus, or disciplinary alternative education program; transferred to a disciplinary alternative education program; suspended; or expelled. The Code provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

We provide you a copy of or access to the Code annually; a copy is also available for review in the principal's office of each campus in the District. The Code is posted on the District's website (grahamisd.com) and can be accessed or printed at any time from that site. If you do not have access to a computer, the principal's office at your child's campus will print one for you, upon request.

This Code is not a contract and can be amended by the District at any time. However, any change or amendment to the Code will be approved by the Board of Trustees.

Violations of the Code of Conduct are documented by teachers and other professional employees using campus discipline referral forms.

Teachers and principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct.

Expectations for Student Behavior

Each student is expected to:

- Demonstrate courtesy and respect for others
- Behave in a responsible manner
- Attend all classes, regularly and on time
- Be prepared for each class; take appropriate materials and assignments to class
- Be groomed and dressed appropriately, as articulated in the Graham ISD student handbook
- Obey all campus and classroom rules
- Respect the rights and privileges of other students and of teachers and other District staff
- Respect the property of others, including District property and facilities
- Cooperate with or assist the school staff in maintaining safety, order and discipline
- Avoid violations of the Student Code of Conduct
- Report bullying (may be done anonymously)

General Authority to Impose Discipline

The Texas Legislature has delegated the authority to manage independent school districts and discipline students to the Board of Trustees and its employees. The school has the authority to administer discipline whenever the interest of the school is involved, on or off school property, in conjunction with or independent of classes and school-sponsored activities. The District's disciplinary authority applies:

- during the regular school day and while the student is going to and from school on District transportation;
- anytime the student is traveling on a school bus or any other vehicle owned or operated by the school district for a school-related activity;
- on or within 300 feet of school property;
- while the student is participating in any activity during the school day on school grounds;
- during lunch (whether on or off school campus);
- while the student is in attendance at any school-related activity of the District, regardless of time or location;
- while the student is on school property of another Texas school district or attending a school activity of a school in another Texas school district;
- while the student is attending virtual instruction during temporary school closures, regardless of time or location;
- while the student is participating in any school-related virtual meeting during temporary school closures, regardless of time or location;
- for any school-related misconduct, regardless of time or location;
- when the student retaliates or threatens retaliation against a school employee, regardless of time and location;
- when the student engages in cyberbullying that occurs off campus and interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity;
- when the District has a reasonable belief that the student has engaged in conduct that would be punishable as a felony, as provided by Texas Education Code 37.006;
- when the student is involved in criminal mischief on or off school property or at a school-related event;
- when the student makes a false alarm or report of bombing, fire, or other emergency involving a public school, regardless of time or location;
- when the student makes a terroristic threat involving a public school, regardless of time or location; and
- when the student commits an assault, sexual assault, or aggravated robbery against another student, regardless of time or location.

All District facilities, any other real property that is owned, rented, or leased by the District, and the area within 1,000 feet of any of those facilities is a **gang-free zone** under state law. The

penalties from the juvenile or criminal justice systems for certain organized criminal activity occurring within a "gang-free zone" will be enhanced. See "Gang-Free Zones" in the Definitions, P. 45, for more complete information.

Discipline of Students with Disabilities

Federal law regarding the education of students with disabilities (IDEA and Section 504) imposes specific procedures and limitations on the discipline of students with disabilities. For further information on this topic, please contact the principal, who will direct you to special education staff, or the Director of Special Programs. Information is also available to parents of students with disabilities in the Notice of Procedural Safeguards which is provided to parents at the time of admission to special education and annually, upon initial referral, upon request for an evaluation, upon the filing of a request for a special education due process hearing, or upon request by a parent.

If you have any questions please contact Natalie Husen, GISD Director of Special Programs at (940) 549-3399.

Prohibited Conduct

A significant part of the District's educational mission is to inculcate or instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior. In furtherance of this mission, students will be subject to disciplinary consequences if they engage in any of the following prohibited conduct while they are subject to the school's jurisdiction as described in this Code of Conduct:

1. Scholastic dishonesty, which includes, but is not limited to, cheating on a test or any other assignment, plagiarism, or unauthorized collaboration with another person in preparing written work or any other assignment for which a grade is awarded
2. Conduct that can cause injury to person or property
3. Leaving classrooms, school grounds, or school-sponsored events without permission
4. Using profanity, lewd or vulgar language, or obscene gestures
5. Scuffling or fighting or other inappropriate physical contact that does not meet the definition of simple assault
6. Stealing
7. Lying about the conduct of other students or making false accusations about district employees
8. Disobeying school rules about conduct on school buses
9. Failing to comply with reasonable directives given by school personnel
10. Failing to comply with campus or district policies
11. Bullying or harassment, which may include the following offenses:
    a. Engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district that has or will have the

effect of physically harming a student, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property

b. Committing extortion (obtaining money or other property by force or threat from an unwilling person), coercion, or blackmail, or forcing an individual to act through the use of force or threat of force

c. Making ethnic, racial, or religious slurs or any other harassment based on race, color, national origin, religion, or disability

d. Verbal abuse or derogatory or offensive remarks addressed to others

e. Damaging or vandalizing property of other students

f. Conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including without limit, requests for sexual favors

g. Encouraging a student to commit or attempt suicide

h. Inciting violence against a student through group bullying

i. Threatening to release intimate visual material of a minor or a student 18 years of age without the student's consent

j. Dating violence, meaning the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in, or who has been in the past in, a dating relationship with the perpetrator, or because of the victim's marriage to or dating relationship with a person with whom the perpetrator is or has been in a dating relationship or marriage

12. Making a hit list, i.e., a list of people targeted to be harmed using a firearm or any other object to be used with intent to cause bodily harm

13. Harassing or threatening school employees or volunteers through inappropriate, offensive, or sexually explicit or suggestive comments made orally in person or by telephone or in writing through letters, emails, text messages, journals, or in any other way

14. Committing or assisting in a robbery, theft, or burglary

15. Any conduct that gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program or incite violence

16. Damaging or vandalizing District property or property of any school employee or volunteer

17. Possessing stereo headsets, MP3 players, media-playing earbuds or headphones, iPods, projector media players, Bluetooth or wired audio speakers, electronic gaming devices, tablets, iPads, E-readers, or any other contraband entertainment device without permission

18. Possessing or displaying sexually explicit photographs, films, or images

19. Possessing a paging device, cellular telephone, camera telephone, hand-held computer or PDA, voice or video recording device, or a similar device without permission

20. Using a paging device, cellular telephone, camera telephone, hand-held computer or PDA, voice or video recording device, GPS-tracking device with audio monitoring capabilities, or a similar device without permission or in any way, such as recording a

voice or image, that invades the privacy of others or without the consent of those being recorded

21. Using or possessing a Taser, stun-gun, or similar device
22. Using or possessing a pellet gun, air-powered rifle, toy gun, or any other instrument that may be perceived by another person as a firearm
23. Using or exhibiting school supplies (e.g., pencils, pens, scissors, etc.), or any other item in a manner that threatens to inflict or actually inflicts bodily harm to another person
24. Possessing drug paraphernalia (roach clips, rolling papers, syringes/needles, baggies with residue, razor blades, pipes, bongs, equipment used for the purpose of gauging the weight, quality, or purity of controlled substances, etc.)
25. Possessing or using martial arts objects (such as shurikan [throwing stars], nunchakus ["nun-chucks"], tonfa [wooden weapon], staff, baton [short stick], bolo [long cord with weights at end])
26. Possessing or using fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
27. Inappropriate or offensive physical or sexual contact, whether or not it is consensual, e.g., public displays of affection
28. Inappropriate exposure of a student's body parts, including exposure of any portions of the body that are ordinarily covered by clothing or required to be covered by the dress code
29. Behaving in any way that disrupts the school environment or educational process
30. Possessing, smoking, or using tobacco products
31. Possessing, smoking, or using tobacco-substitutes or non-tobacco smoking products, including e-cigarettes or non-tobacco nicotine-delivery products or accessories and any other substance that is intended to or does result in a student's being "under the influence" of the substance, as that term is defined in this Student Code of Conduct
32. Possessing, smoking, or using a vaporizer ("vape pen") designed to deliver any type of substance
33. Possessing or using matches or a lighter
34. Possessing a knife with a blade of 5 ½ inches or less
35. Truancy, i.e., skipping school or cutting class without the parent's or school's knowledge or permission
36. Possessing, distributing, or using any substance represented to be an illegal drug, a dangerous drug, a controlled substance, or alcohol
37. Violating computer or acceptable use policies, rules, or agreements
38. Gambling of any kind
39. Violating safety rules
40. Violating dress or grooming standards
41. Being a member of, pledging to become a member of, or soliciting another person to join or pledge a public-school fraternity, sorority, secret society, or gang

42. Gang-related behavior or activity
43. Attempting to commit any serious offense
44. Assisting, encouraging, promoting, or attempting to assist in the commission of a serious offense
45. Failing to report the commission of a serious offense by another student to a school official
46. Hazing
47. Making a false alarm or report of bombing, fire, or other emergency involving a public school, which includes the following offenses:
    a. Pulling a fire alarm or discharging a fire extinguisher in a building owned or operated by GISD, when there is no smoke, fire, or danger that requires evacuation
    b. Calling 911 when no emergency exists
47. Making a terroristic threat involving a public school
48. Threatening death or injury to other student(s), school employee(s), or volunteer(s)
49. Retaliating against any school employee or volunteer
50. Repeatedly violating previously communicated campus or classroom standards of behavior
51. Violating DAEP rules while assigned to the DAEP
52. Engaging in any conduct punishable as a felony, which includes the offenses of:
    a. causing an employee to be in contact with the blood, bodily fluids, saliva, urine, or feces of any person or animal with the intent to assault, harass, or alarm
    b. placing graffiti on any tangible property owned by the district
    c. distributing, selling, delivering, or attempting to distribute, sell or deliver any substance represented to be an illegal drug, a dangerous drug, or a controlled substance
    d. online impersonation
53. Committing an assault of any kind
54. Selling, giving, or delivering to another person or possessing, using or being under the influence of marijuana or a controlled substance or a dangerous drug
55. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol
56. Engaging in conduct that would be an offense relating to an abusable volatile chemical
57. Engaging in conduct that would be public lewdness or indecent exposure
58. Engaging in conduct that would be disorderly conduct
59. Using, exhibiting, or possessing a firearm, except as permitted for participation or preparation for a school-sanctioned shooting sports educational activity sponsored by Texas Parks & Wildlife and that is not located on school property

60. Using, exhibiting, or possessing a location-restricted knife
61. Using, exhibiting, or possessing a club, or knuckels
62. Using, exhibiting, or possessing a prohibited weapon of any kind engaging in conduct that would be aggravated assault, sexual assault, or aggravated sexual assault
63. Engaging in conduct that would be arson
64. Engaging in conduct that would be murder, capital murder, or criminal attempt to commit murder or capital murder
65. Engaging in conduct that would be indecency with a child
66. Engaging in conduct that would be aggravated kidnapping
67. Engaging in conduct that would be aggravated robbery against another student
68. Engaging in conduct that would be manslaughter
69. Engaging in conduct that would be criminally negligent homicide
70. Engaging in conduct that would be deadly conduct
71. Engaging in conduct that would be continuous sexual abuse of a young child or children
72. Engaging in conduct that would be breach of computer security
73. While using remote learning platforms, using virtual backgrounds that feature profanity, lewd or vulgar language, obscene gestures, or other inappropriate references as determined by school officials
74. While using remote learning platforms, failing to wear appropriate dress as specified in the 2020-2021 Graham ISD Student Handbook
75. While using remote learning platforms, demonstrating criminally punishable behavior
76. While using remote learning platforms, failing to be present during online instruction, or attempting to deceive the District regarding the student's presence in online instruction
77. While using remote learning platforms, permitting non-students to view and/or engage in virtual instruction
78. Intentionally destroying or damaging District property loaned to the student for the purpose of accessing virtual instruction
79. While using remote learning platforms, displaying any misbehavior that gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program

Disciplinary Consequences

In assessing all discipline, the Campus Behavior Coordinator ("CBC") and other administrators will consider:

1. The seriousness of the offense.
2. The student's age.
3. The student's attitude.
4. The potential effect of the misconduct on the school environment.

In making a decision concerning suspension, removal to the DAEP, expulsion, or placement in a JJAEP, regardless of whether the decision concerns mandatory or discretionary disciplinary action, the CBC or other designated administrators shall also consider:

1. Whether the student was defending himself or herself
2. The student's 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
6. A student's status as a student who is homeless as defined under 42 U.S.C. Section 11434a.

As required by state law, a student who, after investigation, is found to be a victim of bullying shall not be subject to a disciplinary measure when the student uses reasonable self-defense in response to bullying.

The following discipline management techniques may be used, alone or in combination, for misbehavior that violates the Student Code of Conduct or campus or classroom rules:

- Oral correction
- Cooling-off time or "time-out" in a setting separate from other students that is not locked and from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object
- Seating changes within the classroom
- Transfer to another class
- Counseling by teachers, counselors, or administrative personnel
- Parent-teacher or parent-administrator conferences
- Confiscation of items that disrupt the educational process. The principal or designee will determine the period of confiscation, generally not to exceed the end of the school year
- Confiscation of paging devices, cellular telephones, camera phones, and the like. The District will charge the student or parent an administrative fee of $15 before releasing a confiscated device. The District may also dispose of a confiscated paging device, cellular phone, camera phone, or similar device in any reasonable manner after 30 days' notice to the parent and company whose name and address or phone appear on the device.
- Grade reductions as permitted by policy
- Rewards or demerits
- Behavioral contracts
- Sending the student to the office or other assigned area
- Assign school duties in addition to class tasks

- Withdrawal of privileges, such as participation in extracurricular activities, participation in graduation exercises, and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- Consequences or penalties identified in individual student organizations' codes of conduct, bylaws, constitutions, or rules
- Withdrawal or restriction of bus privileges. A bus driver may send a student to the principal's office to maintain effective discipline on the bus, and the principal will assess discipline in accordance with the Code of Conduct.
- School-assessed and school-administered probation
- Citation or ticket from School Resource Officers or school security personnel for any offense other than a Class C misdemeanor committed on property under the control and jurisdiction of the District. Students may receive a citation for a traffic offense or public intoxication on property under the control and jurisdiction of the District. Students 17 or older are not subject to the limitations set out here. The absence of a citation, however, does not mean that the student will escape disciplinary consequences for those offenses.
- Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District. The principal may file a criminal complaint against a student for an offense that is a Class C misdemeanor committed on property under the control and jurisdiction of the District that contains a sworn statement from a person who has personal knowledge of the underlying facts giving rise to probable cause to believe that an offense has been committed, along with a statement from a school employee indicating whether the student is receiving special education services and what graduated sanctions, if the District has established any, were imposed before the complaint was filed.

The following disciplinary measures may be used, alone or in combination with each other or any of the above techniques, for misbehavior that violates the Student Code of Conduct or campus or classroom rules:

- Corporal Punishment
- In-school suspension
- Detention
- Suspension from school, not to exceed three school days at one time
- Formal removal from class by the teacher
- Removal to a disciplinary alternative education program
- Extension of disciplinary alternative education program removal term for additional offenses while in the alternative program
- Expulsion from school

What minimum procedures will be provided each student facing discipline other than detention? Each student will be told what infraction the CBC or other designated administrator believes the student to have committed. Each student will then be given the opportunity to tell his or her side of the incident. The student's admission of the offense

eliminates the need for further investigation or procedures, though the CBC or other designated administrator may seek further information if desired.

How and when will we contact you about disciplinary action? Parents are responsible to provide to the campus administration each year the address and telephone number(s) at which parents can be reached and to update those numbers as necessary during the school year. School officials will use the information provided by the parent to contact parents about disciplinary matters. The CBC or other designated administrator will notify you promptly when a student is placed in in-school suspension, suspended from school, removed to the DAEP, expelled, or taken into custody by a law enforcement officer. Notice will be provided by telephone or in person on the day of the action and by making a good-faith effort to provide written notice on that day. If the CBC or other designated administrator cannot reach you by telephone or in person, written notice will be mailed that day or the following business day to the last address you have provided to us.

What consequences will occur when a student is an accomplice in an offense? Any student who assists, encourages, promotes, or attempts to assist in the commission of a serious offense may receive the same punishment as a student who actually engages in the conduct.

What are the expectations for student reporting of offenses? A student who has knowledge that another student or students have committed a serious offense is expected to report that information to a school official. If the administrator learns that a student failed to report the commission of a serious offense, the student will be subject to a lesser disciplinary consequence, either one step lower than that imposed for the serious offense of which the student had knowledge or a shorter term of discipline.

Physical Restraint

In some circumstances, it may be necessary for a District employee to use force, but not deadly force, to physically restrain a student in order to lead, guide, and direct the student or to protect the student or any other person from physical injury, to obtain possession of a weapon or other dangerous object, to protect property from serious damage, to remove a student who is refusing to comply with a legitimate directive from a school employee from a specific location in order to restore order, to restrain an irrational student, or to maintain order and discipline in the class or activity. Restraint under these circumstances or in accordance with laws and regulations related to the restraint of students with disabilities is not corporal punishment.

Corporal Punishment

Corporal punishment has been approved by the GISD Board of Trustees as an appropriate disciplinary consequence for Code of Conduct violations. All students are subject to the corporal punishment policy unless a parent has provided a written, signed statement to the campus principal indicating that corporal punishment must not be used with the parent's child or children. Parents must provide such a statement to the campus principal no later than the end of the first week of school or the first week after a student enrolls. The parent may revoke such a decision at any time by submitting a written, signed statement to that effect to the campus principal.

Are there any guidelines for administering corporal punishment? Corporal punishment is limited to spanking or paddling the student and will be administered only in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal, assistant principal, CBC, or a teacher after discussion with the Superintendent's designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
4. When corporal punishment is administered, it shall be done in the presence of one other District professional employee and shall take place in a designated place out of view of other students.

Coaches, physical education teachers, and classroom teachers supervising students during athletic training, competition, or physical education or supervising students outdoors during recess or lunch may use reasonable physical exercises or activities to encourage moderate or vigorous physical activity by students and as a measure to enforce class or team rules in their classes and activities. These exercises or activities are not considered to be "corporal punishment." No other employees may use exposure to the physical elements, e.g., standing outside in heat or cold, or physical exertion, e.g., running, sit-ups, etc., as a disciplinary measure.

In-School Suspension

For minor infractions of the Student Code of Conduct or campus or classroom rules, teachers or administrators may assign a student to one or more days of in-school suspension where students will complete assignments given them by their regular teachers. Both the length of the assignment and restrictions on participation in school-sponsored or school-related extracurricular activities during the suspension are left to the discretion of the CBC or designated administrator.

If we place your child in in-school suspension for an extended period of time, we will offer an opportunity for the student to complete the courses in which he or she was enrolled at the time of the placement before the beginning of the next school year. This opportunity may be by summer school, correspondence courses, distance learning, or other avenues. You will be responsible for the ordinary charges associated with the program.

Detention

For minor infractions of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours or during lunch on one or more days. When detention is used, notice shall be given to the student's parents to inform him or her of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 years of age or older, the detention shall not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

Suspension

When and for how long will a student be suspended? The CBC or other designated administrator may suspend a student for a maximum of three school days at a time if the student violates the Code of Conduct by engaging in any prohibited conduct. Both the length of the suspension and restrictions on participation in school-sponsored or school-related extracurricular activities during the suspension are left to the discretion of the CBC or other designated administrator. Students enrolled in a grade lower than 3rd Grade may not be placed in out-of-

school suspension unless he/she has committed certain weapons, violence, drugs, or alcohol offenses while on school property or at school-sponsored events (Penal Code Sections 46.01, 46.05, 22.01, 22.011, 22.02, 22.021 and the selling, giving, or delivering of substances defined in Health and Safety Code Ch. 481, 21 U.S.C. 801, Health and Safety Code Ch. 483, or Alcoholic Beverage Code 1.04). A student who is homeless as defined by 42 U.S.C. Section 11434 may not be placed in out-of-school suspension unless the student enagages in conduct described in Education Code sections 37.005(c)(1)-(3).

How will the District arrange for a student to receive core classwork? When a student misses course work provided in the classes in the foundation curriculum as a result of in-school or out-of-school suspension, GISD will provide an alternative means for receiving the course work, which can include an option not requiring the use of the Internet upon request.

How many times can a student be suspended? Neither state law nor this Code of Conduct impose a limit on the number of times a student may be suspended during a semester or school year.

Formal Removal from Class by Teacher

What is the difference between being sent to the office and formal teacher removal? Students may be sent to the CBC's or other designated administrator's office for committing classroom infractions or violations of the Student Code of Conduct. However, a student who has been documented to repeatedly interfere with a teacher's ability to communicate effectively with the students in the class or with the ability of the students to learn, or who behaves in a manner the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students or with the ability of other students to learn will be formally removed from the teacher's classroom.

What is the process for formally removing a student from a teacher's classroom? Within three days of the removal, a conference will be held between the CBC or other designated administrator, the student's parent or guardian, the teacher removing the student from class, and the student. Pending the conference, the CBC or other designated administrator may place the student in another appropriate classroom, in-school suspension, or a disciplinary alternative education program. Following the conference, the CBC or other designated administrator will order the placement of the student. The CBC or other designated administrator will not return the student to the teacher's class without that teacher's consent, unless the Placement Review Committee determines that such placement is the best or only alternative.

Are there any special limitations associated with formal teacher removal? If a teacher removes a student from class because the student committed any kind of assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. However, removal of a student with a disability must comply with federal laws protecting the rights of those students.

Disciplinary Alternative Education Program

General DAEP Information

What is a DAEP? The District operates a Disciplinary Alternative Education Program (DAEP) for students who have violated this code of conduct or committed serious offenses (see page 19). The DAEP:

1. is in a setting other than the student's regular classroom;

2. is located off a regular school campus;
3. separates students in the DAEP from students in the regular program or in another disciplinary setting in the same building as the DAEP;
4. separates elementary school students assigned to DAEP from secondary school students assigned to DAEP;
5. focuses on English language arts, mathematics, science, history, and self-discipline;
6. provides for students' educational and behavioral needs;
7. provides supervision and counseling;
8. employs only teachers who are fully certified; and
9. provides at least a 7-hour school day, including lunch and other breaks, but not longer than 10 hours each day.

No student who has engaged in behavior warranting a DAEP assignment will be placed in an unsupervised setting, other than an out-of-school suspension pending the DAEP conference.

Where is the DAEP? Will it operate during the school day? Is transportation provided? GISD's disciplinary alternative education program is located at 701 Tennessee Street and operates between the hours of 8:15 a.m. and 3:30 p.m. District transportation is not provided, and parents are responsible for making sure students attend while assigned. Failure to attend the DAEP is a violation of compulsory attendance laws. Parents may be prosecuted if their child fails to attend while assigned; students may be referred to Truancy Court for failure to attend while assigned.

What courses are taught at the DAEP? Instruction in the DAEP will focus on English language arts, mathematics, science, history, and self-discipline. The District is not required to provide electives, foreign languages, or honors or advanced courses of any kind at the DAEP.

The District will provide an opportunity for students who have been placed in the DAEP to complete a foundation curriculum course in which the student was enrolled at the time of removal before the beginning of the next school year, if the term of the student's placement is such that the student is not able to continue enrollment in all his or her courses. The opportunity to complete coursework will be provided through any method available, which may include summer school, distance learning, or correspondence courses. The District will not assess any charge for the student to complete a course under this provision.

TERM OF PLACEMENT: Students are assigned to DAEP with a written removal order stating a specific term of placement that is the number of successful school days that must be served. Students will be credited with a "successful day" of DAEP assignment if the student is present, completes all assigned work, follows all rules of the DAEP, and engages in no additional violations of the Student Code of Conduct. The length of all DAEP assignments is at the discretion of the CBC or other designated administrator, within the guidelines stated below.

What are the guidelines for the term of DAEP placement? A removal to DAEP may be for as brief a time as five school days up to one full year from the date of the order. However, the period of placement may exceed one year if, after a review, the District determines that:

1. the student is a threat to the safety of other students or to District employees, or
2. extended placement is in the best interest of the student.

The CBC or other designated administrator issuing the removal order will use his or her best professional judgment, taking into account the factors considered in all disciplinary actions, in setting the term of a DAEP placement.

Ordinarily a DAEP assignment will not extend beyond the end of a school year. However, if the CBC or other designated administrator determines: 1) that the student's presence in the regular classroom or at the student's regular campus poses a danger of physical harm to the student or another individual; or 2) the student has engaged in serious or persistent misbehavior that violates the District's Student Code of Conduct, then the assignment may be continued to the next school year. Discipline for serious offenses occurring during the last grading period of the school year will generally extend into the next school year.

The DAEP administrator may extend the original term of removal based on new violations that occur while the student is assigned to the DAEP, including violation of DAEP rules, by following the procedures for initial DAEP placement, i.e., a conference with student and parents.

Are some offenses subject to a different length of assignment? Yes. A student who has received punishment through the criminal or juvenile justice system for sexually assaulting another student, regardless of whether the conduct occurred on or off school property, and who cannot be assigned to a campus other than a campus where the victim of the assault is assigned may be assigned to the DAEP for so long as both students are enrolled in the district.

SCHOOL-RELATED ACTIVITIES: Students assigned to a DAEP may not attend or participate in extracurricular activities during the term of their assignment.

STUDENTS YOUNGER THAN TEN: Students younger than ten who commit an expellable offense will be placed in a disciplinary alternative education program for elementary age students.

STUDENTS YOUNGER THAN SIX: Students younger than six will not be placed in a disciplinary alternative education program for any reason other than bringing a firearm to school.

TEMPORARY SCHOOL CLOSURES: Although students do not receive instruction in physical classrooms during temporary school closures (e.g., due to a widespread illness or epidemic), exhibiting prohibited conduct while in use of remote learning platforms may still result in disciplinary consequences, up to and including placement in DAEP and/or expulsion. If a student demonstrates prohibited conduct warranting placement in DAEP and/or expulsion, the District will ensure that procedures specified in the Student Code of Conduct will be complied with before and during such disciplinary action. A student who is in the process of serving a DAEP placement will not receive credit for days that the District is closed during temporary closures.

EFFECT OF WITHDRAWAL: Withdrawing a student from school does not affect the District's authority to schedule and conduct a conference on the conduct and enter an order of removal, regardless of whether the student or parent is present to participate. The order of removal will be included with the records sent to any transferring school, including another public school, a campus charter program, or an open-enrollment charter school, and that district or school has authority to honor the removal. Furthermore, even if we do not complete the removal process and issue a removal order, we will send disciplinary records to the next school, and that school has the authority to complete the removal process and issue a removal order.

Students who transfer out of this District to another public or private school, including students who withdraw from this District for the purpose of home schooling, and students who do not attend GISD's disciplinary alternative education program for the duration of the placement for any reason (other than reasons that constitute an "excused absence" under District policy), will be required upon return to this District to complete the number of days missed in the disciplinary alternative education program before being allowed to return to the regular campus, unless their records indicate that the term of removal was served in another school district or charter school.

EFFECT OF TRANSFER INTO DISTRICT: If a student transfers into this District from another school district in which the student was placed in a disciplinary alternative education program, the District may continue the DAEP placement under the terms of the order provided by the sending school district.

If a student transfers into this District from an open-enrollment charter school or from another state and the District receives a copy of the removal order in the records from the other school, the District may enforce the terms of that removal order, provided the grounds for removal to DAEP in the charter school or out-of-state school are grounds for removal in the District.

GRADUATING SENIORS IN THE DAEP:

When a graduating senior student is placed in the DAEP through the end of May, they **WILL NOT** be allowed to participate in graduation ceremonies. The period of ineligibility from extracurricular participation due to behavior that places a student in DAEP extends to all end of year activities, including graduation exercises.

Conduct That Warrants DAEP Placement

DEFINITIONS: Definitions of offenses and other key terms are found in the Definition section of the Code, beginning on page 36.

SCHOOL-RELATED CONDUCT: The CBC or other designated administrator will place a student in DAEP if the student:

- makes a false report of bombing, fire, or other emergency involving a public school, regardless of when the false report is made or the place from which the false report is made, or
- makes a terroristic threat involving a public school, regardless of when the threat is made or the place from which the threat is made.

The CBC or other designated administrator will place a student in DAEP if the student commits 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:

- Conduct punishable as a felony
- Assault resulting in bodily injury
- Offenses relating to marijuana, controlled substances, and dangerous drugs

- Offenses relating to alcohol
- Offenses relating to abusable volatile chemicals
- Indecent exposure
- Public lewdness
- Retaliation against a school employee, regardless of where the conduct takes place
- Engages in conduct against a school employee that constitutes the offense of harassment under sections 42.07(a)(1), (2), (3), or (7) of the Texas Penal Code.
- Serious or persistent misbehavior, subject to administrative discretion as described in the following section

A student who is charged with an offense warranting expulsion will be suspended for three days and then placed in the DAEP pending the expulsion hearing.

What is a "serious offense" or "persistent misbehavior?" "Serious offense" includes the following offenses, which will always result in DAEP placement:

- Conduct punishable as a felony, which includes without limitation:
  - Distribution of any substance represented to be an illegal drug, a dangerous drug, or a controlled substance
  - Placing graffiti on any tangible property owned by the District
  - Harassment of a public servant, including but not limited to causing an employee to be in contact with the blood, bodily fluids, saliva, urine, or feces of any person or animal with the intent to assault, harass, or alarm
  - Online impersonation
- Assault resulting in bodily injury
- Making a false report of bombing, fire, or other emergency involving a public school, which includes the following offenses:
  - Pulling a fire alarm or discharging a fire extinguisher in a building owned or operated by the District when there is no smoke, fire, or danger that requires evacuation
  - Calling 9-1-1 when no emergency exists
- Terroristic threat involving a public school
- Offenses relating to marijuana, controlled substances and dangerous drugs
- Offenses relating to alcohol
- Offenses relating to abusable glue, volatile chemicals and aerosol paint
- Indecent exposure
- Public lewdness
- Retaliation against a school employee, regardless of where the conduct takes place

Serious misconduct also includes the following offenses. The CBC or other designated administrator will exercise discretion in making assignments for the serious offenses listed here and will consider all the facts and circumstances in determining appropriate disciplinary action:

- Using profanity, lewd or vulgar language, or obscene gestures directed at a school employee
- Lying about the conduct of other students or making false accusations about District employees
- Failing to comply with campus or District policies
- Violating computer or acceptable use policies, regulations, or guidelines
- Bullying or harassment, which include the following offenses:
    - Engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District that has or will have the effect of physically harming a student, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
    - Committing extortion (obtaining money or other property by force or threat from an unwilling person), coercion, or blackmail, or forcing an individual to act through the use of force or threat of force
    - Making ethnic, racial, or religious slurs or any other harassment based on race, color, national origin, religion, or disability, against students, employees, or volunteers
    - Verbal abuse or derogatory or offensive remarks addressed to others
    - Damaging or vandalizing property of other students
    - Conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including without limit, requests for sexual favors
    - Dating violence, meaning the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in, or who has been in the past in, a dating relationship with the perpetrator, or because of the victim's marriage to or dating relationship with a person with whom the perpetrator is or has been in a dating relationship or marriage.
    - Encouraging a student to commit or attempt suicide
    - Inciting violence against a student through group bullying
    - Threatening to release intimate visual material of a minor or a student 18 years of age or older without the student's consent
- Making a hit list, i.e., a list of people targeted to be harmed using a firearm or any other object to be used with intent to cause bodily harm
- Threatening death or injury to other student(s), school employee(s), or volunteer(s)
- Harassing or threatening school employees or volunteers through inappropriate, offensive, or sexually explicit or suggestive comments made orally in person or by telephone or in writing through letters, emails, text messages, journals, or in any other way
- Possessing or displaying sexually explicit photographs, films, or images
- Committing or assisting in a robbery, theft, or burglary

- Damaging or vandalizing District property other than graffiti, when the value of the damage is less than $1,500
- Using or possessing a pellet gun, air-powered rifle, toy gun, or any other instrument that may be perceived by a third party as a firearm
- Using or possessing a Taser, stun-gun, or similar device
- Conduct that can cause injury to another person
- Possessing or using martial arts objects, other than those that would be prohibited weapons, unless the conduct amounts to an assault resulting in bodily injury (See also Expulsion for prohibited weapons)
- Any misbehavior that gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program or incite violence
- Inappropriate physical or sexual contact, whether or not it is consensual, e.g., public displays of affection
- Inappropriate exposure of a student's body parts, including exposure of any portions of the body that are ordinarily covered by clothing or required to be covered by the dress code
- Possessing or using any substance represented to be an illegal drug, a dangerous drug, a controlled substance, or alcohol
- Gambling of any kind
- Gang-related behavior of any kind
- Hazing
- Repeatedly violating other previously communicated campus or classroom standards of behavior
- Committing an assault of any kind

"Persistent misbehavior" consists of two or more separate violations of the Student Code of Conduct in general or repeated violations of the same offense.

CONDUCT UNRELATED TO SCHOOL - TITLE 5 OFFENSES/AGGRAVATED ROBBERY: A student will be removed from class and placed in a disciplinary alternative education program based on off-campus criminal conduct punishable as a felony under Title 5, Texas Penal Code, or aggravated robbery. See the chart on page 55 in the Definitions for a list of these offenses. However, if more than a year passes from the date of the off-campus criminal offense to the time that the CBC or other designated administrator learns of the offense, the CBC or other designated administrator is not required to place the student in the DAEP.

CONDUCT UNRELATED TO SCHOOL - NON-TITLE 5 OFFENSES: A student will be removed from class and placed in a disciplinary alternative education program for off-campus criminal conduct punishable as a felony, other than offenses defined by Title 5, Texas Penal Code, or aggravated robbery, if the CBC or other designated administrator determines that the student's continued presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. However, if more than a year passes from the date of the off-campus criminal offense to the time that the CBC or other designated administrator learns of the offense, the CBC or other designated administrator is not required to place the student in the DAEP.

RELATIONSHIP OF CRIMINAL OR JUVENILE JUSTICE SYSTEM AND THE SCHOOL DISTRICT: The District may place a student in the DAEP regardless of any action or lack of action taken by the criminal or juvenile justice system. However, in some circumstances, the District may re-assess the punishment based on information from law enforcement authorities.

When will the school contact law enforcement about a student's conduct? The principal or CBC or other designated administrator is required to notify the sheriff's department or the city police department if he or she has reasonable grounds to believe that a student or anyone else has engaged in certain criminal conduct on school property or at a school activity. Those activities include any conduct that would be an offense listed in Government Code § 508.149 (see Definitions); deadly conduct; a terroristic threat; drug, paraphernalia, or marijuana offenses; possession of a prohibited weapon, excluding knuckles; organized criminal activity; criminal conduct that would support mandatory expulsion. The District may contact law enforcement officials if, after an investigation, the principal has reasonable grounds to believe that a student has committed assault or harassment as defined in the Penal Code. The District may contact law enforcement officials at any time the principal, CBC, or other designated administrator determines that their presence will assist the District.

Does a student have to be arrested or convicted of a felony offense before the District can place the student in a DAEP? No. A student may be removed from class and placed in a DAEP if the CBC or other designated administrator determines that the student committed an offense requiring DAEP assignment while he or she was under the school's jurisdiction. The district will send the required information about the removal to the juvenile authorities.

When the assignment is necessary because of CONDUCT UNRELATED TO SCHOOL, the removal is based on the CBC or other designated administrator's reasonable belief that the student has committed a felony offense. If the out-of-school offense is a non-Title 5 felony, before the student is placed in the DAEP, the CBC or other designated administrator must also determine that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense in the Penal Code, the CBC or other designated administrator will consider all information available, including information furnished by law enforcement.

What options does the school have if the student is found guilty of a Title 5 felony offense or aggravated robbery? The CBC or other designated administrator must place the student in DAEP if the conviction, deferred prosecution, or determination of delinquency occurs during the school year while the student is enrolled in a district school and the student is not otherwise confined under the authority of the criminal or juvenile justice system. The CBC or other designated administrator also has the authority to expel the student to the DAEP or a JJAEP in which the district participates. See PERMISSIVE EXPULSION TO JJAEP OR DAEP OF STUDENTS WITH CRIMINAL HISTORIES in the Expulsion portion of the Code for more complete information.

What happens if the courts say the student did not commit the offense or the student is not prosecuted for other reasons? If, after the placement, the superintendent receives notice from an appropriate law enforcement agency that the student was found not guilty of the felony offense and the case was dismissed with prejudice, or that the student was not prosecuted and no formal proceedings, deferred adjudication, or deferred prosecution was initiated, the superintendent will review the student's placement in the DAEP. The student will remain in the DAEP pending the review, which will take place within three class days of the superintendent's receiving the notice. The parents or guardian will be provided an opportunity for input. However, if after the review the superintendent believes that the

presence of the student in the regular classroom threatens the safety of other students or teachers, the superintendent may continue the student's placement in the DAEP.

This review is not necessary if the reason for the removal is an offense that must result in DAEP placement because (1) it is a false report or terroristic threat or (2) the conduct occurred on or within 300 feet of school property or at any school-related activity or event, regardless of time or place. The student will ordinarily remain in the DAEP until the term of removal has been completed, regardless of additional information from an appropriate law enforcement agency.

If the student is not being prosecuted for the out-of-school offense, but the school wants to continue the DAEP placement, what rights of appeal does the student have? The student or the parent or guardian may appeal the decision of the superintendent to continue the student's placement in the DAEP to the GISD Board of Trustees. The appeal will be heard at the next regularly scheduled board meeting, where the board will review the notice letter from law enforcement and receive information from the superintendent and the student or the student's parent or guardian. The decision of the Board of Trustees is appealable to the Commissioner of Education. The student remains in the DAEP pending all appeals.

JUVENILE COURT-ORDERED PLACEMENT IN DAEP: The juvenile court may order a student to attend the district's DAEP as a condition of probation, regardless of whether the school district has a basis for imposing discipline on the student. When the juvenile court orders a student to attend the DAEP as a condition of probation, the District, after receiving a copy of the order, will immediately transfer the student to the DAEP for the period of time designated by the court. However, state law prohibits the juvenile court from ordering a student who has been expelled from the district to attend the DAEP.

OTHER COURT-ORDERED PLACEMENT IN DAEP: When the District receives a copy of an order from a justice or municipal court indicating that a student must attend the DAEP as a condition of a term of probation under Code of Criminal Procedure 45.051, the CBC or other designated administrator will hold a conference as described in Procedures for Removal to a DAEP and determine whether the student should be assigned to the DAEP or should remain in the regular school setting. The CBC or other designated administrator will consider the nature of the misdemeanor offense resulting in the order in making this determination.

PLACEMENT OF STUDENTS WHO ARE REGISTERED SEX OFFENDERS: A student who is currently required to register as a sex offender may be removed from the regular classroom and placed in another setting according to the requirements of state law.

A student who is a registered sex offender under any form of court supervision must be placed in the DAEP or a JJAEP in which the District participates, in accordance with the District's agreement with the juvenile board or in accordance with a court order, for at least one semester. If a student who is a registered sex offender under court supervision moves or transfers into the District, the District may require the student to complete an additional semester in the appropriate alternative setting without conducting a review or it may count any time the student has been in an alternative setting toward the mandatory one semester assignment.

A student who is a registered sex offender and who is not under any form of court supervision may be placed in the DAEP or a JJAEP in which the District participates, in accordance with the District's agreement with the juvenile board or in accordance with a court order, for at least one semester or in the regular classroom. However, the District may not place a student in the regular classroom if District officials determine that 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.

At the end of the first semester of placement in an appropriate alternative setting, the District shall convene a committee to review the student's placement. The committee will be composed of a teacher from the student's home campus; the student's parole, probation, or juvenile probation officer; an instructor from the alternative setting; the principal of the home campus or CBC or other designated administrator; and a District counselor. The committee, by majority vote, will determine a recommendation to be made to the superintendent or designee regarding whether the student should continue placement in the alternative setting or be returned to the regular campus.

The superintendent or designee shall follow the committee's recommendation on placement unless the superintendent or designee determines that the student's presence in the regular classroom (1) threatens the safety of other students and teachers, (2) will be detrimental to the educational process, or (3) is not in the best interest of the District's students. If the superintendent or designee determines that the student should remain in the alternative setting, then before the beginning of the next school year and any additional school years, the District must convene the committee to review and determine the student's placement, using the same standards set out in this paragraph.

A student who is a registered sex offender not under court supervision who moves or transfers into the District will be placed in the regular classroom or an appropriate alternative setting using the committee recommendation and review process described above.

The student or parent may appeal the District's decision regarding placement by asking for a conference among the superintendent or designee, the parent, and the student. The conference is limited to the factual question of whether the student is or is not a registered sex offender. If the District determines that the student is a registered sex offender, then student will be placed as described above, and that decision is final and cannot be appealed.

An ARD committee will make decisions about placement of a student with disabilities who is a registered sex offender.

Procedures for Removal to DAEP

Will the student have a chance to dispute the allegations? Before a student is placed in a disciplinary alternative education program, the principal or other administrator will tell the student briefly why he or she is being removed to that program and explain that the student will have an opportunity to give his or her version of events at a conference to be scheduled and held within three class days. In most circumstances, the student will be suspended pending the placement conference.

Will parents have an opportunity to provide input? Within three class days after the date the student is charged with the offense, the CBC or other designated administrator will contact the parent by telephone or in writing to schedule and hold a conference with the student, the teacher who removed the student from class (if any), and the parents and will make efforts to ensure that all invited parties can attend.

What if the parent cannot attend the conference? The District may proceed with the conference without the parents or student present, so long as the parents and student have been notified of the conference. Whether or not the parents attend the conference, the student will receive oral or written notice at the conference from the CBC or other designated administrator of the reason(s) for the removal and the offense the student is charged with violating. The student will have an opportunity at that time to explain or respond to the reasons for removal. The student and parents

will receive a written notice no later than two days after the conference memorializing the conference and stating the length of the removal to the DAEP, if applicable, and any conditions or other requirements related to the DAEP assignment, i.e., a written removal order.

What information will be provided to the juvenile authorities? When a student is placed in the DAEP for a mandatory placement reason, a copy of the removal order, the child and parent's names and address, name and address of any witnesses, and a complete statement of the circumstances surrounding the conduct will be forwarded to the authorized officer of the juvenile court in the county in which the student resides.

Emergency Placement

The CBC or the superintendent may order a student immediately placed in a disciplinary alternative education program if his or her behavior is so unruly, disruptive, or abusive that it seriously interferes with school operations or activities. At the time the student is placed in DAEP under this emergency provision, the student will be told of the reason for the placement, which must be one of the District's reasons for DAEP placement under this Code.

Appeal of DAEP Placement

The student remains in the DAEP during all appeals.

A decision by the CBC or other designated administrator to place a student in the DAEP may be appealed to the superintendent or designee. The appeal must be in writing and filed with the superintendent or designee within five days of the date of the DAEP removal order. The appeal must state all bases for the appeal and what remedy the student or parent is seeking. The superintendent or designee will review the written appeal and the record of the removal prepared at the campus level. At his or her discretion, the superintendent or designee may schedule a conference with the student or parent. If a conference is scheduled, it will be held within five days, after which a written decision will be issued within seven days. If a conference is not scheduled, a written decision will be issued within seven days after receipt of the appeal.

The superintendent or designee's decision may be appealed to the Board of Trustees by filing a written appeal with the superintendent within three days after receipt of the decision. The written appeal must state all the bases for appeal and the remedy the student or parent is seeking. At a Board meeting after the appeal is received and for which proper notice can be posted, the Board will review the complete record of the disciplinary action, including all written appeals. The Board may choose to take no action after reviewing the record and appeal, which has the effect of sustaining the last administrative decision. The Board may also choose to schedule an appeal at a future meeting at which the parents and administration may make an oral presentation. The Board's decision in either case is final and may not be appealed.

Academic Assessment and 120-Day Review of DAEP Status

How will the District assess a student's academic growth in DAEP? If a student will be assigned to DAEP for a term of 90 school days or more, the District will administer a test approved by the commissioner of education to the student initially on placement and again on the day the student leaves the DAEP, or as near that date as possible.

What does a review consist of? Who attends? Both the discipline and the academic status of students assigned to the DAEP will be reviewed every ten days but in any event, at least every 120 calendar days. At the review, the parents may make arguments for the student's return to the

regular classroom. If the student is in high school and is to remain in the DAEP, the administration, together with the parents, will establish a plan designed to assist the student's progress toward meeting high school graduation requirements. The District is not required to provide all of a student's courses necessary for graduation while the student is assigned to the DAEP, but must offer an opportunity for the student to complete courses before the beginning of the next school year without charge to the student.

How will the District facilitate a student's transition back into the regular classroom? As soon as practicable after a DAEP program determines the date of a student's return from the program, the DAEP administrator must provide to the District's campus administrator an assessment of the student's academic growth and results of assessment instruments administered to the student while in DAEP. Within five instructional days, the District's campus administrator, upon the advice of relevant District staff, will coordinate the student's return to a regular classroom by developing a personalized transition plan for the student as defined in Education Code Section 37.023.

Expulsion

STUDENTS YOUNGER THAN TEN: Students younger than ten who commit expellable offenses will be placed in a disciplinary alternative education program.

STUDENTS YOUNGER THAN SIX: Students younger than six will not be expelled or placed in a disciplinary alternative education program for any reason other than bringing a firearm to school.

Conduct that Warrants Expulsion

MANDATORY EXPULSION: A student will be expelled if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Intentionally, knowingly, or recklessly carries on or about his person a handgun, location-restricted knife, or club or intentionally or knowingly possesses a prohibited weapon, excluding knuckles, unless pursuant to written regulations or written authorization of the District
2. Commits aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a young child or children
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or a dangerous drug, if the conduct is punishable as a felony
4. Sells, possesses, gives, or delivers to another person an alcoholic beverage, or commits a serious act or offense while under the influence of alcohol, or uses or is under the influence of an alcoholic beverage, if the conduct is punishable as a felony

A student will also be expelled if he or she commits any offense listed in items 1-4 above against a District employee or volunteer in retaliation for or as a result of the person's employment or other work in the District, without regard to where the conduct occurs.

Definitions of the above offenses can be found in the Definitions section of the Code of Conduct.

Please note that a student **will not** be expelled **solely** because of a firearm offense when the use, possession, or exhibition of the firearm occurs at an approved target range facility that is not located on school property while the student is participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Texas Parks & Wildlife Department or a shooting sports organization working with TPWD. Furthermore, the exception stated in this paragraph does not by itself authorize a student to bring a firearm on school property.

PERMISSIVE EXPULSION FOR CONDUCT ON OR IN PROXIMITY TO SCHOOL: A student may be expelled, in the discretion of the superintendent or CBC or other designated administrator in view of all the facts and circumstances, for any of the following offenses when they occur on or within 300 feet of school property, as measured from any point on the school's real property boundary line:

1. Drug, alcohol, or abusable volatile chemical offenses, regardless of the amount
2. Assault resulting in bodily injury against a school employee or volunteer.
3. Deadly conduct
4. Making a false alarm or report of bombing, fire, or other emergency involving a public school
5. Making a terroristic threat involving a public school
6. Committing any offense stated in item 1 and 2 under MANDATORY EXPULSION
7. Engaging in documented serious misbehavior while assigned to the DAEP and on the campus where the DAEP is located despite documented behavioral interventions. For purposes of this provision, "serious misbehavior" is limited to deliberate violent behavior that poses a direct threat to the health and safety of others; extortion; coercion; or conduct that constitutes the offenses of public lewdness, indecent exposure, criminal mischief, personal hazing, or harassment under Penal Code 42.07 (a)(1) of a student or employee
8. Engaging in a breach of computer security if the conduct involves accessing a District-owned or -operated computer, computer network, or computer system and the student knowingly alters, damages, or deletes District property or information or commits a breach of any other computer, computer network, or computer system.

PERMISSIVE EXPULSION FOR CONDUCT OUTSIDE OF SCHOOL: A student may be expelled, in the discretion of the CBC, other designated administrator, or superintendent in view of all the facts and circumstances, for any of the following offenses, regardless of where they occur:

1. Intentionally or knowingly damaging personal property, including real estate and tangible personal property belonging to any public school or institution of higher education, and the amount of loss is greater than $1,500
2. Intentionally or knowingly damaging the property of any other person without the person's consent, and the amount of loss is greater than $1,500
3. Making a false report or alarm or a terroristic threat involving a public school
4. Assaulting an employee or volunteer in retaliation for or because of the person's relationship with the school and the assault results in bodily injury

5. Committing aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit capital murder, or aggravated robbery against another student

6. Committing any offense listed at item 1-4 under MANDATORY EXPULSION on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district

PERMISSIVE EXPULSION RELATED TO BULLYING: A student may be expelled for any of the following offenses related to bullying:

1. engaging in bullying that encourages a student to commit or attempt to commit suicide
2. inciting violence against a student through group bullying
3. releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent

PERMISSIVE EXPULSION TO JJAEP OR DAEP FOR STUDENTS WITH CRIMINAL HISTORIES: Unless a student would be subject to mandatory expulsion, a student may be expelled and placed in a JJAEP in which the District participates or the DAEP if the student has any criminal history described as follows:

1. Received deferred adjudication under the Family Code for a Title 5 felony offense or aggravated robbery
2. Been found to have engaged in delinquent conduct under the Family Code for a Title 5 felony offense or aggravated robbery
3. Is charged with engaging in a Title 5 felony offense or aggravated robbery
4. Has been referred to a juvenile court for allegedly engaging in a Title 5 felony offense or aggravated robbery
5. Has received probation or deferred adjudication for a Title 5 felony offense or aggravated robbery
6. Has been convicted of a Title 5 felony offense or aggravated robbery
7. Has been arrested for or charged with a Title 5 felony offense or aggravated robbery

A student will be expelled and placed as indicated if the board or its designee determines, after the student has an opportunity for a hearing, that the student has a criminal history as described above and that 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 interests of the District's students. At the hearing, the issues shall be limited to the determination of whether or not the student has a criminal history, as described, and the District's determination as indicated.

The decision of the board or its designee is final and may not be appealed.

The student may be expelled and placed in a JJAEP in which the District participates or the DAEP regardless of the date on which the conduct occurred, the location at which the conduct occurred, whether the student was enrolled in the District at the time the conduct occurred, or whether the student has completed any court disposition requirements associated with the conduct.

A student expelled and placed under these circumstances is subject to that placement until one of the following occurs:

1. The student graduates from high school;
2. The charges described above are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

The term of placement continues to apply if the student transfers to another Texas school district.

The student will receive the periodic assessment and review during the expulsion and JJAEP or DAEP placement as described above for students assigned to the DAEP.

Procedures for Expulsion

Before a student is expelled, the student will have an opportunity for a due process hearing that will include the following:

1. At least three days' prior written notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation, including a written invitation to the student's parent or guardian to attend the expulsion hearing. The notice will also include the date, time, and location of the hearing and the names of adult witnesses who will present evidence at the hearing;
2. Right to a hearing before the superintendent or a designee;
3. Opportunity to testify and to present evidence and witnesses in his or her defense; and
4. Opportunity to examine the evidence presented by the school administration and to question the administration's witnesses.

REPRESENTATIVE: At the hearing, the student is entitled to an adult representative or legal counsel who can provide guidance to the student and who is not an employee of the District. The District may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends, provided the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing.

EVIDENCE: In an expulsion hearing, the District may rely on the testimony of school administrators who investigate disciplinary infractions. This means that the school administration may present evidence or statements taken from students without revealing the identity of the student. The decision will be based exclusively on the evidence presented at the hearing. The student may be expelled based on the superintendent or designee's reasonable belief that the evidence shows it is more likely than not that the student engaged in the conduct with which he or she was charged.

EXPULSION ORDER: The superintendent or designee will deliver a copy of the order expelling the student to the student's parent or guardian, who is responsible for providing adequate supervision for the student during the period of expulsion.

In addition to notifying the parents, and not later than the second business day after the date an expulsion hearing is held, the administration will deliver a copy of the expulsion order to the authorized officer of the juvenile court in the county in which the student resides. The

administration will also provide the child's and parent's names and address, names and addresses of any witnesses, and a complete statement of the circumstances surrounding the conduct to the juvenile board, as required by Family Code § 52.041.

GUIDELINES FOR TERM OF EXPULSION: An expulsion may be for as brief a time as one school day up to one full year from the date of the order. The administrator issuing the expulsion order will use his or her best professional judgment, taking into account the factors considered in all disciplinary actions, in setting a term of expulsion.

EFFECT OF WITHDRAWAL: Withdrawal from school does not affect the District's authority to schedule and conduct a hearing on the conduct and enter an order of expulsion, regardless of whether the student or parent is present to participate. The order of expulsion will be included with the records transferred to the new school district, including another public school, a campus charter program, or an open-enrollment charter school, and that district will be empowered to exercise its authority to honor the expulsion. Furthermore, even if we do not complete the expulsion process and issue an expulsion order, we will send disciplinary records to the next school, and that school has the authority to complete the expulsion process and issue an expulsion order.

Students who transfer out of this District to another public or private school, including students who withdraw from this district for the purpose of home schooling, will be required upon return to the District, to complete the term of expulsion before being allowed to return to the regular campus, unless the student's records indicate the student served the days of expulsion in another district.

EFFECT OF TRANSFER INTO DISTRICT: If a student transfers into this District from another school district in which the student was expelled, GISD may continue the expulsion under the terms of the order provided by the sending school district.

If a student transfers into this District from an open-enrollment charter school or from another state and the District receives a copy of the expulsion order in the records from the other school, the District may enforce the terms of that expulsion order, provided the grounds for expulsion in the open-enrollment charter school or other state are grounds for expulsion in the District.

If a student transfers into this District from another school district in which the student was placed in the juvenile justice alternative education program, this District shall continue the term of expulsion under the previous school's order.

EFFECT ON CREDITS: Expelled students will not receive credit for courses not completed because of an expulsion. Students may use correspondence courses or credit by examination, within the limits set by District policy, to earn graduation units. Students are responsible for all costs associated with correspondence courses or credit by examination.

GRADUATING SENIORS AND EXPULSION: When a student is expelled during the 12th grade, the District will not allow the student to participate in graduation ceremonies.

Appeal of Expulsion to Board of Trustees

A student is expelled during all appeals.

A decision by the superintendent or designee to expel a student may be appealed to the Board by filing a written appeal within five days of the date of the expulsion order. The written appeal must

state all the bases for appeal. At the next regular meeting after the appeal is received and for which proper notice can be given, the Board will review the complete record of the expulsion, including all written appeals. The Board may choose to take no action after reviewing the record and appeal, which has the effect of sustaining the expulsion. The Board may also choose to schedule an appeal at a future meeting at which the parents may make an oral presentation of the appeal. The Board's decision regarding an oral appeal is final and may not be appealed.

If the Board permits an oral presentation, the administration may also be asked to speak. No new evidence or information, including witnesses or documents, will be permitted or considered. The Board may set reasonable time limitations for presentations.

Emergency Expulsion

The CBC or other designated administrator or the superintendent may order the immediate expulsion of a student if the administrator reasonably believes that the action is necessary to protect people or property from imminent harm. At the time of the emergency expulsion, the student will be given oral notice of the reasons for the action, which must be a reason for which the student could be expelled on a non-emergency basis. Formal due process as explained on page 30 will occur within a reasonable time thereafter.

Summer School

Our summer school program is not part of the regular school year program. Some students voluntarily attend summer school to earn additional credits, to re-take courses they did not pass in the regular school year, or to complete courses necessary for graduation that were incomplete because of the student's expulsion or placement in DAEP. Other students are required to attend summer school in order to receive intensive instruction in those subjects or areas where the student was not successful on the state assessment instruments.

During summer school, all students are expected to abide by the rules of conduct that are in place during the school year. We will handle minor, isolated violations of conduct expectations through parent conferences; however, students who commit serious offenses or who have persistent behavior problems while enrolled in summer school will be withdrawn from the program after a parent conference for DAEP removal or expelled after an expulsion hearing if the conduct warrants expulsion. When a student is withdrawn from summer school for conduct that would warrant DAEP removal or expulsion, the summer campus administrator may withdraw the student and defer the assessment of the term of removal or expulsion to be served during the following school year.

Unauthorized Persons

Refusal of Entry, Ejection, Identification

A person posing a substantial risk of harm to any person or behaving in a manner that is inappropriate for a school setting may be refused entry or ejected from property under the district's control by a school administrator, school resource officer, or school district peace officer if the person refuses to leave peaceably upon request. In the circumstance of inappropriate behavior, the administrator/resource officer/peace officer must first give a verbal warning to the person that if the behavior does not stop, he/she may be refused entry or ejected.

The District shall maintain a record of the verbal warnings issued, including the name of the person to whom the warning was issued and the date of issuance. The term of refusal to allow

entry or ejection may not exceed two years. At the time of refused entry or ejection, the District shall give the person written information explaining the appeal process established under Texas Education Code section 37.105(h). Under Texas Administrative Code Title 19, section 103.1207, a person refused entry to or ejected from school property may appeal such action through the District's grievance process. The person is permitted to address the school district's board of trustees in person within 90 days of the commencement of the appeal, unless the appeal is granted before the school district's board of trustees considers the appeal. Parents or guardians that are refused entry or ejected shall be accommodated in order that they may participate in their student's admission, review, and dismissal committee meetings (ARDC Meetings).

Dress Code (FNCA-Local)

Dress and Grooming Code

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. We do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal makes decisions about dress and grooming violations.

APPROPRIATE ATTIRE	Male students must wear clean clothing (shirt, slacks, jeans, trousers, shorts). Female students must wear clean clothing (dress, blouse, shirt, skirt, slacks, jeans, shorts). Sleeveless shirts with 3 finger wide straps or wider are permitted as long as arm holes are tight fitting and all undergarments are covered. Pants must be worn with the waist at waist level, and shirts or blouses must be buttoned. All students must wear shoes and appropriate undergarments. *
	*Student's shorts, skirts, and dresses may not be shorter than the student's fingertips while the student is standing erect with his/her arms and shoulders relaxed at their sides.
APPROPRIATE GROOMING	All students will exemplify grooming standards that project a positive image for the student, school, and District. Hair must be a natural color, clean and neatly groomed and worn in a style that does not cover the eyes.
	Male students must be clean-shaven. No facial hair such as beards, moustaches, and goatees, are permitted. Sideburns may extend no lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.
INAPPROPRIATE GROOMING	The following hair styles or colorings are inappropriate grooming for any student at school or a school-related or – sanctioned activity:
	Spikes or other sculptured hairstyles.

	Hair coloring or bleaching for the purpose of creating extreme differences in color, shade, or tone (i.e. "color blocking") between areas of hair on the head.
	Patterns or designs shaved or cut into the eyebrows or hair, e.g., "mohawks," partially shaved heads, eyebrows etc.
INAPPROPRIATE OR UNACCEPTABLE ATTIRE	The following clothing and accessories are inappropriate attire for any student at school or a school-related or –sanctioned activity:
	Shorts, skirts, or dresses that are shorter than the student's fingertips while the student is standing erect with arms and shoulders relaxed at their sides.
	Pants worn below the natural waistline or sagging, bagging, or extremely loose pants.
	Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, or halter tops.
	Exposed undergarments.
	Bedtime attire, pajamas, undershirts, or undergarments worn as outerwear, e.g., boxer shorts.
	Clothing made of any see-through material, fish net, or very loosely-woven fabric, unless other clothing is worn underneath.
	Shirts or blouses that are split up the side such that the vent or split is unfinished or extends above the natural waistline.
	Clothing with tears or holes that expose areas of the body required to be covered under policy.
	Unhemmed or cut-off clothing of any kind.
	Muscle shirts, shirts with oversized armholes, or backless shirts, blouses, or tops.
	Any clothing made of Spandex or similar body-hugging fabric or material. Leggings may be worn under garments that meet dress code.
	Exterior body coverings such as trench coats, over-sized hoodies, etc.
	Slippers or house shoes.
	Sunglasses, hats, caps or other items used as head coverings worn inside a school building. Exceptions for medical or religious purposes may be obtained from building principal.
	Hair rollers, hair curlers, plastic hair bags, and other similar grooming items worn inside a school building.
	Unnatural eye contacts.
	Blankets are not outerwear and are not appropriate for school.

CLOTHING WITH WORDS OR PICTURES	Clothing worn at school or school-related or-sanctioned activities may not display printed statements or pictures: 1. that are vulgar or obscene; 2. that are related to or depict sexual activity; 3. that promote hate or violence in general or are directed at any specific person or group of persons; or 4. that are related to or depict the use of drugs, alcohol, or tobacco.
JEWELRY, TATTOOS, BODY PIERCING	Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene or distracting or that are likely to cause disruption to the educational environment. This includes items hanging from the body or clothing such as chains. Students may not wear facial jewelry of any kind, other than non-distracting earrings worn on the earlobe. Male students may not wear earrings at all. Spacers; tapers; gauges or any other devices that serves the same function, such as, but not limited to, ropes, coins, strings etc. may not be worn. Students may wear clear plastic spacers in the ear that are intended for temporary use. Any tattoos, including temporary tattoos, must be covered at all times while students are under the school's jurisdiction.
GANG ATTIRE AND GROOMING	Clothing, grooming, or any attire that identifies or connects a student with a gang as defined in the Student Code of Conduct is prohibited. The principal will maintain and regularly update a list of clothing, grooming, and other attire that has been identified as gang-related and will make the list available to teachers and parents for review.
PRINCIPAL'S AUTHORITY	The principal will determine if clothing or attire not addressed in this policy creates a distraction to the educational process and may prohibit that clothing or attire for his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make special exceptions, including for religious or medical necessities.

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, she or he will be placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will return to regular classes immediately. On the third violation of the dress code and any subsequent violation, days of ISS will be assigned.

If the student's dress or grooming is objectionable under these provisions, the administration shall request the student make appropriate corrections. If the principal determines that the student's grooming violates the dress code, the following disciplinary actions shall be taken:

1st violation:	A change of clothes shall be required and a warning issued to the student.
2nd violation:	A change of clothes shall be required and a warning issued to the student.
3rd/additional violations:	A change of clothes, a conference with the principal or designee, and ISS assignment shall be required as well as a report to parents indicating a Code of Conduct violation.

Students who willfully and maliciously violate this policy shall be subject to suspension or placement in GISD's Disciplinary Alternative Education Program after due process. The building principal shall retain the authority to grant exceptions to the dress code for special occasions or special conditions.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action if the administration believes:

- The dress or grooming creates a hazard to the student's safety or to the safety of others.
- The student's dress or grooming will prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals

Definitions

ABUSABLE VOLATILE CHEMICAL OFFENSES

No student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; or
2. designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

Health and Safety Code 485.031

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical that does not contain additive material in accordance with rules adopted by the Commissioner of Health.

Health and Safety Code 485.032

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly manufacture, deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that that person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical.

Health and Safety Code 485.033

AGGRAVATED ASSAULT

"Aggravated assault" is defined as causing serious bodily injury to another or using or exhibiting a deadly weapon during the commission of any assault.

Penal Code 22.02(a)

"Serious bodily injury" is defined as bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

"Deadly weapon" is defined as a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Penal Code 1.07(46), (17)

AGGRAVATED KIDNAPPING

(a) A person commits an offense if he intentionally or knowingly abducts another person with the intent to:

(1) hold him for ransom or reward;

(2) use him as a shield or hostage;

(3) facilitate the commission of a felony or the flight after the attempt or commission of a felony;

(4) inflict bodily injury on him or violate or abuse him sexually;

(5) terrorize him or a third person; or

(6) interfere with the performance of any governmental or political function.

(b) A person commits an offense if the person intentionally or knowingly abducts another person and uses or exhibits a deadly weapon during the commission of the offense.

Penal Code 20.04

AGGRAVATED ROBBERY

A person commits an offense if he commits robbery and he:

(1) causes serious bodily injury to another;

(2) uses or exhibits a weapon; or

(3) causes bodily injury to a person or threatens or places another person in fear of imminent bodily injury or death if the other person is 65 years of age or older or a disabled person, i.e., an individual with a mental, physical, or developmental disability who is substantially unable to protect himself from harm.

Penal Code 29.03

A person commits robbery if, in the course of committing theft as defined in Chapter 31 and with intent to obtain or maintain control of the property, he
(1) intentionally, knowingly, or recklessly causes bodily injury to another; or
(2) intentionally or knowingly threatens or places another in fear of imminent bodily injury or death.

Penal Code 29.02

AGGRAVATED SEXUAL ASSAULT

"Aggravated sexual assault" is defined as sexual assault (see page 55) in which the actor:

1. Causes serious bodily injury or attempts to cause the death of the victim or another person in the course of the same criminal episode; or
2. By acts or words, places the victim in fear that death, serious bodily injury, or kidnapping will be imminently inflicted on any person; or
3. By acts or words occurring in the presence of the victim, threatens to cause death, serious bodily injury, or kidnapping; or
4. Uses or exhibits a deadly weapon in the course of the same criminal episode; or
5. Acts in concert with another, who commits a sexual assault directed toward the same victim and occurs during the same criminal episode; or
6. With the intent of facilitating the commission of the offense, administers or provides to the victim of the offense any substance capable of impairing the victim's ability to appraise the nature of the act or to resist the act; or
7. Assaults a victim who is younger than 14 years of age, regardless of whether the person knows the age of the child at the time of the offense or is 65 years of age or older.

Penal Code 22.021

ARSON

(a) A person commits an offense if the person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

(1) any vegetation, fence, or structure on open-space land; or

(2) any building, habitation, or vehicle:

(A) knowing that it is within the limits of an incorporated city or town;

(B) knowing that it is insured against damage or destruction

(C) knowing that it is subject to a mortgage or other security interest;

(D) knowing that it is located on property belonging to another;

(E) knowing that it has located within it property belonging to another; or

(F) when he is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

(a-1) A person commits an offense if the person recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle.

(a-2) A person commits an offense if the person intentionally starts a fire or causes an explosion and in so doing:

(1) recklessly damages or destroys a building belonging to another; or

(2) recklessly causes another person to suffer bodily injury or death.

(b) It is an exception to the application of Subsection (a)(1) that the fire or explosion was a part of the controlled burning of open-spaced land.

Penal Code 28.02

ASSAULT

Assault is defined as:

1. Intentionally, knowingly, or recklessly causing bodily injury to another.
2. Intentionally or knowingly threatening another with imminent bodily injury.
3. Intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

"Bodily injury" is defined as physical pain, illness, or any impairment of physical condition. Penal Code 1.07(8)

Penal Code 22.01

BREACH OF COMPUTER SECURITY

Knowingly accessing a computer, computer network, or computer system without the effective consent of the owner.

Penal Code 33.02

BULLYING

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 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, 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, or occurs virtually off school property or outside of a school-sponsored or school-related activity if the activity interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity and that the administration determines:

(1) has 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 student's person or of damage to the student's property; or

(2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or

(3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

(4) it infringes on the rights of the victim at school; and

(5) includes cyberbullying if it interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

COERCION

A threat, however communicated, to:

(1) commit an offense;

(2) inflict bodily injury in the future on the person threatened or another;

(3) accuse a person of any offense;

(4) expose a person to hatred, contempt, or ridicule;

(5) harm the credit or business repute of any person; or

(6) take or withhold action as a public servant, or to cause a public servant to take or withhold action.

Penal Code 1.07 (9)

CONDUCT UNDER TEX. GOV'T CODE § 508.149(a)

(1) use or exhibition of a deadly weapon

(2) murder (first or second degree felony);

(3) capital murder;

(4) aggravated kidnapping (first or second degree felony);

(5) indecency with a child;

(6) sexual assault (felony);

(7) aggravated assault (first or second degree felony);

(8) aggravated sexual assault (first degree felony);

(9) injury to a child, elderly individual, or disabled person (first degree felony)

(10) arson (first degree felony);

(11) robbery (second degree felony);

(12) aggravated robbery (first degree felony);

(13) burglary (first degree felony);

(14) an offense enhanced because it occurred in a drug-free school zone;

(15) sexual performance by a child;

(16) continuous sexual abuse of a young child or children;

(17) criminal solicitation (first degree felony);

(18) compelling prostitution;

(19) trafficking of persons;

(20) continuous trafficking of persons; or

(21) engaging in organized criminal activity (first degree felony) or directing activities of criminal street gangs (first degree felony).

CONTINUOUS SEXUAL ABUSE OF A YOUNG CHILD OR CHILDREN

A person commits an offense if:

(1) during a period that is 30 or more days in duration, the person commits two or more acts of sexual abuse, regardless of whether the acts of sexual abuse are committed against one or more victims; and

(2) at the time of the commission of each of the acts of sexual abuse, the actor is 17 years of age or older and the victim is a child younger than 14 years of age, regardless of whether the person knows the age of the child at the time of the offense.

For purposes of this definition, "act of sexual abuse" means any of the following:

(1) aggravated kidnapping, if with the intent to violate or abuse the victim sexually;

(2) indecency with a child in a manner other than by touching, including touching through clothing, the breast of a child;

(3) sexual assault;

(4) aggravated sexual assault;

(5) burglary punishable as a felony if with the intent to commit an offense listed in items (1) – (4);

(6) sexual performance of a child;

(7) trafficking of persons; or

(8) compelling prostitution.

Certain affirmative defenses may apply.

Penal Code 21.02

CONTROLLED SUBSTANCE AND DANGEROUS DRUG

Controlled substances or dangerous drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; synthetic hallucinogens ("bath salts"); synthetic cannabinoids; anabolic steroid; or any prescription medicine provided to any person other than the person for whom the prescription was written.

Health and Safety Code Ch. 481, 482

CRIMINAL MISCHIEF

(a) A person commits an offense if, without the effective consent of the owner:

(1) he intentionally or knowingly damages or destroys the tangible property of the owner;

(2) he intentionally or knowingly tampers with the tangible property of the owner and causes pecuniary loss or substantial inconvenience to the owner or a third person; or

(3) he intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner.

(h) An offense under this section is a state jail felony if the amount of the pecuniary loss to real property or to tangible personal property is $1,500 or more but less than $20,000 and the damage or destruction is inflicted on a public or private elementary school, a secondary school, or institution of higher education.

Penal Code 28.03

CRIMINALLY NEGLIGENT HOMICIDE

Causing the death of an individual by acting with criminal negligence, i.e., with respect to circumstances surrounding his conduct or the result of his conduct when he ought to be aware of a substantial and unjustifiable risk that the circumstances exist or the result will occur. The risk must be of such a nature and degree that the failure to perceive it constitutes a gross deviation from the standard of care that an ordinary person would exercise under all the circumstances as viewed from the actor's viewpoint.

Penal Code 19.05, 6.03(d)

CYBERBULLYING

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

Education Code 37.0832

DATING RELATIONSHIP

"Dating relationship" means a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature. The existence of the relationship will be determined based on consideration of the (1) the length of the relationship, (2) the nature of the relationship, and (3) the frequency and type of interaction between the persons involved in the relationship. A casual acquaintance or ordinary fraternization in a school or social context does not constitute a "dating relationship."

Family Code 71.0021 (b)-(c)

DATING VIOLENCE

Dating violence, meaning the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in, or who has been in the past in, a dating relationship with the perpetrator, or because of the victim's marriage to or dating relationship with a person with whom the perpetrator is or has been in a dating relationship or marriage.

Education Code 37.0831 (b)

DEADLY CONDUCT

A person engages in deadly conduct if he recklessly engages in conduct that places another in imminent danger of serious bodily injury or knowingly discharges a firearm at or in the direction of one or more individuals or a habitation, building, or vehicle and is reckless as to whether it is occupied. Recklessness and danger are presumed if the person knowingly points a firearm at or in the direction of another whether or not the actor believed the firearm to be loaded.

A person acts recklessly, or is reckless, with respect to circumstances surrounding his conduct or the result of his conduct when he is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur. The risk must be of such a nature and degree that its disregard constitutes a gross deviation from the standard of care that an ordinary person would exercise under all the circumstances as viewed from the actor's viewpoint.

Penal Code 22.05, 6.03(c)

DISORDERLY CONDUCT*

Disorderly conduct occurs when a person intentionally or knowingly:

(1) uses abusive, indecent, profane, or vulgar language in a public place, and the language by its very utterance tends to incite an immediate breach of the peace;

(2) makes an offensive gesture or display in a public place, and the gesture or display tends to incite an immediate breach of the peace;

(3) creates, by chemical means, a noxious and unreasonable odor in a public place;

(4) abuses or threatens a person in a public place in an obviously offensive manner;

(5) makes an unreasonable noise in a public place other than a shooting range or in or near a private residence that he has no right to occupy;

(6) fights with another in a public place;

(7) discharges a firearm in a public place other than a public road or shooting range;

(8) displays a firearm or a deadly weapon in a public place in a manner calculated to alarm;

(9) discharges a firearm on or across a public road;

(10) exposes his anus or genitals in a public place and is reckless about whether another may be present who will be offended or alarmed by his act; or

(11) for a lewd or unlawful purpose, while on the premises of a public place, looks into an area such as a restroom or shower stall or changing or dressing are that is designed to provide privacy to a person using the area.

Penal Code 42.01

*All disorderly conduct offenses are Class C misdemeanors except (7) and (8), which are Class B misdemeanors. No student under the age of 17 may receive a ticket or citation for a Class C misdemeanor that occurs at school or on property the school controls and has jurisdiction over.

DISRUPTIVE ACTIVITIES

Conduct by students either in or out of class that for any reason - whether because of time, place, or manner of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

No person or group of persons acting in concert may intentionally engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the District. Disruptive activity means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway or any building without the authorization of the administration of the school;
2. Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity;
3. Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly by the school administration;
4. Disrupting by force or violence or the threat of force or violence a lawful assembly in progress; or
5. Obstructing or restraining the passage of any person at any exit or entrance to said campus or property or preventing or attempting to prevent by force or violence or by threats thereof the ingress or egress of any person to or from said property or campus without the authorization of the administration of the school.

A lawful assembly is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

Education Code 37.123

A person commits an offense if, in a manner intended to cause alarm or personal injury to another person or to damage school property, the person:

(1) intentionally exhibits or uses a firearm:

(a) in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a public school; or

(b) on a school bus being used to transport children to and from school-sponsored activities of a public school;

(2) threatens to exhibit or use a firearm in the locations above whether or not the actor was in possession of or had immediate access to the firearm; or
(3) threatens to exhibit or use a firearm in or on a school bus being used to transport students to or from school-sponsored activities.

Education Code 37.125

E-CIGARETTE

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; a component, part, or accessory for the device, regardless whether sold separately from the device.

Health and Safety Code 161.081 (1-a)

ELECTRONIC ACCESS INTERFERENCE

A person commits an offense who, without a legitimate business purpose, intentionally interrupts or suspends access to a computer system or computer network without the effective consent of the owner.

Penal Code 33.022

ELECTRONIC DATA TAMPERING

A person commits an offense if the person intentionally alters data as it transmits between two computers or intentionally introduces ransomware on a computer, a computer system, or a computer network through deception and without a legitimate business purpose. It is also an offense if a person knowingly restricted a victim's access to privileged information.

Penal Code 33.023

GANG ACTIVITY

A "gang" is defined as any group of two or more individuals whose purposes may include the commission of illegal acts. A gang is a prohibited fraternity, sorority, or society as defined by Education Code 37.121.

Gang activities and gang involvement are described as:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership or affiliation in a gang.
2. Committing any act or using any speech, either verbal or non-verbal such as gestures, handshakes, and the like, that indicates membership or affiliation in a gang.
3. Promoting interest in any gang or gang activity, including but not limited to:
    a. Soliciting others for membership.
    b. Requesting any person to pay protection or otherwise intimidating or threatening any person.
    c. Committing any other illegal act or other violation of District policies.
    d. Inciting other students to act with physical violence toward any other person.
    e. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.
    f. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property, or on property of students or staff.

GANG-FREE ZONES

All District schools and any other property owned, rented, or leased by the District are "gang-free zones." Certain criminal offenses that occur in, on, or within 1,000 feet of a

school or any other property owned, rented, or leased by the District will be enhanced **in the criminal justice system** to the next highest category of offense if they are determined to be committed by a person who is a member of a criminal street gang, unless the offense is already punishable as a first degree felony.

Affected offenses include (1) murder, capital murder, arson, aggravated robbery, robbery, aggravated kidnapping, kidnapping, aggravated assault, aggravated sexual assault, sexual assault, forgery, deadly conduct, and assault resulting in bodily injury; (2) unlawful manufacture, transportation, repair, or sale of firearms or prohibited weapons, excluding knuckles; (3) obscene display or distribution, obscenity, sale, distribution, or display of harmful material to a minor, sexual performance by a child, employment harmful to children, possession or promotion of child pornography when a child younger than 18 years of age is depicted or involved in the offense.

Penal Code 72.028; Subchapter B, Chapter 43, Penal Code

GRAFFITI

A person commits an offense if, without the effective consent of the owner, the person intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings on the tangible property of the owner with (1) paint; (2) an indelible marker; or (3) an etching or engraving device.

Penal Code 28.08 (a)

HARASSMENT

"Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health and safety.

Education Code 37.001 (b)(2)

HARASSMENT OF PUBLIC SERVANT

A person commits an offense if, with the intent to assault, harass, or alarm, the person causes another person the actor knows to be a public servant to contact the blood, seminal fluid, vaginal fluid, saliva, urine, or feces of the actor, any other person, or an animal while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of the public servant's official power or performance of an official duty.

Penal Code 22.11 (a)(2)

HARASSMENT UNDER PENAL CODE 42.07 (A)(1)

A person commits an offense, if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, the person:

(1) initiates communication and in the course of the communication makes a comment, request, suggestion, or proposal that is obscene;

(2) threatens, 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;

(3) conveys, 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;

(4) causes the telephone of another to ring repeatedly or makes repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

(5) makes a telephone call and intentionally fails to hang up or disengage the connection;

(6) knowingly permits a telephone under the person's control to be used by another to commit an offense under this section; or

(7) sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

"Electronic communication" means a transfer of signs, signals, writing, images, sounds, data, or intelligence or any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system, including electronic mail, instant message, network call, or facsimile machine and a communication made to a pager."

"Obscene" means containing a patently offensive description or solicitation to commit an ultimate sex act, including sexual intercourse, masturbation, cunnilingus, fellatio, or anilingus, or a description of an excretory function.

Penal Code 42.07

HAZING

"Hazing" means any intentional, knowing, or reckless act occurring on or off school property directed against a student, by one person alone or acting with others, for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, other than described in paragraph 5, that subjects the student to any unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Is any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

5. Involves coercing the student to consume a drug or an alcoholic beverage or liquor that would lead a reasonable person to believe that the student is intoxicated.

Education Code 37.151

A person commits an offense if the person commits any of the following:

1. Engages in hazing.
2. Solicits, encourages, directs, aids, or attempts to aid another in an act of hazing.
3. Recklessly permits hazing to occur.
4. Has firsthand knowledge of the planning of a specific hazing incident involving a student, or first-hand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the principal, Superintendent or designee.

Education Code 37.152

HIT LIST

"Hit list" means a list of people targeted to be harmed using a firearm or any other object to be used with intent to cause bodily harm.

Education Code 37.001(b)(3)

INDECENCY WITH A CHILD

(a) A person commits an offense if, with a child younger than 17 years of age, whether the child is of the same or opposite sex and regardless of whether the person knows the age of the child at the time of the offense, the person:

(1) engages in sexual contact with the child or causes the child to engage in sexual contact; or

(2) with intent to arouse or gratify the sexual desire of any person:

(A) exposes the person's anus or any part of the person's genitals, knowing the child is present; or

(B) causes the child to expose the child's anus or any part of the child's genitals.

(b) It is an affirmative defense to prosecution under this section that the actor:

(1) was not more than three years older than the victim and of the opposite sex; and

(2) did not use duress, force, or a threat against the victim at the time of the offense.

(3) at the time of the offense:

(A) was not required by law to register for life as a sex offender; or

(B) was not a person who had a reportable conviction or adjudication for the offense of indecency with a child.

(b-1) was the spouse of the child at the time of the offense.

(c) In this section, "sexual contact" means the following acts, if committed with the intent to arouse or gratify the sexual desire of any person:

(1) any touching by a person, including touching through clothing, of the anus, breast, or any part of the genitals of a child; or

(2) any touching of any part of the body of a child, including touching through clothing, with the anus, breast, or any part of the genitals of a person.

Penal Code 21.11

INDECENT EXPOSURE

A person commits an offense if he exposes his anus or any part of his genitals with intent to arouse or gratify the sexual desire of any person, and he is reckless about whether another is present who will be offended by his act.

Penal Code 21.08

INTIMATE VISUAL MATERIAL

Visual material that depicts a person: (a) with the person's intimate parts exposed or (b) engaged in sexual conduct.

Civil Practice and Remedies Code 98B.001

INVASIVE VISUAL RECORDING

Without the other person's consent and with intent to invade the privacy of the other person, the person:

(1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of an intimate area of another person if the other person has a reasonable expectation that the intimate area is not subject to public view; or

(2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another in a bathroom or changing room; or

(3) knowing the character and content of the photograph, recording, broadcast, or transmission, promotes a photograph, recording, broadcast, or transmission described by Subdivision (1) or (2).

Penal Code 21.15

MANSLAUGHTER

Recklessly causing the death of an individual, i.e., acting, with respect to circumstances surrounding his conduct or the result of his conduct, when he is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur. The risk must be of such a nature and degree that its disregard constitutes a gross deviation from the standard of care that an ordinary person would exercise under all the circumstances as viewed from the actor's viewpoint.

Penal Code 19.04, 6.03(c)

MURDER

A person commits an offense of murder if he:

(1) intentionally or knowingly caused the death of an individual;

(2) intends to cause serious bodily injury and commits an act clearly dangerous to human life that causes the death of an individual; or

(3) commits or attempts to commit a felony, other than manslaughter, and in the course of and in furtherance of the commission or attempt, or in immediate flight from the commission or attempt, he commits or attempts to commit an act clearly dangerous to human life that causes the death of an individual.

Penal Code 19.02 (b)

CAPITAL MURDER, CRIMINAL ATTEMPT TO COMMIT CAPITAL MURDER

(a) A person commits an offense of capital murder if he commits murder as defined under Penal Code Section 19.02(b)(1) and:

(1) the person murders a peace officer or fireman who is acting in the lawful discharge of an official duty and who the person knows is a peace officer or fireman;

(2) the person intentionally commits the murder in the course of committing or attempting to commit kidnapping, burglary, robbery, aggravated sexual assault, arson, or obstruction or retaliation or terroristic threat;

(3) the person commits the murder for remuneration or employs another to commit the murder for remuneration or the promise of remuneration;

(4) the person commits the murder while escaping or attempting to escape from a penal institution;

(5) the person, while incarcerated in a penal institution, murders another:

(A) who is employed in the operation of the penal institution; or

(B) with the intent to establish, maintain, or participate in a combination or in the profits of a combination;

(6) the person:

(A) while incarcerated for an offense under this section or Penal Code Section 19.02, murders another; or

(B) while serving a sentence of life imprisonment or a term of 99 years for an offense under Penal Code Section 20.04, 22.021, or 29.03, murders another;

(7) the person murders more than one person:

(A) during the same criminal transaction; or

(B) during different criminal transactions but the murders are committed pursuant to the same scheme or course of conduct; or

(8) the person murders an individual under ten years of age;

(9) the person murders an individual ten years of age or older but younger than fifteen years of age;

(10) the person murders another person in retaliation for or on account of the service or status of the other person as a judge or justice of the supreme court, the court of criminal appeals, a court of appeals, a district court, a criminal district court, a constitutional county court, a statutory county court, a justice court, or a municipal court.

Penal Code 19.03

ONLINE IMPERSONATION

(a) A person commits an offense if the person, without obtaining the other person's consent and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

(1) create a web page on a commercial social networking site or other Internet website; or

(2) post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

(b) A person commits an offense if the person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

(1) without obtaining the other person's consent;

(2) with the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and

(3) with the intent to harm or defraud any person.

Penal Code 33.07

"Identifying information" means (A) name, social security number, date of birth, and government-issued identification number; (B) unique biometric data, including the individual's fingerprint, voice print, and retina or iris image; (C) unique electronic identification number, address, and routing code, financial institution account number; (D) telecommunication identifying information or access device; (E) social security number or other government-issued identification number.

Penal Code 32.51

PAGING DEVICE OR CELLULAR TELEPHONE

A "paging device or cellular telephone" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

Education Code 37.082

PERSISTENT MISBEHAVIOR

"Persistent misbehavior" consists of two or more separate violations of the Student Code of Conduct in general or repeated violations of the same offense.

POSSESSION

"Possession" means having actual or constructive control of an item either on the student's person, or in a car, locker, bag, or other article under the actual or constructive control of the student, regardless of the student's knowledge or intent to possess the item.

PROHIBITED WEAPONS

"Prohibited weapons" are defined as follows:

1. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use; any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer). Penal Code 46.03(a), 46.01(3); 18 U.S.C. § 921(a)(3)
2. A handgun (any firearm that is designed, made, or adapted to be fired with one hand). Penal Code 46.03 (a), 46.01 (5)
3. A destructive device (any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of these devices. The term does not include an antique firearm). 18 U.S.C. § 921(a)(4)
4. A location-restricted knife as defined by law (knife with a blade over 5 ½ inches). Location-restricted knives are prohibited on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution. Penal Code 46.01(6), 46.03(a), 46.02(a-4)
5. An explosive weapon (any explosive or incendiary bomb, grenade, rocket, or mine 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, and includes a device designed, made or adapted for delivery or shooting an explosive weapon). Penal Code 46.01(2)
6. A machine gun (any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger). Penal Code 46.01(9)
7. A short-barrel firearm (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). Penal Code 46.01(10)
8. A firearm silencer (any device designed, made, or adapted to muffle the report of a firearm). Penal Code 46.01 (4)
9. Knuckles (any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles).

10. Armor-piercing ammunition (handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers). Penal Code 46.01(12)

11. A chemical dispensing device (device other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being). Penal Code 46.01(14)

12. A zip gun (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). Penal Code 46.01(16)

13. A tire-deflation device (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). Penal Code 46.01 (17)

14. A club (an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace and tomahawk). Penal Code 46.01(1), 46.03(a)

PUBLIC LEWDNESS

A person commits an offense if he knowingly engages in any of the following acts in a public place or, if not in a public place, he is reckless about whether another is present who will be offended or alarmed by his:

(1) act of sexual intercourse;

(2) act of deviate sexual intercourse;

(3) act of sexual contact; or

(4) act involving contact between the person's mouth or genitals and the anus or genitals of an animal or fowl.

Penal Code 21.07

RETALIATION

A person commits an offense if he intentionally or knowingly harms or threatens to harm another by an unlawful act:

(1) in retaliation for or on account of the service or status of another as a:

(A) public servant, witness, prospective witness, or informant; or

(B) person who has reported or who the actor knows intends to report the occurrence of a crime; or

(2) to prevent or delay the service of another as a:

(A) public servant, witness, prospective witness, or informant; or

(B) person who has reported or who the actor knows intends to report the occurrence of a crime.

A person commits an offense if the person posts on a publicly accessible website the residence address or telephone number of a person he or she knows is a public servant or a member of a public servant's family or household with the intent to cause harm or threat of harm to the individual or a member of individual's family or household in retaliation for or on account of the service or status of the individual as a public servant.

"Informant" means a person who has communicated information to the government in connection with any governmental function.

"Harm" means anything reasonably regarded as loss, disadvantage, or injury, including harm to another person in whose welfare the person affected is interested.

Penal Code 1.07 (25), 36.06

SELF-DEFENSE

(a) Except as provided in Subsection (b), a person is justified in using force against another when and to the degree he reasonably believes the force is immediately necessary to protect himself against the other's use or attempted use of unlawful force.

(b) The use of force against another is not justified:

(1) in response to verbal provocation alone;

(2) to resist an arrest or search that the actor knows is being made by a peace officer, or by a person acting in a peace officer's presence and at his direction, even though the arrest or search is unlawful, unless the resistance is justified under Subsection (c);

(3) if the actor consented to the exact force used or attempted by the other;

(4) if the actor provoked the other's use or attempted use of unlawful force, unless:

(A) the actor abandons the encounter, or clearly communicates to the other his intent to do so reasonably believing he cannot safely abandon the encounter; and

(B) the other nevertheless continues or attempts to use unlawful force against the actor; or

(5) if the actor sought an explanation from or discussion with the other person concerning the actor's differences with the other person while the actor was:

(A) carrying a weapon in violation of Section 46.02; or

(B) possessing or transporting a weapon in violation of Section 46.05.

Penal Code 9.31 (a)-(b)

SERIOUS OFFENSE [See pages 20-22]

SEXUAL ASSAULT

"Sexual assault" is defined as intentionally or knowingly causing physical sexual contact or sexual penetration of a child at any time, regardless of whether the person knows the age of the child at the time of the offense, or of another person without that person's consent. Sexual assault is without the consent of the other person if the actor compels the other person to submit or participate by use of physical force, violence, coercion or threat

of force or violence, and the other person believes the actor has the present ability to execute the threat; or the other person cannot consent.

Penal Code 22.011

SEXUAL COERCION

A violation occurs when a person intentionally coerces a victim to engage in sexual conduct or to produce intimate visual material, or provide a valuable benefit, by means of threatening to commit an act of violence or a sexual offense such as human trafficking, sexual abuse of a child, or other sexually related offenses if the victim does not comply. Violators of this law would be subject to a state jail felony.

Penal Code 22.018

TERRORISTIC THREAT

A "terroristic threat" is a threat to commit any offense involving violence to any person or property with the intent to:

(1) cause a reaction of any type to his threat by an official or volunteer agency organized to deal with emergencies;

(2) place any person in fear of imminent serious bodily injury; or

(3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; or

(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.

Penal Code 22.07

TITLE 5 FELONY OFFENSE

Chapter	§ and Offense	A felony when:
19	19.02 Murder	always
	19.03 Capital Murder	always
	19.04 Manslaughter	always
	19.05 Criminally Negligent Homicide	state jail felony
20	20.02 Unlawful Restraint	the actor recklessly exposes the victim to substantial risk of serious bodily injury
	20.03 Kidnapping	always
	20.04 Aggravated Kidnapping	always
21	21.02 Continuous Sexual Abuse of a Young Child or Children	always
	21.06 Homosexual Conduct	never
	21.07 Public Lewdness	never
	21.08 Indecent Exposure	never
	21.11 Indecency with a Child	always

	21.15 Invasive Visual Recording	state jail felony
	21.16 Unlawful Disclosure or Promotion of Intimate Visual Material	state jail felony
	21.17 Voyeurism	state jail felony if victim is a child younger than 14 years of age at time of offense
	21.18 Sexual Coercion	state jail felony
22	22.01 Assault	against a person the actor knows is a public servant while servant lawfully discharging an official duty or in retaliation or on account of an exercise of official power
	22.011 Sexual Assault	always
	22.015 Coercing Gang Membership	always
	22.02 Aggravated Assault	always
	22.021 Aggravated Sexual Assault	always
	22.04 Injury to a Child, Elderly Individual, or Disabled Individual	always
	22.041 Abandoning or Endangering Child	always
	22.05 Deadly Conduct	knowingly discharges a firearm at or in direction one or more individuals or a habitation, building, or vehicle and is reckless as to whether it is occupied
	22.07 Terroristic Threat	causes impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service
	22.08 Aiding Suicide	causes suicide or attempted suicide that results in serious bodily injury
	22.09 Tampering with Consumer Product	always
	22.10 Leaving a Child in a Vehicle	never
	22.11 Harassment of Public Servant	state jail felony

UNDER THE INFLUENCE

"Under the influence" means not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated.

District officials may determine that a student is under the influence based on information from other students, employees, or patrons or the student's admission that the student used a prohibited substance (alcohol, dangerous drug, controlled substance, or any other intoxicant) at school or recently enough prior to being at school or a school activity that the student would experience the effects of using the substance while at school or the school activity.

UNLAWFUL DISCLOSURE OR PROMOTION OF INTIMATE VISUAL MATERIAL

Without the effective consent of the depicted person, whether express or apparent and with the intent to harm that person, the person intentionally discloses visual material depicting another person with the person's intimate parts exposed or engaged in sexual conduct. At the time of the disclosure, the person knows or has reason to believe that the visual material in which the depicted person had a reasonable expectation that the

material would remain private, the disclosure harmed the depicted person, and the disclosure reveals the identity of the depicted person in any manner. An offense under this section is also committed if the person intentionally threatens to disclose or promote such visual material without the consent of the depicted person, or the person knowingly promotes the material on an Internet website.

Penal Code 21.16, 1.07(11), 1.07(19)

USE

"Use" means a student has voluntarily introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech.

VOYEURISM

A person commits an offense if the person, with the intent to arouse or gratify the sexual desire of the actor, observes another person without the other person's consent while the other person is in a dwelling or structure in which the person has a reasonable expectation of privacy.

Penal Code 21.16

GRAHAM INDEPENDENT SCHOOL DISTRICT
EXTRACURRICULAR CODE OF STUDENT CONDUCT

I. Extracurricular Activities

The term "extracurricular activities" means, without limitation, all interscholastic athletics, cheerleading, drill/dance team, academic clubs, special interest clubs, musical performances, dramatic productions, student government, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District. The term includes any non-curricular event and membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and the school district and sponsored by the district or a campus. All extracurricular activity participants, including elected and appointed officers of all campus organizations, are subject to the provisions of this *Extra-Curricular Code of Conduct.*

II. Jurisdiction

Student participation in extracurricular activities is encouraged. Graham ISD makes extra-curricular activities available as an extension of the regular school program, with this important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students engaging in extracurricular activities represent not only themselves, but also other students and the school district when performing, competing, or participating in extracurricular activities and while wearing uniforms or other clothing that identifies the students to the community or public in any setting as Graham ISD students. For this reason, their behavior must be exemplary and reflect the finest attributes of the total Graham ISD student body at all times and places.

Important goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits.

Because participation in extracurricular activities is a privilege and not a right, Graham ISD is authorized to set higher standards for participants of extracurricular activities than it would for those students who choose not to participate in these activities. Therefore, this Extracurricular Code of Conduct extends beyond the Graham ISD Student Code of Conduct not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. This Extracurricular Code of Conduct will be enforced with all students in Grades 7-12 participating in extracurricular activities:

- regardless of whether school is in session;
- regardless of whether the offense occurs on or off school property or at a school-related event;

- regardless of whether the student is directly involved with the extracurricular activity at the time the prohibited conduct occurs;
- regardless of whether the extracurricular activity is in-season; and
- regardless of where or when the conduct occurs.

It is possible that a student who violates the *Graham ISD Student Code of Conduct* will incur consequences from both the appropriate school administrator and from his or her coach or sponsor for the same particular violation. It is also possible that a student participating in extra-curricular activities could violate the *Extracurricular Code of Conduct* and be subject to discipline by a coach or sponsor without having violated the *Graham ISD Student Code of Conduct.*

III. Conduct Expectations

The following conduct is expected of all participants. Failure to meet these expectations can result in disciplinary action by the coach or sponsor:

- Student commitment to a team or organization is expected for the entire season or activity. Students are encouraged to participate in more than one extracurricular activity; however, students may not quit one sport or organization in order to participate in another while the sport or club that he or she quit is still active.
- Students who participate in extracurricular activities that involve competition among schools and school districts will conduct themselves in a sportsmanlike manner at all times. This includes behavior toward visiting teams or hosting teams as well as the opponent's fans. Graham ISD participants will be noted for clean, tough, competitive play. Praise your opponents and play beyond your ability.
- Students should arrive to practices (including workouts), meetings, and events on time and prepared.
- Students who cannot be present for a practice (including workouts), meeting, or event should call the coach, sponsor, team captain, or club president as soon as they are aware that they will be absent. Each activity will decide when missed practices, meetings, or workouts will be made-up; however, disciplinary action may still be taken if a participant is absent more than two times in a semester.
- Injured or ill students who are unable to participate, but are able to attend a practice (including workouts), meeting, or event are required to dress appropriately and sit or stand with the rest of the group.
- Students are required to show respect at all times to coaches and sponsors.
- Students should refrain from wearing hair styles or hair colors that draw attention to themselves. Male students participating in sports are required to be clean shaven.
- Students engaging in extracurricular activities are required to participate in the extracurricular drug testing program administered under the authority of policy FNF (LOCAL). Students found to have violated policy FNF (LOCAL) will be subject to disciplinary measures as outlined in that policy.
- Students should follow the rules promulgated in the *Graham ISD Student Code of Conduct.* Failure to do so may result in additional disciplinary measures related to the student's participation in extracurricular activities as determined by the coach or sponsor.

IV. Prohibited Conduct

Graham ISD students who participate in extracurricular activities are prohibited at all times from:

Level I Violation

- possessing, smoking, selling, or otherwise using tobacco products;
- possessing or using electronic cigarettes or other non-tobacco nicotine-delivery products or accessories;

Level II Violation

- possessing or using drug paraphernalia;
- possessing, selling, or delivering to another person look-alike drugs or items represented to be drugs or contraband of any kind;
- possessing, selling, giving, delivering to another person, using, or being under the influence of marijuana, alcohol, a controlled substance, or any dangerous drug;
- engaging in conduct that contains the elements of an offense relating to glue, aerosol paint, or volatile, mood-altering chemicals;
- stealing;
- attending any event at which underage drinking or smoking or any drug use is occurring (students will be allowed a slight concession for an amount of time long enough to determine that a violation is occurring and to leave the premises);
- riding in a vehicle containing alcohol unless a parent, guardian, or other responsible adult is present and aware of the presence of the alcohol;
- fighting;
- conduct that causes injury or harm to persons or property;
- any conduct resulting in arrest and/or citations from law enforcement officers;
- inappropriate touching, including "making out" in public places; sexual conduct, sexual gestures; or exposing parts of the body that are ordinarily covered up in public; and
- engaging in serious misbehavior, as that term is defined in *the Graham ISD Student Code of Conduct.*

V. Procedures

The coach and/or sponsor will determine whether an *Extracurricular Code of Conduct* violation has occurred.

Upon determination of an *Extracurricular Code of Conduct* violation, the following individuals will be notified:

- the student and the student's parent(s) or guardian(s); and/or
- the appropriate school counselor to provide counseling, support, and guidance in dealing with issues associated with alcohol, drugs, mood-altering chemicals, and other prohibited activities.

Nothing in this *Extracurricular Code of Conduct* limits the authority of a coach or sponsor to impose reasonable sanctions, which may include extra workouts, suspension from practice

or competition, or removal from the activity, for students who breach team or organization conduct expectations but do not engage in prohibited conduct.

VI. Disciplinary Action

Coaches and sponsors will review all the facts and circumstances surrounding a particular violation and impose appropriate disciplinary action. Coaches and sponsors will strive for consistency in meting out punishment for *Extracurricular Code of Conduct* violations, but will also exercise sound professional discretion. Violation of any of the above-mentioned rules by a student participating in extracurricular activities will be subject to the following disciplinary action:

- suspension from all extracurricular activities for the following time periods including the removal from office in the case of a student office holder who commits an offense.

Level I Violations

Graham ISD students who participate in extracurricular activities that are found to participate in one or more of the Level I activities, will be required to do Extra workouts, and/or be suspended from practice or competition. Written notification of the punishment will be given to the Athletic Director, Principal, or Designee upon notification of the violation. When a student receives a 3rd Level I violation, that automatically moves to a Level II violation 1st offense.

Level II Violations

1st Offense	14 Calendar Days
2nd Offense	30 Calendar Days
3rd Offense	90 Calendar Days
4th Offense	365 Days (One Calendar Year)

The principal will not ordinarily interfere in a coach's or sponsor's judgment regarding appropriate discipline but has the authority to increase or decrease the punishment based on his or her assessment of the situation.

VII. Insurance for Students in Extracurricular Activities

Graham ISD is not responsible for injuries of its students who are participating in sports. However, Graham ISD will offer supplemental insurance that can be purchased by the athlete covering participation in practice or competition for athletes. The coverage for each injury will vary according to the accident. More detailed information can be obtained by calling Michael Carroll, GISD Athletic Trainer at (940)-549-4277. He will answer any questions you have concerning our athletic program's procedures for dealing with insurance and injuries.

As part of completing the UIL participation form, you have the option of requesting the administration of an electrocardiogram (ECG) from your physician. To learn more, please read UIL's Sudden Cardiac Awareness Form.

Extracurricular Activities Drug Testing Program

GRAHAM ISD
Extracurricular Activities Drug Testing Program

The Board encourages students to participate in school-sponsored extracurricular activities, but believes the opportunity to participate is a privilege offered to eligible students on an equal opportunity basis. The use of alcohol or other drugs by students participating in extracurricular activities presents a hazard to the health, safety, and welfare of the student participant. The Board believes testing student participants in school-sponsored extracurricular activities serves the important purpose of detecting and preventing illegal drug and alcohol use among students. Illegal and performance-enhancing drug use of any kind is incompatible with the physical, mental, and emotional demands placed upon participants in extracurricular activities and upon the positive image these students project to other students and to the community on behalf of the District. For the safety, health and well-being of students in extracurricular activities and/or who drive and park on school property, the District has adopted this policy.

Purpose

1. Educate students of the serious physical, mental and emotional harm caused by illegal drug use.
2. Alert students with possible substance abuse problems to the potential harms that drug use poses for their physical, mental, and emotional well-being and offer them the privilege of competition as an incentive to stop using such substances.
3. Ensure that students adhere to a training program that bars the intake of illegal and performance-enhancing drugs.
4. Prevent injury, illness, and harm for students that may arise as a result from illegal and performance-enhancing drug use.
5. Offer students practices, competition and school activities free of the effects of illegal and performance-enhancing drug use
6. Prevent injury, illness, and harm that may arise as a result of youthful, inexperienced drivers consuming controlled sub- stances and then driving on school premises, which are traditionally occupied by teenagers.
7. Educate youthful drivers regarding the dangers to themselves and others that result from the use of controlled substances while operating a motor vehicle.

Definition

"School-sponsored extracurricular activity" shall mean, without limitation, all interscholastic athletics, cheerleading, drill team, academic clubs, special interest clubs, musical performances, dramatic productions, student government, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District.

Required Testing
To be eligible to participate in any school-sponsored extracurricular activity, a secondary student in grades 9–12 must agree to participate in a drug-testing program.

Use of Results
The results of any drug test administered under this policy shall be used only to determine eligibility for participation in school sponsored extracurricular activities.

Confidentiality
Results shall be kept confidential and disclosed only to the student, his or her parents/guardians, and school officials designated by the Superintendent. Results shall not be placed in student records. Students shall not be penalized in any other way. Action shall not be taken by the school against the student, other than suspension from participating in extracurricular activities, as outlined below.

Prohibited Conduct
Student participants in school-sponsored extracurricular activities shall not at any time during the school year use, possess, sell, distribute, or be under the influence of any illegal drug, anabolic steroid, or alcohol.

Parent/Student Meeting
A meeting with potential student participants and their parents or guardians shall be scheduled in the spring for students desiring to participate in the following school year. The drug-testing plan shall be discussed and copies of the policy, procedures, and the consent form shall be provided for each participant at that time.

Consent Form
Student participants must sign a consent form agreeing to participate in the drug-testing program. The consent form must also be signed by the student's parent or guardian before the beginning of the school year, semester, or specific activity, e.g., casting and production of a dramatic presentation. Consent forms are valid until revoked by the student or parent. **Consent forms are found at the end of this document.**

If the student participant or his or her parent or guardian declines to sign the consent form, the student shall not be permitted to participate in school-sponsored extracurricular activities.

Only one form shall be required for each student regardless of the number of school activities in which he or she participates.

Only one form shall be required for the entire enrollment of the student at the District high school.

Testing Procedure
A licensed medical facility or third-party administrator selected by the Superintendent and approved by the Board shall conduct all testing for the presence of drugs in student urine samples. The Superintendent shall be designated as the program manager and shall administer the program with the selected drug-testing provider.

Substances specifically tested for shall include substances that are illegal to buy, possess, use, sell, or distribute under state or federal law and alcohol, including prescription drugs. These substances Include: marijuana, cocaine, methaqualone, benzodiazepines, phencyclidine (PCP), methadone,

barbiturates, propoxyphene, amphetamines, opiates, metabolites of any of these substances, and performance-enhancing substances.

Samples shall be taken under conditions that are no more intrusive to students than the conditions experienced in a public restroom. The Superintendent, in cooperation with the selected drug-testing provider, shall develop administrative regulations for collection and testing.

Any student who refuses to be tested during a semester or who tampers with, or assists others in tampering with, any sample shall be removed from extracurricular activities from one calendar year.

Random Tests

Random tests shall be conducted from time to time during the school year or semester. Students shall not be notified in advance of any drug test. When selected for testing, a student shall be escorted to the school's testing site by a school employee and shall remain under employee supervision until a sample is provided. If a student is in school and fails to report for testing at the appointed time, he or she shall be removed from extracurricular activities from one calendar year.

Positive Test Results

All positive results must be confirmed by a second, more definitive test before being reported as positive. When there is a confirmed positive test result, the following steps shall be taken:

1. A positive test result does not automatically identify the donor as an illegal drug user. The medical review officer (MRO) shall assess and determine whether an alternative medical explanation could account for the positive test result. Once the review process is complete and if it is determined as a positive test, per law, the MRO shall contact the student and the parent or guardian of the student, if the student is a minor and has tested positive for an illegal drug.
2. The MRO shall notify the company of the positive test. The company shall complete the appropriate paperwork and notify the District official.
3. The District official to whom results are reported shall notify the principal and athletic director if the student is in interscholastic athletics.
4. The principal shall notify the student's parent or guardian, the student, and the sponsor or coach of the affected activity. The principal shall inform parents of the opportunity to respond to a positive test. The principal shall schedule a meeting with the parent or guardian and the student to develop a plan of assistance for the student and a timetable to complete the sanctions.
5. At the meeting, the principal shall give the student and parent a copy of the test results and provide them an opportunity to offer an explanation for the results. Parents may also request a retest to confirm the results, but the retest shall be a test of a hair follicle at the parent's expense. A request to retest must be made in writing within 48 hours of the meeting with the principal. The retest shall be in accordance with the testing provisions of this policy.

Sanctions

The sponsor or coach may allow the student to continue to attend practices, but the student shall not actively participate. Any student who tests positive, receives counseling, and is reinstated shall be retested once a month for as long as he or she participates in school-sponsored extracurricular activities for the remainder of the school year.

If a student tests positive for the first time, the student shall be removed from participation, including practice or competition, until the following criteria are fulfilled based on a positive test:

1. The student athlete has missed a minimum of 14 calendar days of the activity in which they are currently "in season" or the activity of the next competitive season in which they complete.
2. Within 10 days, the student must provide the campus principal proof of 4 hours of drug abuse counseling with a licensed psychologist or licensed professional counselor at the parent's expense.
3. The student is retested by the testing agency with a negative result.

If a student tests positive a second time, the student shall be removed from participation, including practice or competition, until the following criteria are fulfilled:

1. The student athlete is removed for 90 calendar days from participation in extracurricular activities of the activity in which they are currently "in season" or the activity of the next competitive season in which they complete.
2. Within 30 days, the student must provide the campus principal proof of 12 hours of drug abuse counseling with a licensed psychologist or licensed professional counselor at the parent's expense.
3. The student is retested by the testing agency with a negative result.

When determining whether a positive test is a subsequent positive test:

1. A positive test conducted within 30 days after the date of a test which was punished as a "first positive test" shall not be considered a "third positive test", unless:

    a. The test reflects the presence of a different substance than that detected in the "second positive test"; or,

    b. The level of the original substance detected has not decreased to a level that indicates the discontinued use of such substance after the "second positive test."

2. A positive test conducted more than 30 days after the date of a test which was considered a "second positive test" shall be considered a "third positive test", unless:

    a. the levels originally detected have decreased enough to be reasonably interpreted as residual traces from before the "second positive test" and do not reasonably indicate a new policy violation.

If a student tests positive a third time, the student shall be removed from participation in extracurricular activities permanently.

When determining whether a positive test is a subsequent positive test:

1. A positive test conducted within 30 days after the date of a test which was punished as a "second positive test" shall not be considered a "third positive test", unless:

    a. The test reflects the presence of a different substance than that detected in the "second positive test"; or,

    b. The level of the original substance detected has not decreased to a level that indicates the discontinued use of such substance after the "second positive test."

2. A positive test conducted more than 30 days after the date of a test which was considered a "second positive test" shall be considered a "third positive test", unless:

    a. the levels originally detected have decreased enough to be reasonably interpreted as residual traces from before the "second positive test" and do not reasonably

indicate a new policy violation.

Appeal

An appeal of the sanction may be instituted by the parent by giving written notice to the Superintendent within five days. The student shall be ineligible for participation pending the appeal. Using the procedures in FNG (LOCAL) for a Level Three presentation, the Board shall determine whether the sanction was justified.

Student Drivers

Students who drive to and from school and who park on school property shall be subject to the same initial and random drug testing requirements as students who participate in school sponsored extracurricular activities.

In addition to any other sanctions that may be imposed based on a student driver's participation in school-sponsored extracurricular activities, a student who has a positive test result shall not be permitted to park on school property for 30 school days. After this 30-day period and upon subsequent testing with a negative test result, the student shall be permitted to park on school property.

Nothing in this policy limits or prohibits the application of Board policy providing for disciplinary action for students using, under the influence of, in possession of, or distributing illegal drugs or alcohol on school property or at school events.

Acknowledgement

A condition to participating in any extracurricular activity or holding any office (elected or appointed) is to sign an acknowledgement that the student has read and understands the *Extra Curricular Code of Conduct.* The student's parent or guardian must also sign an acknowledgement. Student and Parent signatures on the signature page of this document acknowledge that the signing party understands the extracurricular code of conduct, The GISD Extra Curricular Activities Drug Testing Program, and the consequences for inappropriate behavior

The GISD Drug Testing Consent Form is on the following page.
Please sign this from and return it to the Graham HS front office.

Graham Independent School District
Drug Use Testing Consent Form

Student's Full Name: _____

last name first name middle initial

I understand after having received and read Graham ISD Policy FNF (Local) concerning student drug and alcohol testing that GISD will enforce this policy out of concern for my safety and health. I realize that the personal decisions that I make daily in regard to the use of illegal drugs and/or alcohol may affect my health and well-being as well as the possible endangerment of those around me and reflect upon any organization with which I am associated.

_____

Signature of Student Date

I have received, read and understand GISD Policy FNF (Local) concerning student drug and alcohol testing. I understand that it is the practice of the district to conduct drug and/or alcohol tests for the purpose of carrying out this policy. I desire that my child named above participate in and be subject to the terms of the drug-testing program. I understand that I may withdraw this request for participation at any time in writing to the campus principal. I further understand and accept that if I withdraw my consent after my child has been selected for drug testing or if my child refuses to take the drug test, he/she will be unable to participate in the above-mentioned activities. If my child later decides to participate in extracurricular activities offered by GISD, and/or drive on GISD property, my child will be unable to participate in the above-mentioned activities until such test is taken. I accept the method of obtaining urine and/or hair samples, testing of such samples, and all other aspects of the program.

I authorize the employees of GISD to release my child's student identification number, and biological specimens to DATCS (Drug & Alcohol Testing Compliance Services). I authorize the officers, employees, and agents of DATCS and the district to communicate among themselves for official purposes, my child's drug and/or alcohol test results both orally and in writing, and to communicate such test results at any district administrative proceeding. I also authorize the officers, employees, and agents of DATCS and the district to have continued access to my child's biological specimens for the purpose of any further analysis or study that may be necessary, and require the results be communicated to me prior to any district administrative proceedings.

_____ _____

Printed Name of Parent/Guardian Date

_____ _____

Parent/Guardian Signature Date

STUDENT AGREEMENT FOR ACCEPTABLE USE OF THE ELECTRONIC COMMUNICATION SYSTEM

You are being given access to the District's electronic communication system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries, and computer services all over the world.

In accordance with the Children's Internet Protection Act, Graham Independent School District educates staff and students regarding appropriate online behavior, including interacting with other individuals on social networking websites (including chat rooms). Graham ISD also educates staff and students on cyber bullying awareness to ensure Internet safety, including use of email and Web 2.0 resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, harmful, or contain potentially offensive information. While every effort is made to provide the most secure and optimal learning environment by monitoring on-line activities, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is possible that you may run across areas of adult content and some material you (or your parents) might find objectionable. While the District will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. **It is each student's responsibility to read district policy, regulations and agreement forms and ask questions if you need help in understanding and following the guidelines for appropriate and acceptable use.**

Inappropriate system use will result in the loss of the privilege to use this educational tool. It will be your responsibility to follow the rules for appropriate use.

RULES FOR APPROPRIATE USE

You will have access through the District's resources for class assignments and research with your teacher's permission and/or supervision.

- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.
- Users are expected to observe the following network etiquette:
    1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
    2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
    3. Pretending to be someone else when sending/receiving messages is considered inappropriate.
    4. Transmitting obscene messages or pictures is prohibited.

5. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

INAPPROPRIATE USES

- Using the system for any illegal purpose.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Tampering with anyone else's computer, files, or email.
- Posting personal information about yourself or others (such as addresses and phone numbers).
- Downloading or using copyrighted information without permission from the copyright holder, including violating District software licensing agreements or installing any personal software on District equipment without approval of the Technology Director.
- Intentionally introducing a virus to the computer system.
- Posting messages or accessing materials that are abusive, racist, excessively violent, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Personal, political use to advocate for or against a candidate, office-holder, political party, or political position. Research or electronic communications regarding political issues or candidates shall not be a violation when the activity is to fulfill an assignment for class credit.
- Forgery of electronic mail messages or transmission of unsolicited junk e-mail chain messages.
- Use that violates the Student Code of Conduct.
- Use related to commercial activities or for commercial gain.
- Advertisement for purchase or sale of a product.
- Participating in chat rooms other than those sponsored and overseen by the District.
- Wasting school resources through the improper use of the computer system.
- "Hacking" i.e., attempting unauthorized access to any computer whether within the District's network or outside it.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system;
- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.
- This may also require restitution for costs associated with system restoration, hardware, or software costs.

ACKNOWLEDGEMENT

Student and Parent signatures on the signature page of this document acknowledge permission for the student to participate in the District's electronic communications system and the acknowledgement of the following:

"I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. I understand that violations of these provisions may result in suspension or revocation of system access." **(The signature page is on page 4)**

Further information regarding Graham ISD's Electronic Communication Policies and Regulations may be found in Graham ISD Board Policy CQ (Legal) and CQ (Local).

NOTICE TO PARENTS

Right to Review Teacher Qualifications

As a parent of a student in Graham ISD, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Texas Education Agency has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Texas Education Agency has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call Mr. Sonny Cruse, GISD Superintendent of Schools, at 549-0595.

AGENDA

ITEM

SUBJECT: Consider Approval Young County Hazard Mitigation Resolution

RATIONALE:

Young County has been working through the process to complete a Hazard Mitigation Plan to submit to FEMA. The City of Graham, Graham ISD, City of New Castle, and the City of Olney have contributed to this plan.

The next step in the process is for each polical entity to consider approval of the attached resolution approving the Young County Hazard Mitigation Plan.

RECOMMENDATION:

I recommend the approval of the resolution approving the Young County Hazard Mitigation Plan.

CONTACT PERSON(S):

Sonny Cruse

RESOLUTION FOR GRAHAM INDEPENDENT SCHOOL DISTRICT

APPROVAL OF COUNTY HAZARD MITIGATION PLAN

WHEREAS, natural hazards in Young County, Texas, historically have caused significant disasters with losses of life and property and natural resources damage; and

WHEREAS, the Federal Disaster Mitigation Act of 2000 and Federal Emergency Management Agency (FEMA) require communities to adopt a hazard mitigation action plan to be eligible for the full range of pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, FEMA requires that communities update Hazard Mitigation Action Plans every five years in order to be eligible for the full range of pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, the Graham Independent School District has assessed the community's potential risks and hazards and is committed to planning for a sustainable community and reducing the long-term consequences of natural and man-caused hazards; and

WHEREAS, the Young County Hazard Mitigation Plan outlines a mitigation vision, goals and objectives; assesses risk from a range of hazards; and identifies risk reduction strategies and actions for hazards that threaten the community.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Young County Hazard Mitigation Plan is approved in its entirety;
2. The Graham Independent School District will pursue available funding opportunities for implementation of the proposals designated therein, and will, upon receipt of such funding or other necessary resources, seek to implement the actions contained in the mitigation strategies;
3. The Graham Independent School District vests with the Superintendent the responsibility, authority, and means to inform all parties of this action; assure that the Hazard Mitigation Plan will be reviewed at least annually; and that any needed adjustments will be presented to the City Council for consideration; and
4. The Graham Independent School District agrees to take such other action as may be reasonably necessary to carry out the objectives of the Plan and report on progress as required by FEMA and the Texas Division of Emergency Management (TDEM).

ADOPTED this 12th day of August 2020.

Approval Signatures

_____

GISD Board President

Young County
Hazard Mitigation Plan 2020

Planning Participants: Young County, City of Graham, Graham ISD, City of Newcastle, City of Olney



Maintaining a Safe, Secure, and Sustainable Community

H2O PARTNERS

Nortex Regional Planning Commission

For more information, visit our website at:

www.co.young.tx.us

Written comments should be forwarded to:

H2O Partners, Inc.

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Austin, Texas 78716

info@h2opartnersusa.com

www.h2opartnersusa.com

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SECTION 1: INTRODUCTION

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BACKGROUND

Young County is located in north central Texas, and is bordered by Archer County to the north, Jack County to the east, Palo Pinto County to the southeast, Stephens County to the south and Throckmorton County to the west.

Texas is prone to extremely heavy rains and flooding with half of the world record rainfall rates (48 hours or less).[1] While flooding is a well-known risk, Young County is susceptible to a wide range of natural hazards, including but not limited to drought, extreme heat, hail, and winter storms. These life-threatening hazards can destroy property, disrupt the economy, and lower the overall quality of life for individuals.

While it is impossible to prevent an event from occurring, the effect from many hazards to people and property can be lessened. This concept is known as hazard mitigation, which is defined by the Federal Emergency Management Agency (FEMA) as *sustained actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.*[2] Communities participate in hazard mitigation by developing hazard mitigation plans. The Texas Division of Emergency Management (TDEM) is required to review the plan and FEMA has the authority to review and approve hazard mitigation plans through the Disaster Mitigation Act of 2000.

The Nortex Regional Planning Commission (NRPC) is a region-wide voluntary association of local governments. NRPC's mission is to serve its members as the instrument of local government cooperation and coordination for the purpose of improving the health, safety, and general welfare of their citizens. NRPC took the lead in sponsoring the development of a comprehensive Hazard Mitigation Action Plan ("Plan") for their participating counties and cities. Although NRPC's memberships covers an eleven county area, one county already had a plan in place, so the remaining ten counties participated. NRPC selected the consultant team of H2O Partners, Inc. to write and develop the Hazard Mitigation Action Plan for each of the ten counties, including Young County. The ten counties were split into three Planning Groups for the planning process, as seen in Table 1-1.

[1] http://www.floodsafety.com/texas/regional-info/san-antonio-flooding/

[2] http://www.fema.gov/hazard-mitigation-planning-resources

Table 1-1. Participating Jurisdictions by Planning Group

Eastern Group	Central Group	Western Group
Clay County	Archer County	Cottle County
Bellevue ISD	City of Holliday	City of Paducah
City of Henrietta	Holliday ISD	Paducah ISD
Henrietta ISD	Town of Lakeside City	Foard County
Midway ISD	Town of Megargel	City of Crowell
Jack County	City of Scotland	Crowell ISD
City of Bryson	Town of Windthorst	Hardeman County
City of Jacksboro	Baylor County	City of Chillicothe
Montague County	City of Seymour	City of Quanah
City of Bowie	Young County	Wilbarger County
Bowie ISD	City of Graham	City of Vernon
City of Nocona	Graham ISD	
Prairie Valley ISD	City of Newcastle	
City of Saint Jo	City of Olney	

This Plan, hereinafter titled: "Young County Hazard Mitigation Action Plan 2020: Maintaining a Safe, Secure, and Sustainable Community" (Plan) was developed specifically for Young County, and is a multi-jurisdictional Plan. The participating jurisdictions include Young County, the City of Graham, Graham ISD, the City of Newcastle, and the City of Olney. These jurisdictions provided valuable input into the planning process.

Hazard mitigation activities are an investment in a community's safety and sustainability. It is widely accepted that the most effective hazard mitigation measures are implemented at the local government level, where decisions on the regulation and control of development are ultimately made. A comprehensive review to a hazard mitigation plan addresses hazard vulnerability that exists today and in the foreseeable future. Therefore, it is essential that a plan identify projected patterns of how future development will increase or decrease a community's overall hazard vulnerability.

SCOPE

The focus of the Plan is to identify activities to mitigate hazards classified as "high" or "moderate" risk, as determined through a detailed hazard risk assessment conducted for Young County and the participating jurisdictions. The hazard classification enables the participating jurisdictions to prioritize mitigation actions based on hazards which can present the greatest risk to lives and property in the geographic scope.

PURPOSE

The Plan was prepared by NRPC, Young County, participating jurisdictions, and H2O Partners, Inc. The purpose of the Plan is to protect people and structures and to minimize the costs of disaster response and recovery. The goal of the Plan is to minimize or eliminate long-term risks to human life and property from known hazards by identifying and implementing cost-effective hazard mitigation

actions. The planning process is an opportunity for participating jurisdictions within Young County, stakeholders, and the general public to evaluate and develop successful hazard mitigation actions to reduce future risk of loss of life and damage to property resulting from a disaster in Young County.

The Mission Statement of the Plan is, "*Maintaining a secure and sustainable future through the revision and development of targeted hazard mitigation actions to protect life and property."*

Participating jurisdictions within Young County, and planning participants identified eleven natural hazards to be addressed by the Plan. The specific goals of the Plan are to:

- Minimize disruption to participating jurisdictions within Young County following a disaster;
- Streamline disaster recovery by articulating actions to be taken before a disaster strikes to reduce or eliminate future damage;
- Demonstrate a firm local commitment to hazard mitigation principles;
- Serve as a basis for future funding that may become available through grant and technical assistance programs offered by the State or Federal government. The Plan will enable participating jurisdictions within Young County to take advantage of rapidly developing mitigation grant opportunities as they arise; and
- Ensure that participating jurisdictions within Young County maintain eligibility for the full range of future Federal disaster relief.

AUTHORITY

The Plan is tailored specifically for participating jurisdictions within Young County and plan participants including Planning Team members, stakeholders, and the general public who participated in the Plan development process. The Plan complies with all requirements promulgated by the Texas Division of Emergency Management (TDEM) and all applicable provisions of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, Section 104 of the Disaster Mitigation Act of 2000 (DMA 2000) (P.L. 106-390), and the Bunning-Bereuter-Blumenauer Flood Insurance Reform Act of 2004 (P.L. 108–264), which amended the National Flood Insurance Act (NFIA) of 1968 (42 U.S.C. 4001, et al). Additionally, the Plan complies with the Interim Final Rules for the Hazard Mitigation Planning and Hazard Mitigation Grant Program (44 CFR, Part 201), which specify the criteria for approval of mitigation plans required in Section 322 of the DMA 2000 and standards found in FEMA's "Local Mitigation Plan Review Guide" (October 2011), and the "Local Mitigation Planning Handbook" (March 2013). Additionally, the Plan is developed in accordance with FEMA's Community Rating System (CRS) Floodplain Management Plan standards and policies.

SUMMARY OF SECTIONS

Sections 1 and 2 of the Plan outline the Plan's purpose and development, including how Planning Team members, stakeholders, and members of the general public were involved in the planning process. Section 3 profiles the Young County's population and economy.

Sections 4 through 15 present a hazard overview and information on individual natural hazards in the planning area. The hazards generally appear in order of priority based on potential losses to life and property, and other community concerns. For each hazard, the Plan presents a description of the

hazard, a list of historical hazard events, and the results of the vulnerability and risk assessment process.

Section 16 presents hazard mitigation goals and objectives. Section 17 presents hazard mitigation actions for Young County and the participating jurisdictions. Section 18 identifies Plan maintenance mechanisms.

The list of planning team members and stakeholders is located in Appendix A. Public survey results are analyzed and presented in Appendix B. Appendix C contains a detailed list of critical facilities for the area, and Appendix D is dam locations. Appendix E contains information regarding workshops and meeting documentation. Capability Assessment results for participating jurisdictions within Young County are located in Appendix F.[3]

[3] Information contained in some of these appendices are exempt from public release under the Freedom of Information Act (FOIA).

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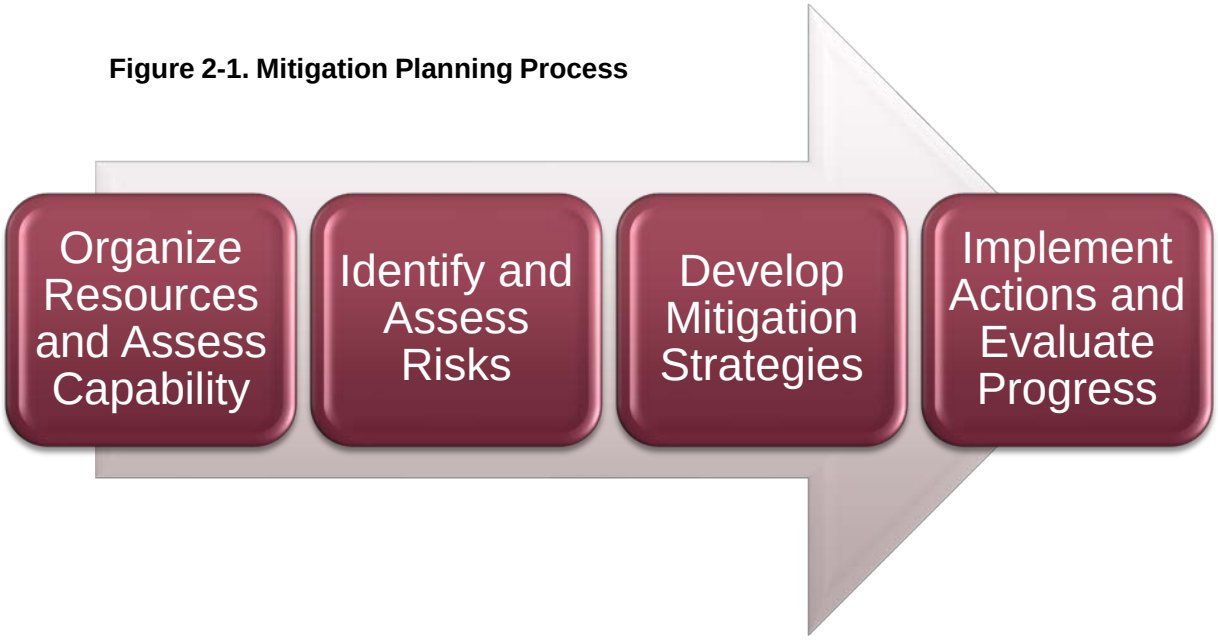
PLAN PREPARATION AND DEVELOPMENT

Hazard mitigation planning involves coordination with various constituents and stakeholders to develop a more disaster-resistant community. Section 2 provides an overview of the planning process including the identification of key steps and a detailed description of how stakeholders and the public were involved.

Overview of the Plan

The Nortex Regional Planning Commission (NRPC) hired H2O Partners, Inc. (Consultant Team), to provide technical support and oversee the development of the Young County Hazard Mitigation Action Plan 2020. The Consultant Team used the FEMA "Local Mitigation Plan Review Guide" (October 1, 2011), and the "Local Mitigation Planning Handbook" (March 2013) to develop the Plan. The overall planning process is shown in Figure 2-1 below.

Figure 2-1. Mitigation Planning Process



NRPC, participating jurisdictions within Young County, and the Consultant Team met in June 2018 to begin organizing resources, identify Planning Team members, and conduct a Capability Assessment.

Planning Team

Key members of H2O Partners, Inc. developed the Plan in conjunction with the Planning Team. The Planning Team was established using a direct representation model. Some of the responsibilities of the Planning Team included: completing Capability Assessment surveys, providing input regarding the identification of hazards, identifying mitigation goals, and developing mitigation strategies. An Executive Planning Team consisting of key personnel from each of the participating jurisdictions within Young County, shown in Table 2-1, was formed to coordinate planning efforts and request input and participation in the planning process. Table 2-2 reflects the Advisory Planning Team, consisting of additional representatives from area organizations and departments from the participating jurisdictions within Young County that participated throughout the planning process.

Table 2-1. Executive Planning Team

ORGANIZATION / DEPARTMENT	TITLE
Nortex Regional Planning Commission	Emergency Planning Director
Nortex Regional Planning Commission	Emergency Planner
Nortex Regional Planning Commission	Executive Director
Young County	County Judge
Young County	Emergency Management Coordinator

ORGANIZATION / DEPARTMENT	TITLE
City of Graham	Emergency Management Coordinator
City of Graham	Emergency Management Coordinator Assistant
Graham ISD	Superintendent
City of Newcastle	Mayor
City of Olney	Mayor
City of Olney	Emergency Management Coordinator

Table 2-2. Advisory Planning Team

ORGANIZATION / DEPARTMENT	TITLE
Young County	Sergeant
Young County	Sheriff
Young County	Judge's Assistant
Young County	County Commissioner – Precinct 1
Young County	County Commissioner – Precinct 2
Young County	County Commissioner – Precinct 3
Young County	County Commissioner – Precinct 4
City of Graham	City Manager
City of Graham	Mayor
City of Graham	Police Chief
City of Graham	EMS Director
City of Graham	Fire Chief
City of Newcastle	City Secretary
City of Newcastle	Public Works
City of Olney	Police Department
City of Olney	City Administrator
City of Olney	Water Plant
City of Olney	Fire WWTP

ORGANIZATION / DEPARTMENT	TITLE
City of Olney	EMS Director

Additionally, a Stakeholder Group was invited to participate in the planning process via e-mail. The Consultant Team, Planning Teams, and Stakeholder Group coordinated to identify mitigation goals, and develop mitigation strategies and actions for the Plan. Appendix A provides a complete listing of all participating Planning Team members and stakeholders from participating jurisdictions within Young County by organization and title.

Based on results of completed Capability Assessment, participating jurisdictions within Young County described methods for achieving future hazard mitigation measures by expanding existing capabilities. For example, the jurisdictions do not have a community wildfire protection plan in place. Other options for improving capabilities include the following:

- Establishing Planning Team members with the authority to monitor the Plan and identify grant funding opportunities for expanding staff.
- Identifying opportunities for cross-training or increasing the technical expertise of staff by attending free training available through FEMA and the Texas Division of Emergency Management (TDEM) by monitoring classes and availability through preparingtexas.org.
- Reviewing current floodplain ordinances for opportunities to increase resiliency such as modifying permitting or building codes.
- Developing ordinances that will require all new developments to conform to the highest mitigation standards.

Sample hazard mitigation actions developed with similar hazard risk were shared at the meetings. These important discussions resulted in development of multiple mitigation actions that are included in the Plan to further mitigate risk from natural hazards in the future.

The Planning Team developed hazard mitigation actions for mitigating risk from all of the hazards including potential flooding, hail, and extreme heat. The actions include but are not limited to drainage improvement projects, installing generators at critical facilities, and educating citizens to practice hazard mitigation techniques.

Planning Process

The process used to prepare the Plan followed the four major steps included at Figure 2-1. After the Planning Team was organized, a capability assessment was developed and distributed at the Kick-Off Workshop. Hazards were identified and assessed, and results associated with each of the hazards were provided at the Risk Assessment Workshop. Based on Young County's identified vulnerabilities, specific mitigation strategies were discussed and developed at the Mitigation Strategy Workshop. Finally, Plan maintenance and implementation procedures were developed and are included in Section 18. Participation of Planning Team members, stakeholders, and the public at each of the workshops is documented in Appendix E.

At the Plan development workshops held throughout the planning process described herein, the following factors were taken into consideration:

- The nature and magnitude of risks currently affecting the community;
- Hazard mitigation goals to address current and expected conditions;
- Whether current resources will be sufficient for implementing the Plan;
- Implementation problems, such as technical, political, legal, and coordination issues that may hinder development;
- Anticipated outcomes; and
- How participating jurisdictions within Young County, agencies, and partners will participate in implementing the Plan.

Kickoff Workshop

The Kickoff Workshop was held at the Archer County Courthouse on June 19, 2018. The initial workshop informed participating officials and key department personnel about how the planning process pertained to their distinct roles and responsibilities and engaged stakeholder groups including, but not limited to Volunteer Fire Departments, Independent School Districts, hospitals, and surrounding Counties. In addition to the kickoff presentation, participants received the following information:

- Project overview regarding the planning process;
- Public survey access information;
- Hazard Ranking form; and
- Capability Assessment survey for completion.

A risk ranking exercise was conducted at the Kickoff Workshop to get input from the Planning Team and stakeholders pertaining to various risks from a list of natural hazards affecting the planning area. Participants ranked hazards high to low in terms of perceived level of risk, frequency of occurrence, and potential impact.

Hazard Identification

At the Kickoff Workshop, and through e-mail and phone correspondence, the Planning Team conducted preliminary hazard identification. The Planning Team in coordination with the Consultant Team reviewed and considered a full range of natural hazards. Once identified, the teams narrowed the list to significant hazards by reviewing hazards affecting the area as a whole, the 2018 State of Texas Hazard Mitigation Plan, and initial study results from reputable sources such as federal and state agencies. Based on this initial analysis, the teams identified a total of eleven natural hazards which pose a significant threat to the planning area.

RISK ASSESSMENT

An initial risk assessment for participating jurisdictions within Young County was completed in October 2018 and results were presented to Planning Team members at the Risk Assessment Workshop held on October 23, 2018. At the workshop, the characteristics and consequences of each hazard were evaluated to determine the extent to which the planning area would be affected in terms of potential danger to property and citizens.

Property and crop damages were estimated by gathering data from the National Centers for Environmental Information (NCEI) and National Oceanic and Atmospheric Administration (NOAA).

The assessment also examined the impact of various hazards on the built environment, including general building stock, critical facilities, lifelines, and infrastructure. The resulting risk assessment profiled hazard events, provided information on previous occurrences, estimated probability of future events, and detailed the spatial extent and magnitude of impact on people and property. Each participant at the Risk Assessment Workshop was provided a risk ranking sheet that asked participants to rank hazards in terms of the probability or frequency of occurrence, extent of spatial impact, and the magnitude of impact. The results of the ranking sheets identified unique perspectives on varied risks throughout the planning area.

The assessments were also used to set priorities for hazard mitigation actions based on potential loss of lives and dollar losses. A hazard profile and vulnerability analysis for each of the hazards can be found in Sections 4 through 15.

MITIGATION REVIEW AND DEVELOPMENT

Developing the Mitigation Strategy for the Plan involved identifying mitigation goals and new mitigation actions. A Mitigation Strategy Workshop was held at the Young County Courthouse on January 22, 2019. In addition to the Planning Team, stakeholder groups were invited to attend the workshop. Regarding hazard mitigation actions, workshop participants emphasized the desire for flood and wildfire projects. Additionally, the participating jurisdictions were proactive in identifying mitigation actions to lessen the risk of all the identified hazards included in the Plan.

An inclusive and structured process was used to develop and prioritize new hazard mitigation actions for the Plan. The prioritization method was based on FEMA's STAPLE+E criteria and included social, technical, administrative, political, legal, economic, and environmental considerations. As a result, each Planning Team Member assigned an overall priority to each hazard mitigation action. The overall priority of each action is reflected in the hazard mitigation actions found in Section 17.

Planning Team Members then developed action plans identifying proposed actions, costs and benefits, the responsible organization(s), effects on new and existing buildings, implementation schedules, priorities, and potential funding sources.

Specifically, the process involved:

- Listing optional hazard mitigation actions based on information collected from previous plan reviews, studies, and interviews with federal, state, and local officials. Workshop participants reviewed the optional mitigation actions and selected actions that were most applicable to their area of responsibility, cost-effective in reducing risk, easily implemented, and likely to receive institutional and community support.
- Workshop participants inventoried federal and state funding sources that could assist in implementing the proposed hazard mitigation actions. Information was collected, including the program name, authority, purpose of the program, types of assistance and eligible projects, conditions on funding, types of hazards covered, matching requirements, application deadlines, and a point of contact.
- Planning Team Members considered the benefits that would result from implementing the hazard mitigation actions compared to the cost of those projects. Although detailed cost-benefit analyses were beyond the scope of the Plan, Planning Team Members utilized economic evaluation as a determining factor between hazard mitigation actions.

- Planning Team Members then selected and prioritized mitigation actions.

Hazard mitigation actions identified in the process were made available to the Planning Team for review. The draft Plan was made available to the general public for review on the County's website, along with the participating jurisdiction's website, with the chance to comment via sending an email.

REVIEW AND INCORPORATION OF EXISTING PLANS

Review

Background information utilized during the planning process included various studies, plans, reports, and technical information from sources such as FEMA, the United States Army Corps of Engineers (USACE), the U.S. Fire Administration, National Oceanic and Atmospheric Administration (NOAA), the Texas Water Development Board (TWDB), the Texas Commission on Environmental Quality (TCEQ), the Texas State Data Center, Texas Forest Service, the Texas Division of Emergency Management (TDEM), and local hazard assessments and plans. Section 4 and the hazard-specific sections of the Plan (Sections 5-15) summarize the relevant background information.

Specific background documents, including those from FEMA, provided information on hazard risk, hazard mitigation actions currently being implemented, and potential mitigation actions. Previous hazard events, occurrences, and descriptions were identified through NOAA's National Centers for Environmental Information (NCEI). Results of past hazard events were found through searching the NCEI. The USACE studies were reviewed for their assessment of risk and potential projects in the region. State Data Center documents were used to obtain population projections. The State Demographer webpages were reviewed for population and other projections and included in Section 3 of the Plan. Information from the Texas Forest Service was used to appropriately rank the wildfire hazard, and to help identify potential grant opportunities. Materials from FEMA and TDEM were reviewed for guidance on Plan development requirements.

Incorporation of Existing Plans into the HMAP Process

A Capability Assessment was completed by key departments from the participating jurisdictions within Young County which provided information pertaining to existing plans, policies, ordinances and regulations to be integrated into the goals and objectives of the Plan. The relevant information was included in a master Capability Assessment, Appendix F.

Existing projects and studies were utilized as a starting point for discussing hazard mitigation actions among Planning and Consultant Team members. For example, the City of Olney installed two concrete aqueducts to improve the efficiency of drainage from City streets into nearby rivers. Additionally, policies and ordinances were reviewed by several of the participating jurisdictions. These jurisdictions have included actions to develop and implement routine debris clearing program, and restrict future development in high risk areas. Other plans were reviewed, such as Emergency Operations Plans and Capital Improvement Plan, to identify any additional mitigation actions. Finally, the 2018 State of Texas Hazard Mitigation Plan, developed by TDEM, was discussed in the initial planning meeting in order to develop a specific group of hazards to address in the planning effort. The 2018 State Plan was also used as a guidance document, along with FEMA materials, in the development of the Young County Hazard Mitigation Action Plan 2020.

Incorporation of the HMAP into Other Planning Mechanisms

Planning Team members will integrate implementation of the Plan with other planning mechanisms for Young County, such as the Emergency Operations Plan. Existing plans for participating jurisdictions will be reviewed and incorporated into the Plan, as appropriate. This section discusses how the Plan will be implemented by the participating jurisdictions within Young County. It also addresses how the Plan will be evaluated and improved over time, and how the public will continue to be involved in the hazard mitigation planning process.

Participating jurisdictions within Young County will be responsible for implementing hazard mitigation actions contained in Section 17. Each hazard mitigation action has been assigned to a specific County, City, or ISD department that is responsible for tracking and implementing the action.

A funding source has been listed for each identified hazard mitigation action and may be utilized to implement the action. An implementation time period has also been assigned to each hazard mitigation action as an incentive and to determine whether actions are implemented on a timely basis.

Participating jurisdictions within Young County will integrate hazard mitigation actions contained in the Plan with existing planning mechanisms such as Storm Water ordinances, Emergency Operations or Management Plans, Evacuation Plans, and other local and area planning efforts. Young County will work closely with area organizations to coordinate implementation of hazard mitigation actions that benefit the planning area in terms of financial and economic impact.

Upon formal adoption of the Plan, Planning Team members from the participating jurisdictions will review existing plans along with building codes to guide development and ensure that hazard mitigation actions are implemented. Each of the jurisdictions will be responsible for coordinating periodic review of the Plan with members of the Advisory Planning Team to ensure integration of hazard mitigation strategies into these planning mechanisms and codes. The Planning Team will also conduct periodic reviews of various existing planning mechanisms and analyze the need for any amendments or updates in light of the approved Plan. Participating jurisdictions within Young County will ensure that future long-term planning objectives will contribute to the goals of the Plan to reduce the long-term risk to life and property from moderate and high risk hazards. Within one year of formal adoption of the Plan, existing planning mechanisms will be reviewed and analyzed as they pertain to the Plan.

Planning Team members will review and revise, as necessary, the long-range goals and objectives in its strategic plan and budgets to ensure that they are consistent with the Plan.

Furthermore, Young County will work with neighboring jurisdictions to advance the goals of the Plan as it applies to ongoing, long-range planning goals and actions for mitigating risk to natural hazards throughout the planning area.

Table 2-3 identifies types of planning mechanisms and examples of methods for incorporating the Plan into other planning efforts.

Table 2-3. Examples of Methods of Incorporation

Planning Mechanism	Incorporation of Plan
Annual Budget Review	Various departments and key personnel that participated in the planning process for participating jurisdictions within Young County will review the Plan and mitigation actions therein when conducting their annual budget review. Allowances will be made in accordance with grant applications sought, and mitigation actions that will be undertaken, according to the implementation schedule of the specific action.
Capital Improvement Plans	The City of Olney has a Capital Improvement Plan (CIP) in place. Prior to any revisions to the CIP, City departments will review the risk assessment and mitigation strategy sections of the HMAP, as limiting public spending in hazardous zones is one of the most effective long-term mitigation actions available to local governments.
Grant Applications	The Plan will be evaluated by participating jurisdictions within Young County when grant funding is sought for mitigation projects. If a project is not in the Plan, an amendment may be necessary to include the action in the Plan.
Regulatory Plans	Currently, participating jurisdictions within Young County have regulatory plans in place, such as Emergency Management Plans, Economic Development, and Evacuation Plans. The Plan will be consulted when County and City departments review or revise their current regulatory planning mechanisms, or in the development of regulatory plans that are not currently in place.

Appendix F provides an overview of Planning Team members' existing planning and regulatory capabilities to support implementation of mitigation strategy objectives. Appendix F also provides further analysis of how each intends to incorporate hazard mitigation actions into existing plans, policies, and the annual budget review as it pertains to prioritizing grant applications for funding and implementation of identified hazard mitigation projects.

It should be noted for the purposes of the Plan that the HMAP has been used as a reference when reviewing and updating all plans and ordinances for the entire planning area, including all participating jurisdictions. The Emergency Management Plans developed independently by Young County, City of Graham, City of Newcastle, and City of Olney are updated every 5 years and incorporates goals, objectives and actions identified in the mitigation plan.

Plan Review and Plan Update

As with the development of Plan, participating jurisdictions within Young County will oversee the review and update process for relevance and if necessary make adjustments. At the beginning of each fiscal year, Planning Team Members will meet to evaluate the Plan and review other planning mechanisms to ensure consistency with long-range planning efforts. In addition, planning participants will also meet twice a year, by conference call or presentation, to re-evaluate prioritization of the hazard mitigation actions.

TIMELINE FOR IMPLEMENTING MITIGATION ACTIONS

Both the Executive Planning Team (Table A-1, Appendix A) and the Advisory Planning Team (Table A-2, Appendix A) will engage in discussions regarding a timeframe for how and when to implement each hazard mitigation action. Considerations include when the action will be started, how existing planning mechanisms' timelines affect implementation, and when the action should be fully implemented. Timeframes may be general, and there will be short, medium, and long-term goals for implementation based on prioritization of each action, as identified on individual Hazard Mitigation Action worksheets included in the Plan for participating jurisdictions within Young County.

Both the Executive and Advisory Planning Team will evaluate and prioritize the most suitable hazard mitigation actions for the community to implement. The timeline for implementation of actions will partially be directed by participating jurisdictions' comprehensive planning process, budgetary constraints, and community needs. Participating jurisdictions within Young County are committed to addressing and implementing hazard mitigation actions that may be aligned with and integrated into the Plan.

Overall, the Planning Team is in agreement that goals and actions of the Plan shall be aligned with the timeframe for implementation of hazard mitigation actions with respect to annual review and updates of existing plans and policies.

PUBLIC AND STAKEHOLDER INVOLVEMENT

An important component of hazard mitigation planning is public participation and stakeholder involvement. Input from individual citizens and the community as a whole provides the Planning Team with a greater understanding of local concerns and increases the likelihood of successfully implemented hazard mitigation actions. If citizens and stakeholders, such as local businesses, non-profits, hospitals, and schools are involved, they are more likely to gain a greater appreciation of the risks that hazards may present in their community and take steps to reduce or mitigate their impact.

The public was involved in the development of the Young County Hazard Mitigation Action Plan 2020 at different stages prior to official Plan approval and adoption. Public input was sought using three methods: (1) open public meetings; (2) survey instruments; and (3) making the draft Plan available for public review at participating jurisdictions' websites.

The draft Plan was made available to the general public for review and comment on participating jurisdictions' websites. The public was notified at the public meetings that the draft Plan would be available for review. No feedback was received on the draft Plan, although it was given on the public

survey, and all relevant information was incorporated into the Plan. Public input was utilized to assist in identifying hazards that were of most concern to the citizens of the County and what actions they felt should be included and prioritized.

The Plan will be advertised and posted on Young County and participating jurisdictions' websites upon approval from FEMA, and a copy will be kept at the Young County courthouse.

Stakeholder Involvement

Stakeholder involvement is essential to hazard mitigation planning since a wide range of stakeholders can provide input on specific topics and from various points of view. Throughout the planning process, members of community groups, local businesses, neighboring jurisdictions, schools, and hospitals were invited to participate in development of the Plan. The Stakeholder Group (Table A-3 in Appendix A, and Table 2-4, below), included a broad range of representatives from both the public and private sector and served as a key component in NRPC's outreach efforts for development of the Plan. Documentation of stakeholder meetings is found in Appendix E. A list of organizations invited to attend via e-mail is found in Table 2-4.

Table 2-4. Stakeholder Working Group

AGENCY	TITLE	PARTICIPATED
Archer County	County Judge	x
Archer County	Emergency Management Coordinator	x
Baylor County	County Judge	x
Baylor County	Emergency Management Coordinator	x
Clay County	County Judge	
Clay County	Emergency Management Coordinator	
Cottle County	County Judge / EMC	
Foard County	County Judge	
Graham Fire Department	Fire Chief	x
Graham Leader News	Reporter	x
Graham Regional Hospital	EMS Director	x
Hamilton Hospital	EMS Director	
Hamilton Hospital	Chief Nursing Officer	x
Hardeman County	County Judge	
Hardeman County	Emergency Management Coordinator	

AGENCY	TITLE	PARTICIPATED
Jack County	County Judge	
Jack County	Emergency Management Coordinator	x
Montague County	County Judge	x
Montague County	Emergency Management Coordinator	
Newcastle ISD	Superintendent	
City of Olney	Council Member	
City of Olney	Council Member	
City of Olney	Council Member	
Olney ISD	Superintendent	x
Olney VFD	Fire Chief	
Texas Division of Emergency Management	District Coordinator	x
Wilbarger County	County Judge	
Wilbarger County	Emergency Management Coordinator	
Woodson ISD	Superintendent	
Young County Rural VFD – Station 1 (Newcastle)	Fire Chief	
Young County Rural VFD – Station 2 (Loving)	Fire Chief	
Young County Rural VFD – Station 3 (Murray)	Fire Chief	
Young County Rural VFD – Station 4 (Eliasville)	Fire Chief	
Young County Rural VFD – Station 5 (Graham)	Fire Chief	

Stakeholders and participants from neighboring communities that attended the Planning Team and public meetings played a key role in the planning process. For example, thunderstorm wind was one of the concerns to stakeholders, so participating jurisdictions included actions to require tie-downs for mobile homes. Another action was included to require standards for burial of utility lines in new developments.

Public Meetings

A series of public meetings were held throughout the NRPC planning area to collect public and stakeholder input. Topics of discussion included the purpose of hazard mitigation, discussion of the planning process, and types of natural hazards. Each participating jurisdiction within the Young

County released information regarding the public meetings in their area to increase public participation in the Plan development process, through posting on their website, on social media sources including Facebook and Twitter, through the local media, and/or posting the information on bulletin boards in public facilities. A sampling of these notices can be found in Appendix E, along with the documentation on the public meetings. Representatives from area neighborhood associations and area residents were invited to participate.

Public meetings were held on the following dates and locations:

- June 18, 2018, NORTEX Regional Planning Commission, Suite 200
- October 22, 2018, NORTEX Regional Planning Commission, Suite 200
- January 22, 2019, Young County Courthouse

PUBLIC PARTICIPATION SURVEY

In addition to public meetings, the Planning and Consultant Teams developed a public survey designed to solicit public input during the planning process from citizens and stakeholders and to obtain data regarding the identification of any potential hazard mitigation actions or problem areas. The survey was promoted by local officials and a link to the survey was posted on participating jurisdictions' websites. A total of 184 surveys were completed online. The survey results are analyzed in Appendix B. Participating jurisdictions within Young County reviewed the input from the surveys and decided which information to incorporate into the Plan as hazard mitigation actions. For example, many citizens mentioned concerns about tornadoes and suggested improving the emergency notification system and/or sirens. In response, actions were added to the Plan to enhance an area-wide telephone Emergency Notification System ("Reverse 911"), and to acquire and distribute NOAA weather radios to improve early warning.

SECTION 3: COUNTY PROFILE

Overview 1

Population and Demographics 4

Population Growth 4

Future Development 5

Economic Impact 6

Existing and Future Land Use and Development Trends 7

OVERVIEW

Young County was established by the Texas legislature in 1856 from lands formerly assigned to Bosque and Fannin counties and was attached to Wise County for judicial purposes until it was organized later that same year. The town of Belknap was chosen as the county seat and was a stop on the Butterfield Overland Mail route from 1858 to 1861. The county's early years were marred by conflicts between Indians and white settlers in the same region.

Though Confederate soldiers held Fort Belknap during the Civil War, Indian depredations during the war and in the late 1860s led many of the original settlers to abandon the area. By 1865, the county's government was dissolved, and the area was attached to neighboring Jack County for administrative purposes; the county records were transferred to Jacksboro. After the federal government redoubled its efforts to suppress Indian activity in the region, the area began to attract settlers. The county was reorganized in 1874, and the county records were brought back from Jacksboro. This time, the new City of Graham, platted in 1873, was chosen as the county seat.

Young County covers 931 square miles, of which 914 square miles are land and 16 square miles are covered by water. The area is drained by Lake Graham, near the center of the county, and the Brazos River, which forms Possum Kingdom Lake in the southeastern part of the county. The area is served by U.S. Highway 380 and State highways 16 and 79.

Figure 3-1 shows the general location of Young County along with the Cities that are located within the County.

Figure 3-1. Location of Young County

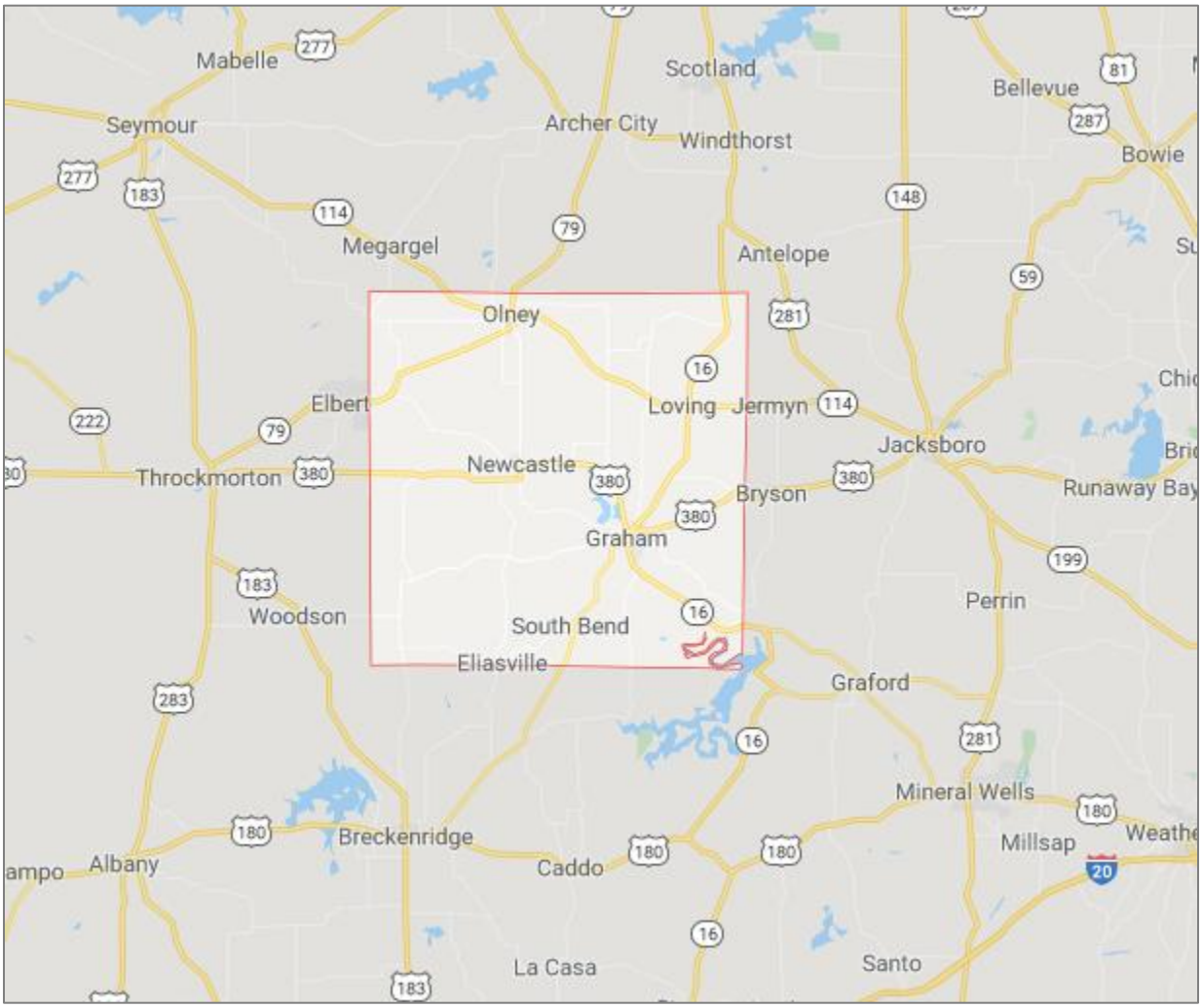
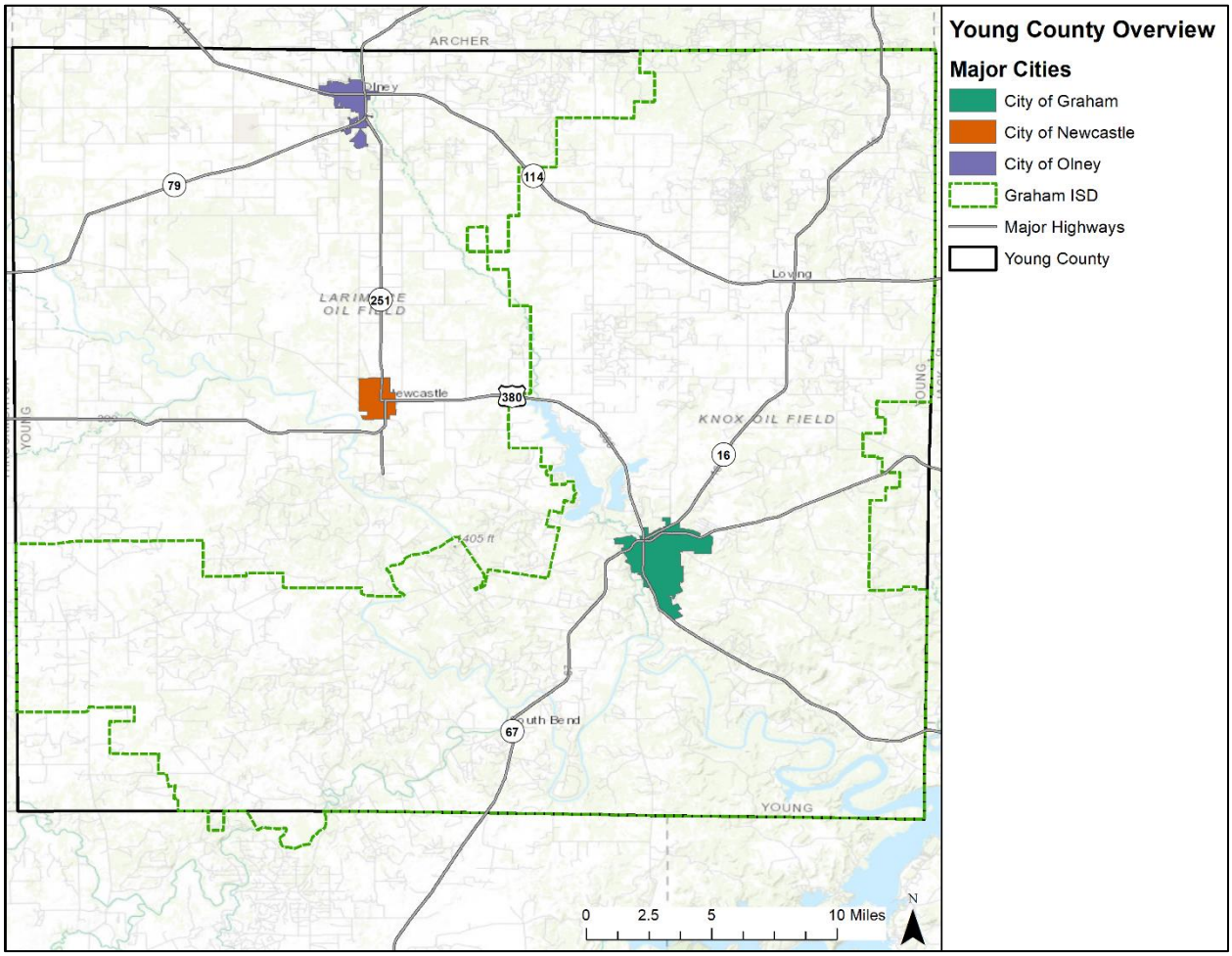


Figure 3-2 shows the participating jurisdictions within Young County that are covered in the risk assessment analysis of the Plan.

Figure 3-2. Young County Planning Area



Provided in Table 3-1 below is a listing of the jurisdictions in Young County that participated in the Young County Hazard Mitigation Action Plan 2020.

Table 3-1. Participating Jurisdictions

PARTICIPATING JURISDICTIONS
Young County
City of Graham
Graham ISD
City of Newcastle
City of Olney

POPULATION AND DEMOGRAPHICS

In the official Census population count, as of April 1, 2010, Young County has a population of 18,550 residents. By July 2017, the number was estimated at 18,166. Table 3-2 provides the population distribution by jurisdiction within Young County based on the 2010 Census information.[1]

Between official U.S. Census population counts, the estimate uses a formula based on new residential building permits and household size. It is simply an estimate and there are many variables involved in achieving an accurate estimation of people living in a given area at a given time.

Table 3-2. Population Distribution by Jurisdiction

JURISDICTION	TOTAL 2010 POPULATION	PERCENTAGE	ESTIMATED VULNERABLE OR SENSITIVE POPULATIONS	
			Elderly (Over 65)	Below Poverty Level
City of Graham	8,903	48.0%	1,589	1,641
City of Newcastle	585	3.2%	103	134
City of Olney	3,285	17.7%	717	528
Unincorporated Young County	5,777	31.1%	1,174	694
Young County Total	**18,550**	**100%**	**3,583**	**2,997**

ISD Population

Graham ISD is a public school district based in Graham, Texas; a very small portion of the district lies in Stephens County. Graham ISD is composed of three elementary schools, a Junior High School, High School, Graham Education and Workforce Center, and the Graham Learning Center, an alternative high school. Known for its innovative and cutting edge educational practices, Graham ISD is blessed with tremendous community support for public education. The Mission of Graham ISD is to educate and equip students for excellence in life to positively impact their communities. Graham ISD provides services for children under the age of 5.

Table 3-3 provides the number of people employed by the ISD.

Table 3-3. ISD Population

INDEPENDENT SCHOOL DISTRICT	EMPLOYEES	STUDENTS	ESTIMATED VULNERABLE OR SENSITIVE POPULATIONS
			Children (Under 5)
Graham ISD	345	2,400	106

[1] Source: https://www.census.gov/quickfacts/fact/table/youngcountytexas/PST120218

Population Growth

The official 2010 Young County population is 18,550. Overall, Young County experienced a decrease in population between 1980 and 2010 by 2.8%, or a decrease by 533. The City of Graham, the City of Newcastle and the City of Olney also experienced a decrease in their population between 1980 and 2010. Between 2000 and 2010, the City of Graham, the City of Newcastle, and Young County as a whole experienced a population growth, while the City of Olney experienced a population decline. Table 3-4 provides historic growth rates in Young County.

Table 3-4. Population for Young County, 1980-2010

JURISDICTIONS	1980	1990	2000	2010	POP CHANGE 1980-2010	PERCENT OF CHANGE	POP CHANGE 2000-2010	PERCENT OF CHANGE
City of Graham	9,170	8,986	8,716	8,903	-267	-2.9%	187	2.1%
City of Newcastle	688	505	575	585	-103	-15.0%	10	1.7%
City of Olney	4,060	3,519	3,396	3,285	-775	-19.1%	-111	-3.3%
Unincorporated Young County	5,165	5,116	5,256	5,777	612	11.8%	521	9.9%
Young County	**19,083**	**18,126**	**17,943**	**18,550**	**-533**	**-2.8%**	**607**	**3.4%**

FUTURE DEVELOPMENT

To better understand how future growth and development in the County might affect hazard vulnerability, it is useful to consider population growth, occupied and vacant land, the potential for future development in hazard areas, and current planning and growth management efforts. This section includes an analysis of the projected population change and economic impacts.

Population projections from 2010 to 2040 are listed in Table 3-5, as provided by the Office of the State Demographer, Texas State Data Center, and the Institute for Demographic and Socioeconomic Research. Population projections are based on a 0.5 scenario growth rate, which is 50 percent of the population growth rate that occurred during 2000-2010. This information is only available at the County level; however, the population projection shows an increase in population density for the County, which would mean overall growth for the County.

Table 3-5. Young County Population Projections

County	LAND AREA (SQ MI)	2010		2020		2030		2040	
		Population							
		Total Number	Density (Land Area, SQ MI)	Total Number	Density (Land Area, SQ MI)	Total Number	Density (Land Area, SQ MI)	Total Number	Density (Land Area, SQ MI)
Young	914	18,550	20.3	19,408	21.2	20,569	22.5	21,437	23.5

ECONOMIC IMPACT

Building and maintaining infrastructure depends on the economy, and therefore, protecting infrastructure from risk due to natural hazards in the planning area is important to the participating jurisdictions within Young County. Whether it's expanding culverts under a road that washes out during flash flooding, shuttering a fire station, or flood-proofing a wastewater facility, infrastructure must be mitigated from natural hazards in order to continue providing essential utility and emergency response services in a fast-growing planning area.

Major employers in the area are critical to the health of the economy, as well as effective transportation connectivity. NRPC facilitates regional public transportation planning by defining the needs for public transportation, assisting in the development of public transportation providers, promoting coordination of services to eliminate duplication and facilitating the sharing of resources and services to meet the public transportation needs of the region.

NRPC brings together regional economic development organizations to analyze the regional economy, establish regional goals and objectives and implement a regional plan of action, identify opportunities and assist in the local economic development efforts.

Since the 1990's, Graham Economic Development Partnership between Graham Industrial Association and Graham Economic Improvement Corporation has been dedicated to providing business assistance for new and existing businesses. The Graham Economic Improvement Corporation (GEIC) was incorporated in 1994, originally as a 4A Corporation which was restrictive in the types of projects that could be funded for economic development. In 2004, the 4A Corporation was converted to a 4B Corporation. The less restrictive 4B allowed the City to expand the Young County Arena. The Graham Industrial Association was founded in 1956. For over 50 years, the Association has been the leading proponent for economic growth in Graham; it has played a major part in creating over 1,000 jobs and has seen the development of over 1 million square feet of industrial buildings.

The Olney Industrial Development Corporation is the economic development arm for Olney, Texas. As the 4A economic entity charged with the responsibility of creating jobs and helping the community grow and prosper, the OIDC is working hard to make various companies aware of the opportunities in Olney, as well as assisting existing businesses and industries. The mission of OIDC is to enhance the strength and stability of the Olney economy through the support of existing industry and the

attraction of manufacturing and service sector business which bring new capital and employment opportunities into the community.

EXISTING AND FUTURE LAND USE AND DEVELOPMENT TRENDS

Comprehensive or economic development plans are part of a continuous process to provide an environment for the citizens and to consider the general desire of the community to conserve, preserve, and protect the natural environment. These plans are used to guide individuals in making decisions which affect the community with the understanding of the long term effects. The City of Olney has a Capital Improvements Plan in place.

SECTION 4: RISK OVERVIEW

Hazard Description....1

Natural Hazards and Climate Change....4

Overview of Hazard Analysis....4

HAZARD DESCRIPTION

Section 4 is the first phase of the Risk Assessment, providing background information for the hazard identification process and descriptions for the hazards identified. The Risk Assessment continues with Sections 5 through 15, which include hazard descriptions and vulnerability assessments.

Upon a review of the full range of natural hazards suggested under FEMA planning guidance, participating jurisdictions within Young County identified eleven natural hazards that are addressed in the Hazard Mitigation Plan. Of the hazards identified, ten natural hazards and one quasi-technological[1] hazard (dam failure) were identified as significant, as shown in Table 4-1. The hazards were identified through input from Planning Team members and a review of the current 2018 State of Texas Hazard Mitigation Plan (State Plan). Readily available online information from reputable sources such as federal and state agencies were also evaluated and utilized to supplement information as needed.

In general, there are three main categories of hazards: atmospheric, hydrologic, and technological. Atmospheric hazards are events or incidents associated with weather generated phenomenon. Atmospheric hazards that have been identified as significant for the Planning Area include extreme heat, hail, lightning, thunderstorm wind, tornado, and winter storm (Table 4-1).

Hydrologic hazards are events or incidents associated with water related damage and account for over 75 percent of Federal disaster declarations in the United States. Hydrologic hazards identified as significant for the planning area include flood and drought.

Technological hazards refer to the origins of incidents that can arise from human activities, such as the construction and maintenance of dams. They are distinct from natural hazards primarily because they originate from human activity. The risks presented by natural hazards may be increased or decreased as a result of human activity, however they are not inherently human-induced. Therefore, dam failure is classified as a quasi-technological hazard and referred to as “technological,” in Table 4-1 for purposes of description.

For the Risk Assessment, the earthquake and wildfire hazards are considered “other,” since these hazards are not considered atmospheric, hydrologic, nor technological.

[1] While dam failure is generally considered a quasi-technological hazard, it is profiled in the Plan as a natural hazard, i.e. a breach caused by extensive rainfall or flooding or from an earthquake.

Table 4-1. Hazard Descriptions

HAZARD	DESCRIPTION
ATMOSPHERIC	
Extreme Heat	Extreme heat is the condition whereby temperatures hover ten degrees or more above the average high temperature in a region for an extended period of time.
Hail	Hailstorms are a potentially damaging outgrowth of severe thunderstorms. Early in the developmental stages of a hailstorm, ice crystals form within a low-pressure front due to the rapid rising of warm air into the upper atmosphere and subsequent cooling of the air mass.
Lightning	Lightning is a sudden electrostatic discharge that occurs during an electrical storm. This discharge occurs between electrically charged regions of a cloud, between two clouds, or between a cloud and the ground.
Thunderstorm Wind	A thunderstorm occurs when an observer hears thunder. Radar observers use the intensity of the radar echo to distinguish between rain showers and thunderstorms. Lightning detection networks routinely track cloud-to-ground flashes, and therefore thunderstorms.
Tornado	A tornado is a violently rotating column of air that has contact with the ground and is often visible as a funnel cloud. Its vortex rotates cyclonically with wind speeds ranging from as low as 40 mph to as high as 300 mph. The destruction caused by tornadoes ranges from light to catastrophic, depending on the location, intensity, size, and duration of the storm.
Winter Storm	Severe winter storms may include snow, sleet, freezing rain, or a mix of these wintry forms of precipitation. Blizzards, the most dangerous of all winter storms, combine low temperatures, heavy snowfall, and winds of at least 35 miles per hour, reducing visibility to only a few yards. Ice storms occur when moisture falls and freezes immediately upon impact on trees, power lines, communication towers, structures, roads, and other hard surfaces. Winter storms and ice storms can down trees, cause widespread power outages, damage property, and cause fatalities and injuries to human life.
HYDROLOGIC	
Drought	A prolonged period of less than normal precipitation such that the lack of water causes a serious hydrologic imbalance. Common effects of drought include crop failure, water supply shortages, and fish and wildlife mortality.

HAZARD	DESCRIPTION
Flood	The accumulation of water within a body of water, which results in the overflow of excess water onto adjacent lands, usually floodplains. The floodplain is the land adjoining the channel of a river, stream, ocean, lake, or other watercourse or water body that is susceptible to flooding. Most floods fall into the following three categories: riverine flooding, coastal flooding, and shallow flooding.
OTHER	
Earthquake	An earthquake is the sudden, rapid, shaking of the earth, caused by the breaking and shifting of subterranean rock as it releases strain that has accumulated over a long time. Initial mild shaking may strengthen and become extremely violent within seconds.
Wildfire	A wildfire is an uncontrolled fire burning in an area of vegetative fuels such as grasslands, brush, or woodlands. Heavier fuels with high continuity, steep slopes, high temperatures, low humidity, low rainfall, and high winds all work to increase the risk for people and property located within wildfire hazard areas or along the urban/wildland interface. Wildfires are part of the natural management of forest ecosystems, but most are caused by human factors.
TECHNOLOGICAL	
Dam Failure	Dam failure is the collapse, breach, or other failure of a dam structure resulting in downstream flooding. In the event of a dam failure, the energy of the water stored behind even a small dam is capable of causing loss of life and severe property damage if development exists downstream of the dam.

Hazards that weren't considered significant and were not included in the Plan are located in Table 4-2, along with the evaluation process used for determining the significance of each of these hazards. Hazards not identified for inclusion at this time may be addressed during future evaluations and updates.

Table 4-2. Other Hazards Deferred

HAZARD CONSIDERED	REASON FOR DETERMINATION
Coastal Erosion	The planning area is not located on the coast, therefore coastal erosion does not pose a risk.
Hurricane	The planning area is not located within 200 miles of the coast; therefore, hurricanes do not pose a risk. Any remnants of a hurricane or tropical storm system would only include thunderstorm winds and rainfall and would be covered under flood or thunderstorm wind mitigation measures.

HAZARD CONSIDERED	REASON FOR DETERMINATION
Land Subsidence	There are no historical occurrences of land subsidence for the planning area and it is located in an area where occurrences are considered rare. There is no history of impact to critical structures, systems, populations or other community assets or vital services as a result of land subsidence and none is expected in the future.
Expansive Soils	There is no history of impact to critical structures, systems, populations or other community assets or vital services as a result of expansive soils and none is expected in the future.

NATURAL HAZARDS AND CLIMATE CHANGE

Climate change is defined as a long-term hazard which can increase or decrease the risk of other weather hazards. It directly endangers property due to sea level rise and biological organisms due to habitat destruction.

Global climate change is expected to exacerbate the risks of certain types of natural hazards impacted through rising sea levels, warmer ocean temperatures, higher humidity, the possibility of stronger storms, and an increase in wind and flood damages due to storm surges. While sea level rise is a natural phenomenon and has been occurring for several thousand years, the general scientific consensus is that the rate has increased in the past 200 years, from 0.5 millimeters per year to 2 millimeters per year.

Texas is considered one of the more vulnerable states in the U.S. to both abrupt climate changes and to the impact of gradual climate changes to the natural and built environments. Mega-droughts can trigger abrupt changes to regional ecosystems and the water cycle, drastically increase extreme summer temperature and fire risk, and reduce availability of water resources, as Texas experienced during 2011-2012.

Paleoclimate records also show that the climate over Texas had large changes between periods of frequent mega-droughts and the periods of mild droughts that Texas is currently experiencing. While the cause of these fluctuations is unclear, it would be wise to anticipate that such changes could occur again and may even be occurring now.

OVERVIEW OF HAZARD ANALYSIS

The methodologies utilized to develop the Risk Assessment are a historical analysis and a statistical approach. Both methodologies provide an estimate of potential impact by using a common, systematic framework for evaluation.

Records retrieved from National Centers for Environmental Information (NCEI) and National Oceanic and Atmospheric Administration (NOAA) were reported for participating jurisdictions within Young County. Remaining records identifying the occurrence of hazard events in the planning area and the maximum recorded magnitude of each event were also evaluated.

The use of geographic information system (GIS) technology to identify and assess risks for Young County, and evaluate community assets and their vulnerability to the hazards.

The four general parameters that are described for each hazard in the Risk Assessment include frequency of return, approximate annualized losses, a description of general vulnerability, and a statement of the hazard's impact.

Frequency of return was calculated by dividing the number of events in the recorded time period for each hazard by the overall time period that the resource database was recording events. Frequency of return statements are defined in Table 4-3, and impact statements are defined in Table 4-4 below.

Table 4-3. Frequency of Return Statements

PROBABILITY	DESCRIPTION
Highly Likely	Event is probable in the next year.
Likely	Event is probable in the next three years.
Occasional	Event is probable in the next five years.
Unlikely	Event is probable in the next ten years.

Table 4-4. Impact Statements

POTENTIAL SEVERITY	DESCRIPTION
Substantial	Multiple deaths. Complete shutdown of facilities for 30 days or more. More than 50 percent of property destroyed or with major damage.
Major	Injuries and illnesses resulting in permanent disability. Complete shutdown of critical facilities for at least two weeks. More than 25 percent of property destroyed or with major damage.
Minor	Injuries and illnesses do not result in permanent disability. Complete shutdown of critical facilities for more than one week. More than 10 percent of property destroyed or with major damage.
Limited	Injuries and illnesses are treatable with first aid. Shutdown of critical facilities and services for 24 hours or less. Less than 10 percent of property destroyed or with major damage.

Each of the hazard profiles includes a description of a general Vulnerability Assessment. Vulnerability is the total of assets that are subject to damages from a hazard, based on historic recorded damages. Assets in the region were inventoried and defined in hazard zones where appropriate. The total amount of damages, including property and crop damages, for each hazard is divided by the total number of assets (building value totals) in that community to determine the percentage of damage that each hazard can cause to the community.

To better understand how future growth and development in the Young County region might affect hazard vulnerability, it is useful to consider population growth, occupied and vacant land, the potential

for future development in hazard areas, and current planning and growth management efforts. Hazard vulnerability for all participating jurisdictions within Young County was reviewed based on recent development changes that occurred throughout the planning area. Young County has decreased slightly between 2010 and 2017 according to the U.S. Census Bureau, therefore there has been no significant factors or development trends with a consequential effect or increase in vulnerability to the population, infrastructure and buildings for hazards.

Once loss estimates and vulnerability were known, an impact statement was applied to relate the potential impact of the hazard on the assets within the area of impact.

SECTION 5: DROUGHT

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HAZARD DESCRIPTION



Drought is a period of time without substantial rainfall that persists from one year to the next. Drought is a normal part of virtually all climatic regions, including areas with high and low average rainfall. Drought is the consequence of anticipated natural precipitation reduction over an extended period of time, usually a season or more in length. Droughts can be classified as meteorological, hydrologic, agricultural, and socioeconomic. Table 5-1 presents definitions for these different types of drought.

Droughts are one of the most complex of all natural hazards as it is difficult to determine their precise beginning or end. In addition, droughts can lead to other hazards such as extreme heat and wildfires. Their impact on wildlife and area farming is enormous, often killing crops, grazing land, edible plants, and even in severe cases, trees. A secondary hazard to drought is wildfire because dying vegetation serves as a prime ignition source. Therefore, a heat wave combined with a drought is a very dangerous situation.

Table 5-1. Drought Classification Definitions[1]

METEOROLOGICAL DROUGHT	The degree of dryness or departure of actual precipitation from an expected average or normal amount based on monthly, seasonal, or annual time scales.
HYDROLOGIC DROUGHT	The effects of precipitation shortfalls on stream flows and reservoir, lake, and groundwater levels.
AGRICULTURAL DROUGHT	Soil moisture deficiencies relative to water demands of plant life, usually crops.
SOCIOECONOMIC DROUGHT	The effect of demands for water exceeding the supply as a result of a weather-related supply shortfall.

LOCATION

Droughts occur regularly throughout Texas and the Young County planning area and are a normal condition. However, they can vary greatly in their intensity and duration. The Drought Monitor shows the planning area is currently experiencing normal to abnormally dry conditions throughout the county (Figure 5-1). However, the planning area has experienced abnormally dry to exceptional drought conditions over the last twenty years (Figure 5-2). There is no distinct geographic boundary to drought; therefore, it can occur throughout the Young County planning area equally, including all participating jurisdictions and Graham ISD.

[1] Source: Multi-Hazard Identification and Risk Assessment: A Cornerstone of the National Mitigation Strategy, FEMA

Figure 5-1. U.S. Drought Monitor, December 2019

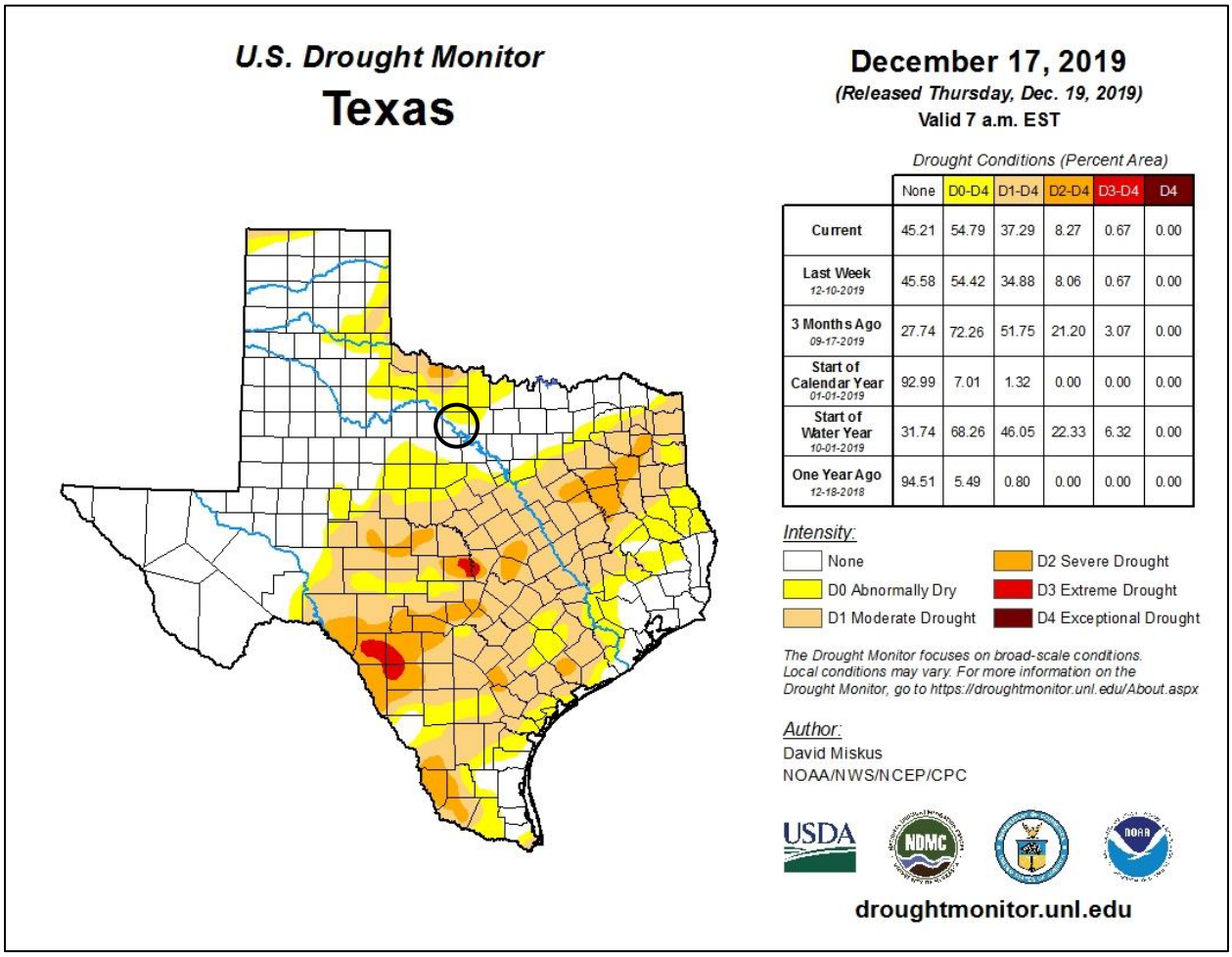
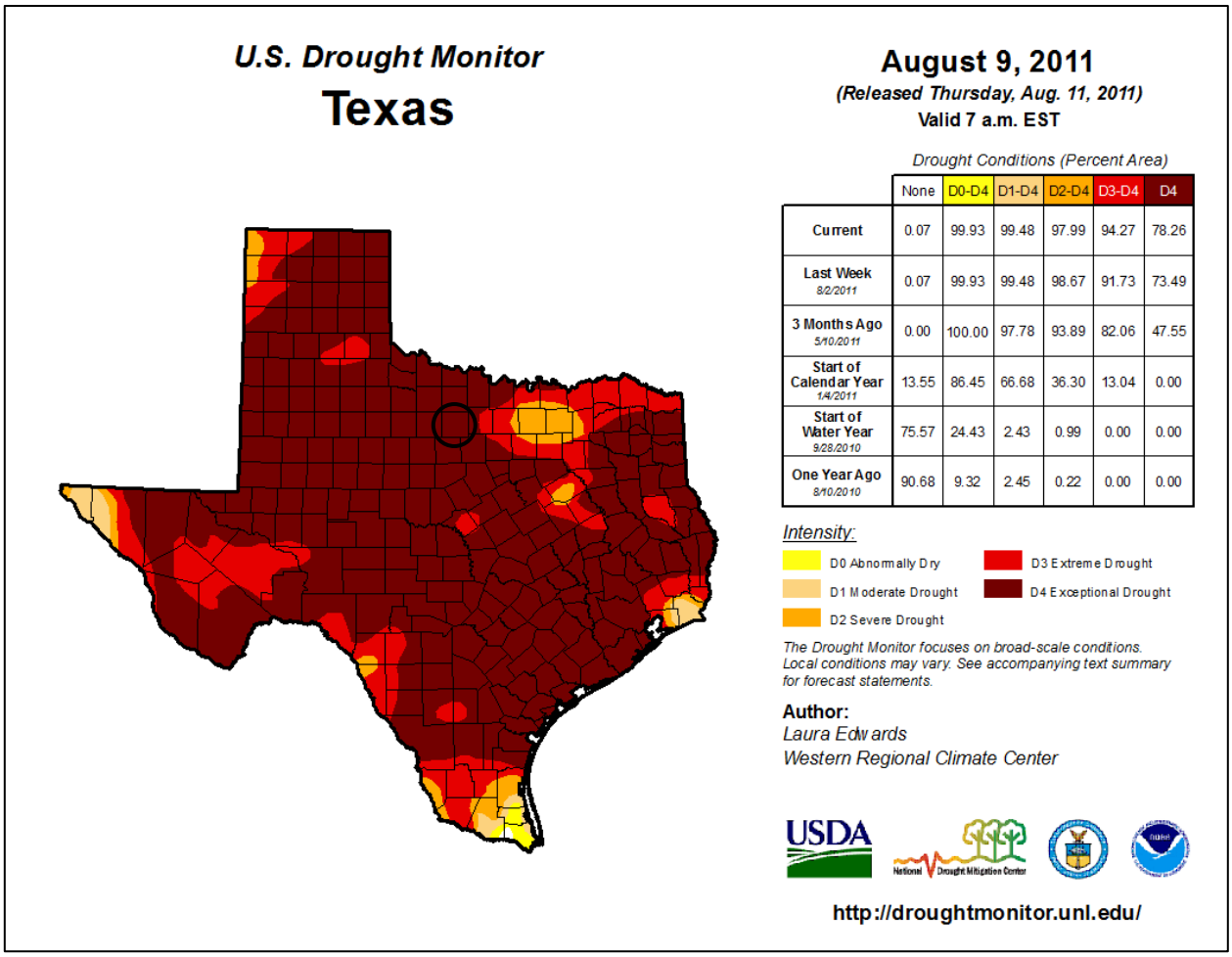


Figure 5-2. U.S. Drought Monitor, August 2011



EXTENT

The Palmer Drought Index is used to measure the extent of drought by measuring the duration and intensity of long-term drought-inducing circulation patterns. Long-term drought is cumulative, with the intensity of drought during the current month dependent upon the current weather patterns plus the cumulative patterns of previous months. The hydrological impacts of drought (e.g., reservoir levels, groundwater levels, etc.) take longer to develop. Table 5-2 depicts magnitude of drought, while Table 5-3 describes the classification descriptions.

Table 5-2. Palmer Drought Index

DROUGHT INDEX	DROUGHT CONDITION CLASSIFICATIONS						
	Extreme	Severe	Moderate	Normal	Moderately Moist	Very Moist	Extremely Moist
Z Index	-2.75 and below	-2.00 to -2.74	-1.25 to -1.99	-1.24 to +.99	+1.00 to +2.49	+2.50 to +3.49	n/a
Meteorological	-4.00 and below	-3.00 to -3.99	-2.00 to -2.99	-1.99 to +1.99	+2.00 to +2.99	+3.00 to +3.99	+4.00 and above
Hydrological	-4.00 and below	-3.00 to -3.99	-2.00 to -2.99	-1.99 to +1.99	+2.00 to +2.99	+3.00 to +3.99	+4.00 and above

Table 5-3. Palmer Drought Category Descriptions[2]

CATEGORY	DESCRIPTION	POSSIBLE IMPACTS	PALMER DROUGHT INDEX
D0	Abnormally Dry	Going into drought: short-term dryness slowing planting, growth of crops or pastures; fire risk above average. Coming out of drought: some lingering water deficits; pastures or crops not fully recovered.	-1.0 to -1.9
D1	Moderate Drought	Some damage to crops, pastures; fire risk high; streams, reservoirs, or wells low, some water shortages developing or imminent, voluntary water use restrictions requested.	-2.0 to -2.9
D2	Severe Drought	Crop or pasture losses likely; fire risk very high; water shortages common; water restrictions imposed.	-3.0 to -3.9
D3	Extreme Drought	Major crop/pasture losses; extreme fire danger; widespread water shortages or restrictions.	-4.0 to -4.9
D4	Exceptional Drought	Exceptional and widespread crop/pasture losses; exceptional fire risk; shortages of water in reservoirs, streams, and wells, creating water emergencies.	-5.0 or less

[2] Source: National Drought Mitigation Center

Drought is monitored nationwide by the National Drought Mitigation Center (NDMC). Indicators are used to describe broad scale drought conditions across the U.S. and correspond to the intensity of drought.

Based on the historical occurrences for drought and the location of the Young County planning area, including all participating jurisdictions, and Graham ISD, the area can anticipate a range of drought from abnormally dry to exceptional, or D0 to D4, based on the Palmer Drought Category.

HISTORICAL OCCURRENCES

The Young County planning area may typically experience a severe drought. Table 5-4 and 5-5 list historical events that have occurred in the Young County planning area as reported in the National Centers for Environmental Information (NCEI). Historical drought information shows drought activity across a multi-county forecast area for each event, the appropriate percentage of the total property and crop damage reported for the entire forecast area has been allocated to each county impacted by the event. Historical drought data for all participating jurisdictions in the Young County planning area are provided on a county-wide basis per the NCEI database.

Table 5-4. Historical Drought Years, 1996-2019

DROUGHT YEAR
1996
1998
2000
2005
2005-2006
2006[3]
2009
2010
2011
2012
2012-2015
2015

[3] Two separate recorded events occurred during this year in addition to the extended event that started in 2005.

DROUGHT YEAR
2018[4]
15 unique events

Table 5-5. Historical Drought Events, 1996-2019[5][6]

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	7/1/2005	0	0	$0	$77,424,565
Young County	11/1/2006	0	0	$0	$1,001,076
Young County	2/1/2009	0	0	$0	$11,883
Young County	3/1/2009	0	0	$0	$11,854
Young County	4/1/2009	0	0	$0	$29,561
Young County	5/1/2009	0	0	$0	$29,476
Young County	6/1/2009	0	0	$0	$11,690
Young County	12/12/2010	0	0	$0	$6,902
Young County	3/25/2011	0	0	$0	$5,642
Young County	4/1/2011	0	0	$0	$33,634
Young County	5/1/2011	0	0	$0	$22,317
Young County	6/1/2011	0	0	$0	$39,097
Young County	7/1/2011	0	0	$0	$44,643
Young County	8/1/2011	0	0	$0	$55,650
Young County	9/1/2011	0	0	$0	$33,340
Young County	10/1/2011	0	0	$0	$11,136
Young County	11/1/2011	0	0	$0	$2,229
Young County	11/27/2012	0	0	$0	$1,095
Young County	12/1/2012	0	0	$0	$1,098

[4] Two separate recorded events occurred during this year.
[5] Historic events are recorded from January 1996 through August 2019.
[6] Only those events with injuries, fatalities or damages are recorded.

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	1/1/2013	0	0	$0	$4,380
Young County	2/1/2013	0	0	$0	$5,430
Young County	3/1/2013	0	0	$5,416	$0
Young County	4/1/2013	0	0	$0	$5,422
Young County	5/1/2013	0	0	$0	$10,824
Young County	6/1/2013	0	0	$0	$5,399
Young County	7/1/2013	0	0	$0	$4,318
Young County	8/1/2013	0	0	$0	$5,319
Young County	9/1/2013	0	0	$0	$3,231
Young County	10/1/2013	0	0	$0	$3,239
Young County	11/1/2013	0	0	$0	$4,327
Young County	12/1/2013	0	0	$0	$3,246
Young County	1/1/2014	0	0	$0	$3,234
Young County	2/1/2014	0	0	$0	$2,148
Young County	3/1/2014	0	0	$0	$10,671
Young County	4/1/2014	0	0	$0	$4,254
Young County	5/1/2014	0	0	$0	$3,180
Young County	6/1/2014	0	0	$0	$5,290
Young County	7/1/2014	0	0	$0	$5,292
Young County	8/1/2014	0	0	$0	$2,120
Young County	9/1/2014	0	0	$7,415	$0
Young County	10/1/2014	0	0	$0	$3,186
Young County	11/1/2014	0	0	$0	$3,203
Young County	12/1/2014	0	0	$0	$10,739
Young County	1/1/2015	0	0	$0	$3,237
Young County	2/1/2015	0	0	$0	$2,148
Young County	3/1/2015	0	0	$0	$5,339

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	4/1/2015	0	0	$0	$2,131
Young County	10/13/2015	0	0	$1,060	$0
Young County	8/1/2018	0	0	$0	$1,020
TOTALS		**0**	**0**	**$13,891**	**$78,899,215**

Significant Events

November 2012 – April 2015

Extreme and severe drought persisted in western north Texas through over thirty months. A range of drought conditions persisted throughout the area ranging from dry conditions to exceptional drought. Dry conditions continued over much of the area, with well below average precipitation. The dry conditions were having an effect on the young wheat crop, and farm ponds were running low, making it hard to keep cattle on grazing lands. In addition, the dry weather had a large effect on grass fires, with numerous fires reported over a large area. Many areas instituted burn bans during dryer months. Due to rainfall late in the month of April 2015, the drought was completely eradicated throughout western north Texas. Total monetary damages estimates were not available.

PROBABILITY OF FUTURE EVENTS

Based on available records of historic events, there have been fifteen extended time periods of drought (ranging in length from approximately 30 days to over 900 days) within a 24-year reporting period, which provides a probability of one event every one to two years. This frequency supports a highly likely probability of future events for the entire Young County planning area, including Graham ISD and all participating jurisdictions. Participating jurisdiction events are included under the County.

VULNERABILITY AND IMPACT

Loss estimates were based on 24 years of statistical data from the NCEI. A drought event frequency-impact was then developed to determine an impact profile on agriculture products and estimate potential losses due to drought in the area. Table 5-6 shows annualized exposure.

Table 5-6. Potential Annualized Losses for Young County

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATES
Young County	$78,913,106	$3,288,046

Drought impacts large areas and crosses jurisdictional boundaries. All existing and future buildings, facilities, and populations are exposed to this hazard and could potentially be impacted. However, drought impacts are mostly experienced in water shortages and crop/livestock losses on agricultural lands and typically have no impact on buildings.

In terms of vulnerability, population, agriculture, property, socioeconomics and environment are all vulnerable to drought in the Young County planning area, including participating jurisdictions, and Graham ISD. Typical demand can deplete water resources during extreme drought conditions. As resources are depleted, potable water is in short supply and overall water quality can suffer, elevating health concerns for all residents but especially vulnerable populations – typically children, the elderly, and the ill. In addition, potable water is used for drinking, sanitation, patient care, sterilization, equipment, heating and cooling systems, and many other essential functions in medical facilities.

The average person will survive only a few days without potable water, and this timeframe can be drastically shortened for those people with more fragile health – typically children, the elderly, and the ill. Population over 65 in the Young County planning area is estimated at 19.7% of the total population, and children under the age of 5 are estimated at 6.4% or an estimated total of 4,753[7] potentially vulnerable residents in the planning area based on age. In addition, an estimated 16.5% of planning area population live below the poverty level (Table 5-7) which may contribute to overall health impacts of a drought.

Table 5-7. Populations at Greater Risk by Jurisdiction

JURISDICTION	POPULATION 65 AND OLDER	POPULATION UNDER 5	POPULATION BELOW POVERTY LEVEL
Young County[8]	3,583	1,170	2,997
City of Graham	1,589	586	1,641
Graham ISD[9]	-	106	-
City of Newcastle	103	33	134
City of Olney	717	264	528

The population is also vulnerable to food shortages when drought conditions exist, and potable water is in short supply. Potable water is used for drinking, sanitation, patient care, sterilization, equipment, heating and cooling systems, and many other essential functions in medical facilities. All residents in the entire Young County planning area could be adversely affected by drought conditions, which could limit water supplies and present health threats. During summer drought, or hot and dry conditions, elderly persons, small children, infants and the chronically ill who do not have adequate cooling units in their homes may become more vulnerable to injury and/or death.

Students and faculty in Graham ISD are also vulnerable to drought, however, the elementary facility is considered more vulnerable due to their higher population of small children. Outdoor athletic activities or events at all campus facilities may increase the risk to participating students and faculty.

[7] US Census Bureau 2017 data for Young County.

[8] County totals includes all incorporated jurisdictions and unincorporated areas.

[9] Graham ISD populations are also included in the City of Graham data.

The Graham ISD includes athletic fields that may have ongoing athletic activities that would need to be closely monitored during droughts.

The economic impact of droughts can be significant as they produce a complex web of impacts that spans many sectors of the economy and reach well beyond the area experiencing physical drought. This complexity exists because water is integral to our ability to produce goods and provide services. If droughts extend over a number of years, the direct and indirect economic impact can be significant.

Habitat damage is a vulnerability of the environment during periods of drought for both aquatic and terrestrial species. The environment also becomes vulnerable during periods of extreme or prolonged drought due to severe erosion and land degradation.

Impact of droughts experienced in the Young County planning area, including all participating jurisdictions, and Graham ISD, has resulted in no injuries or fatalities supporting a "Limited" severity of impact meaning injuries and/or illnesses are treatable with first aid, shutdown of facilities and services for 24 hours or less, and less than 10% of property is destroyed or with major damage. Annualized loss over the 24-year reporting period in the Young County planning area is $3,288,046.

Assessment of Impacts

The Drought Impact Reporter was developed in 2005 by the University of Nebraska-Lincoln to provide a national database of drought impacts. Droughts can have an impact on: the agriculture; business and industry; energy; fire; plants and wildlife; relief, response, and restrictions; society and public health; tourism and recreation; and water supply and quality. The reports are submitted from individuals from Federal, State, and local agencies, as well as the general public. Table 5-8 lists the drought impacts to Young County from January 2005 through August 2019 based on reports received by the Drought Impact Reporter.

Table 5-8. Drought Impacts, 2005-2019

DROUGHT IMPACTS 2005-2019	
Agriculture	88
Business & Industry	1
Energy	1
Fire	19
Plants & Wildlife	37
Relief, Response & Restrictions	21
Society & Public Health	6
Tourism & Recreation	2
Water Supply & Quality	26

Drought has the potential to impact people in the Young County planning area. While it is rare that drought, in and of itself, leads to a direct risk to the health and safety of people in the U.S., severe water shortages could result in inadequate supply for human needs. Drought also is frequently associated with a variety of impacts, including:

- The number of health-related low-flow issues (e.g., diminished sewage flows, increased pollution concentrations, reduced firefighting capacity, and cross-connection contamination) will increase as the drought intensifies.
- Public safety from forest/range/wildfires will increase as water availability and/or pressure decreases.
- Respiratory ailments may increase as the air quality decreases.
- There may be an increase in disease due to wildlife concentrations (e.g., rabies, Rocky Mountain spotted fever, Lyme disease).
- Jurisdictions and residents may disagree over water use/water rights, creating conflict.
- Political conflicts may increase between municipalities, counties, states, and regions.
- Water management conflicts may arise between competing interests.
- Increased law enforcement activities may be required to enforce water restrictions.
- Severe water shortages could result in inadequate supply for human needs as well as lower quality of water for consumption.
- Firefighters may have limited water resources to aid in firefighting and suppression activities, increasing risk to lives and property.
- During drought there is an increased risk for wildfires and dust storms.
- The community may need increased operational costs to enforce water restriction or rationing.
- Prolonged drought can lead to increases in illness and disease related to drought.
- Utility providers can see decreases in revenue as water supplies diminish.
- Utilities providers may cut back energy generation and service to their customers to prioritize critical service needs.
- Hydroelectric power generation facilities and infrastructure would have significantly diminished generation capability. Dams simply cannot produce as much electricity from low water levels as they can from high water levels.
- Fish and wildlife food and habitat will be reduced or degraded over time during a drought and disease will increase, especially for aquatic life.
- Wildlife will move to more sustainable locations creating higher concentrations of wildlife in smaller areas, increasing vulnerability and further depleting limited natural resources.
- Severe and prolonged drought can result in the reduction of a species or cause the extinction of a species altogether.
- Plant life will suffer from long-term drought. Wind and erosion will also pose a threat to plant life as soil quality will decline.
- Dry and dead vegetation will increase the risk of wildfire.
- Drought poses a significant risk to annual and perennial crop production and overall crop quality leading to higher food costs.
- Drought related declines in production may lead to an increase in unemployment.
- Drought may limit livestock grazing resulting in decreased livestock weight, potential increased livestock mortality, and increased cost for feed.

- Negatively impacted water suppliers may face increased costs resulting from the transport water or develop supplemental water resources.
- Long term drought may negatively impact future economic development.

The overall extent of damages caused by periods of drought is dependent on its extent and duration. The level of preparedness and pre-event planning done by government, businesses, and citizens will contribute to the overall economic and financial conditions in the aftermath of a drought event.

SECTION 6: EXTREME HEAT

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HAZARD DESCRIPTION

Extreme heat is a prolonged period of excessively high temperatures and exceptionally humid conditions. Extreme heat during the summer months is a common occurrence throughout the State of Texas, and Young County is no exception. The entire planning area, including all participating jurisdictions, typically experience extended heat waves. A heat wave is an extended period of extreme heat and is often accompanied by high humidity.



Although heat can damage buildings and facilities, it presents a more significant threat to the safety and welfare of citizens. The major human risks associated with severe summer heat include: heat cramps; sunburn; dehydration; fatigue; heat exhaustion; and even heat stroke. The most vulnerable population to heat casualties are children and the elderly or infirmed who frequently live on low fixed incomes and cannot afford to run air-conditioning on a regular basis. This population is sometimes isolated, with no immediate family or friends to look out for their well-being.

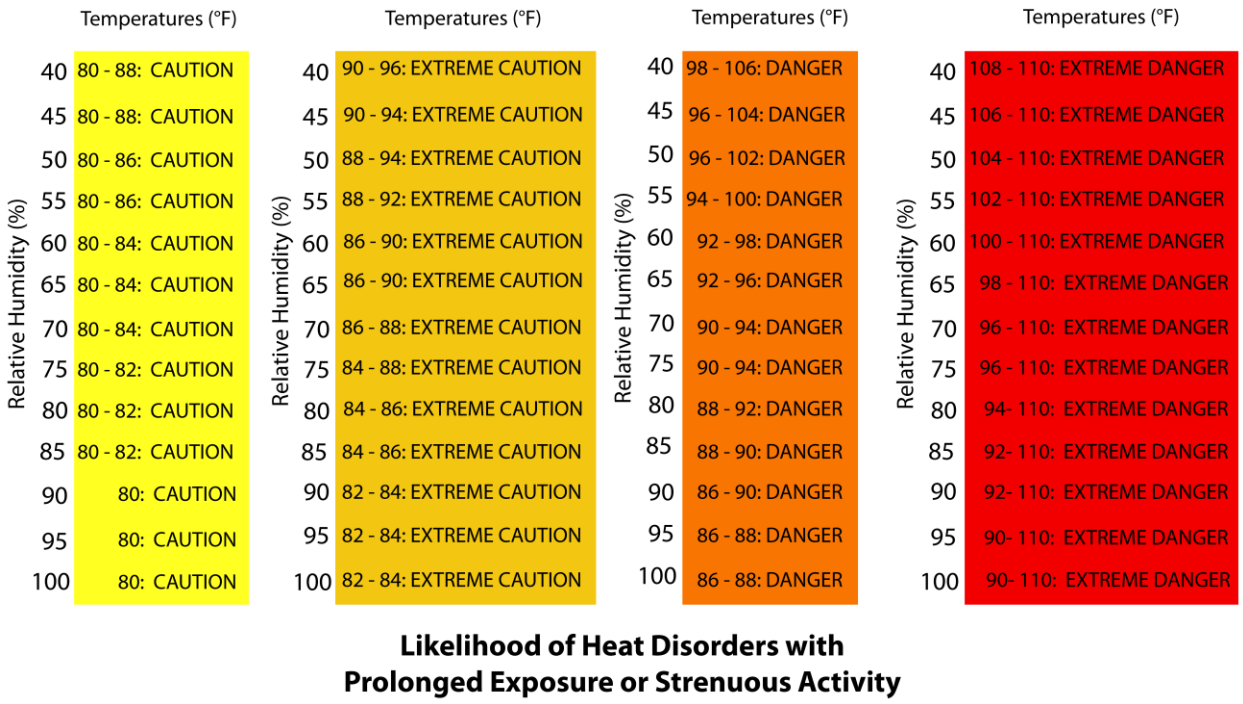
LOCATION

There has been one death reported from extreme heat in the Planning Area. There is no specific geographic scope to the extreme heat hazard. Extreme heat could occur anywhere within the Young County planning area, including all participating jurisdictions.

EXTENT

The magnitude or intensity of an extreme heat event is measured according to temperature in relation to the percentage of humidity. According to the National Oceanic Atmospheric Administration (NOAA), this relationship is referred to as the “Heat Index” and is depicted in Figure 6-1. This index measures how hot it feels outside when humidity is combined with high temperatures.

Figure 6-1. Extent Scale for Extreme Summer Heat[1]



The Extent Scale in Figure 6-1 displays varying categories of caution depending on the relative humidity combined with the temperature. For example, when the temperature is at 90 degrees Fahrenheit (°F) or lower, caution should be exercised if the humidity level is at or above 40 percent.

The shaded zones on the chart indicate varying symptoms or disorders that could occur depending on the magnitude or intensity of the event. “Caution” is the first category of intensity, and it indicates when fatigue due to heat exposure is possible. “Extreme Caution” indicates that sunstroke, muscle cramps, or heat exhaustion are possible, and a “Danger” level means that these symptoms are likely. “Extreme Danger” indicates that heat stroke is likely. The National Weather Service (NWS) initiates alerts based on the Heat Index as shown in Table 6-1.

Table 6-1. Heat Index and Warnings

CATEGORY	HEAT INDEX	POSSIBLE HEAT DISORDERS	WARNING TYPE
Extreme Danger	125°F and higher	Heat stroke or sun stroke likely.	A heat advisory will be issued to warn that the Heat Index may exceed 105°F.
Danger	103 – 124°F	Sunstroke, muscle cramps, and/or heat exhaustion are likely. Heatstroke possible with prolonged exposure and/or physical activity.	

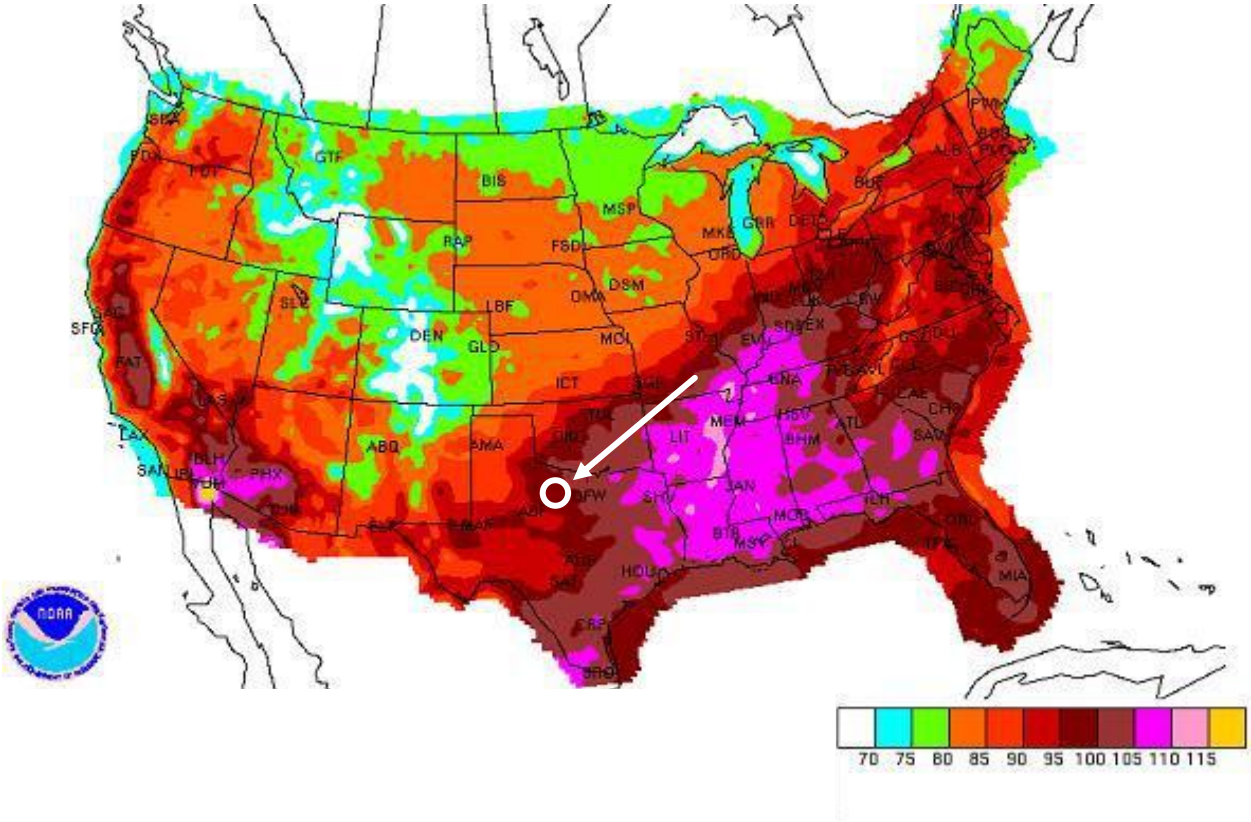
[1] Source: NOAA

CATEGORY	HEAT INDEX	POSSIBLE HEAT DISORDERS	WARNING TYPE
Extreme Caution	90 – 103°F	Sunstroke, muscle cramps, and/or heat exhaustion possible with prolonged exposure and/or physical activity.	An Excessive Heat Warning is issued if the Heat Index rises above 105°F at least 3 hours during the day or above 80°F at night.
Caution	80 – 90°F	Fatigue is possible with prolonged exposure and/or physical activity.	

Young County's terrain is even to hilly. It comprises 919 square miles with an elevation range from 1,000 to 1,300 feet. The area is drained by Lake Graham, near the center of the county, and by the Brazos River, which forms Possum Kingdom Lake in the southeastern part of the county. The climate is subtropical sub humid, with an average minimum temperature of 31° F in January and an average maximum of 98° in July; the average annual rainfall is twenty-eight inches. The growing season lasts 216 days.

Figure 6-2 displays the daily maximum heat index as derived from NOAA based on data compiled from 1838 to 2015. The white circle shows the Young County planning area. The dark red color indicates a daily maximum heat index of 95° to 100°F. Young County, including all participating jurisdictions and the Graham ISD, could experience extreme heat from 90° to 100°F and should mitigate to the extent of "extreme caution," which can include sunstroke, muscle cramps, and heat exhaustion.

Figure 6-2. Average Daily Maximum Heat Index Days[2]



HISTORICAL OCCURRENCES

Every summer, the hazard of heat-related illness becomes a significant public health issue throughout much of the US. Mortality from all causes increases during heat waves, and excessive heat is an important contributing factor to deaths from other causes, particularly among the elderly. Table 6-2 depicts historical occurrences of mortality from heat from 1994 to 2004 from the Texas Department of State Health Services and 2005 to 2019 from the NCEI database.

Table 6-2. Extreme Heat Related Deaths in Texas

YEAR	DEATHS
1994	1
1995	12
1996	10

[2] Source: NRDC and the white circle indicates the Young County planning area.

YEAR	DEATHS
1997	2
1998	66
1999	22
2000	71
2001	20
2002	1
2003	0
2004	3
2005	49
2006	2
2007	2
2008	7
2009	6
2010	4
2011	46
2012	3
2013	2
2014	0
2015	5
2016	6
2017	3
2018	2

Because the Texas Department of State Health Services reports on total events statewide, previous occurrences for extreme heat are derived from the NCEI database. According to heat related incidents located solely within Young County, there is eleven heat waves[3] on record for the Young County planning area (Table 6-3). Historical extreme heat information, as provided by the NCEI, shows

[3] Even though the County experiences heat waves each summer, NCEI data only records events reported. Based on reports, only one event is on record.

extreme heat activity across a multi-county forecast area for each event, the appropriate percentage of the total property and crop damage reported for the entire forecast area has been allocated to each county impacted by the event. Historical extreme heat data for all participating jurisdictions are provided on a County-wide basis per the NCEI database. Only extreme heat events that have been reported have been factored into this Risk Assessment. It is highly likely additional extreme heat occurrences have gone unreported before and during the recording period. Due to the limited number of reported events, average high temperatures have been analyzed in order to determine the probability of future events.

Table 6-3. Historical Extreme Heat Events, 1996-2019

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	7/1/1998	0	0	$0	$0
Young County	8/1/1999	0	0	$0	$0
Young County	7/1/2000	0	0	$0	$0
Young County	8/1/2000	0	0	$0	$0
Young County	9/1/2000	0	0	$0	$0
Young County	7/1/2011	1	0	$0	$0
Young County	6/19/2019	0	0	$0	$0
Young County	7/8/2019	0	0	$0	$0
Young County	8/7/2019	0	0	$0	$0
Young County	8/17/2019	0	0	$0	$0
Young County	8/26/2019	0	0	$0	$0
TOTALS		**1**	**0**	**$0**	**$0**

PROBABILITY OF FUTURE EVENTS

Average high temperatures for the planning area through the summer months indicate a probability of one event or more every year. This frequency supports a highly likely probability of future events.

VULNERABILITY AND IMPACT

There is no defined geographic boundary for extreme heat events. While the entire Young County planning area, including all participating jurisdictions, and Graham ISD is exposed to extreme temperatures, existing buildings, infrastructure, and critical facilities are not likely to sustain significant damage from extreme heat events. Therefore, any estimated property losses associated with the extreme heat hazard are anticipated to be minimal across the area.

Extreme temperatures do however present a significant threat to life and safety for the population of the County as a whole. Heat casualties for example are typically caused by a lack of adequate air-conditioning or heat exhaustion. The most vulnerable population to heat casualties are the elderly or infirmed who frequently live on low fixed incomes and cannot afford to run air-conditioning on a regular basis. This population is sometimes isolated, with no immediate family or friends to look out for their well-being. In addition, populations living below the poverty level are unable to run air-conditioning on a regular basis and are limited in their ability to seek medical treatment. Another segment of the population at risk are those whose jobs consist of strenuous labor outdoors. Additionally, livestock and crops can become stressed, decreasing in quality or in production, during times of extreme heat.

Students in the Independent School District are also susceptible as sporting events and practices are often held outside during early fall or late spring when temperatures are at the highest. Approximately ninety-one faculty or staff work outdoors for portions of the school day. The Graham ISD includes several athletic fields that may have ongoing athletic activities that would need to be closely monitored during extreme heat events.

The population over 65 in the Young County planning area is estimated at 19.7% of the total population and children under the age of 5 are estimated at 6.4%, or an estimated total of 4,753[4] potentially vulnerable residents in the planning area based on age. In addition, an estimated 16.5% of the planning area population live below the poverty level (Table 6-4).

Table 6-4. Populations at Greater Risk by Jurisdiction

JURISDICTION	POPULATION 65 AND OLDER	POPULATION UNDER 5	POPULATION BELOW POVERTY LEVEL
Young County	3,583	1,170	2,997
City of Graham	1,589	586	1,641
Graham ISD[5]	-	106	-
City of Newcastle	103	33	134
City of Olney	717	264	528

Extreme high temperatures can have significant secondary impacts, leading to droughts, water shortages, increased fire danger, and prompt excessive demands for energy. The possibility of rolling blackouts increases with unseasonably high temperatures in what is a normally mild month with low power demands.

Typically more than 12 hours of warning time would be given before the onset of an extreme heat event. Only minor property damage would result. The potential impact of excessive summer heat is considered “Limited” as injuries and/or illnesses do not result in permanent disability for the Young County planning area, including all participating jurisdictions and the Graham ISD.

[4] U.S. Census Bureau 2017 data for Young County.
[5] Graham ISD populations are also included in the City of Graham data.

In terms of vulnerability to structures, the impact from extreme heat would be negligible. It is possible that critical facilities and infrastructure could be shut down for 24 hours if cooling units are running constantly, leading to a temporary power outage. Less than ten percent of residential and commercial property could be damaged if extreme heat events lead to structure fires.

The potential impact of extreme heat for the entire Young County planning area can be considered "Limited," resulting in few injuries and minimal disruption to the quality of life. Based on historical records over a 24-year period, annualized losses for the Young County planning area are negligible.

Assessment of Impacts

The greatest risk from extreme heat is to public health and safety. Potential impacts the community may include:

- Vulnerable populations, particularly the elderly and infants, can face serious or life-threatening health problems from exposure to extreme heat including hyperthermia, heat cramps, heat exhaustion, and heat stroke (or sunstroke).
- Response personnel, including utility workers, public works personnel, and any other professions where individuals are required to work outside, are more subject to extreme heat related illnesses since their exposure would typically be greater.
- High energy demand periods can outpace the supply of energy, potentially creating the need for rolling brownouts which would elevate the risk of illness to vulnerable residents.
- Highways and roads may be damaged by excessive heat causing asphalt roads to soften and concrete roads to shift or buckle.
- Vehicles engines and cooling systems typically run harder during extreme heat events resulting in increases in mechanical failures.
- Extreme heat events during times of drought can exacerbate the environmental impacts associated with drought, decreasing water and air quality and further degrading wildlife habitat.
- Extreme heat increases ground-level ozone (smog), increasing the risk of respiratory illnesses.
- Food suppliers can anticipate an increase in food costs due to increases in production costs and crop and livestock losses.
- Fisheries may be negatively impacted by extreme heat, suffering damage to fish habitats (either natural or man-made) and a loss of fish and/or other aquatic organisms due to decreased water flows or availability.
- Negatively impacted water suppliers may face increased costs resulting from the transport of water resources or development of supplemental water resources.
- Outdoor activities such as fishing, boating, and camping activities at Lake Graham and Lake Eddleman may see an increase in injury or illness during extreme heat events.

The economic and financial impacts of extreme heat on the community will depend on the duration of the event, demand for energy, drought associated with extreme heat, and many other factors. The level of preparedness and the amount of planning done by the jurisdiction, local businesses, and citizens will impact the overall economic and financial conditions before, during, and after an extreme heat event.

SECTION 7: HAIL

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HAZARD DESCRIPTION



Hailstorm events are a potentially damaging outgrowth of severe thunderstorms. During the developmental stages of a hailstorm, ice crystals form within a low pressure front due to the rapid rising of warm air into the upper atmosphere, and the subsequent cooling of the air mass. Frozen droplets gradually accumulate into ice crystals until they fall as precipitation that is round or irregularly shaped masses of ice typically greater than 0.75 inches in diameter. The size of hailstones is a direct result of the size and severity of the storm. High velocity updraft winds are required to keep hail in suspension in thunderclouds. The strength of the updraft is a by-product of heating on the Earth's surface. Higher temperature gradients above Earth's surface result in increased suspension time and hailstone size.

LOCATION

Hailstorms are an extension of severe thunderstorms that could potentially cause severe damage. As a result, they are not confined to any specific geographic location and can vary greatly in size, location, intensity, and duration. Therefore, the Young County planning area, including all participating jurisdictions, and the Graham ISD, are equally at risk to the hazard of hail.

EXTENT

The National Weather Service (NWS) classifies a storm as "severe" if there is hail three-quarters of an inch in diameter (approximately the size of a penny) or greater, based on radar intensity or as seen by observers. The intensity category of a hailstorm depends on hail size and the potential damage it could cause, as depicted in the National Centers for Environmental Information (NCEI) Intensity Scale in Table 7-1.

Table 7-1. Hail Intensity and Magnitude[1]

SIZE CODE	INTENSITY CATEGORY	SIZE (Diameter Inches)	DESCRIPTIVE TERM	TYPICAL DAMAGE
H0	Hard Hail	Up to 0.33	Pea	No damage
H1	Potentially Damaging	0.33 – 0.60	Marble	Slight damage to plants and crops
H2	Potentially Damaging	0.60 – 0.80	Dime	Significant damage to plants and crops
H3	Severe	0.80 – 1.20	Nickel	Severe damage to plants and crops
H4	Severe	1.2 – 1.6	Quarter	Widespread glass and auto damage
H5	Destructive	1.6 – 2.0	Half Dollar	Widespread destruction of glass, roofs, and risk of injuries
H6	Destructive	2.0 – 2.4	Ping Pong Ball	Aircraft bodywork dented and brick walls pitted
H7	Very Destructive	2.4 – 3.0	Golf Ball	Severe roof damage and risk of serious injuries
H8	Very Destructive	3.0 – 3.5	Hen Egg	Severe damage to all structures
H9	Super Hailstorms	3.5 – 4.0	Tennis Ball	Extensive structural damage, could cause fatal injuries
H10	Super Hailstorms	4.0 +	Baseball	Extensive structural damage, could cause fatal injuries

The intensity scale in Table 7-1 ranges from H0 to H10, with increments of intensity or damage potential in relation to hail size (distribution and maximum), texture, fall speed, speed of storm translation, and strength of the accompanying wind. Based on available data regarding the previous occurrences for the area, the Young County planning area, including all participating jurisdictions, may experience hailstorms ranging from an H0 to an H10. The County can mitigate a storm from low risk or hard hail to a super hailstorm with baseball size hail that leads to severe structural damage and risk of serious injuries.

[1] NCEI Intensity Scale, based on the TORRO Hailstorm Intensity Scale.

HISTORICAL OCCURRENCES

Historical evidence shown in Figure 7-1 demonstrates that the planning area is vulnerable to hail events overall, which typically result from severe thunderstorm activity. Historical events with reported damages, injuries, or fatalities are shown in Table 7-2. A total of 321 reported historical hail events impacted the Young County planning area between January 1955 through August 2019 (Summary Table 7-3). These events were reported to NCEI and NOAA databases and may not represent all hail events to have occurred during the past 65 years. Only those events for the Young County planning area with latitude and longitude available were plotted (Figure 7-1).

Historical hail data for all participating jurisdictions are provided within a City-wide basis per the NCEI database. Graham ISD hail events are included in the events reported for the City of Graham.

Figure 7-1. Spatial Historical Hail Events, 1955-2019

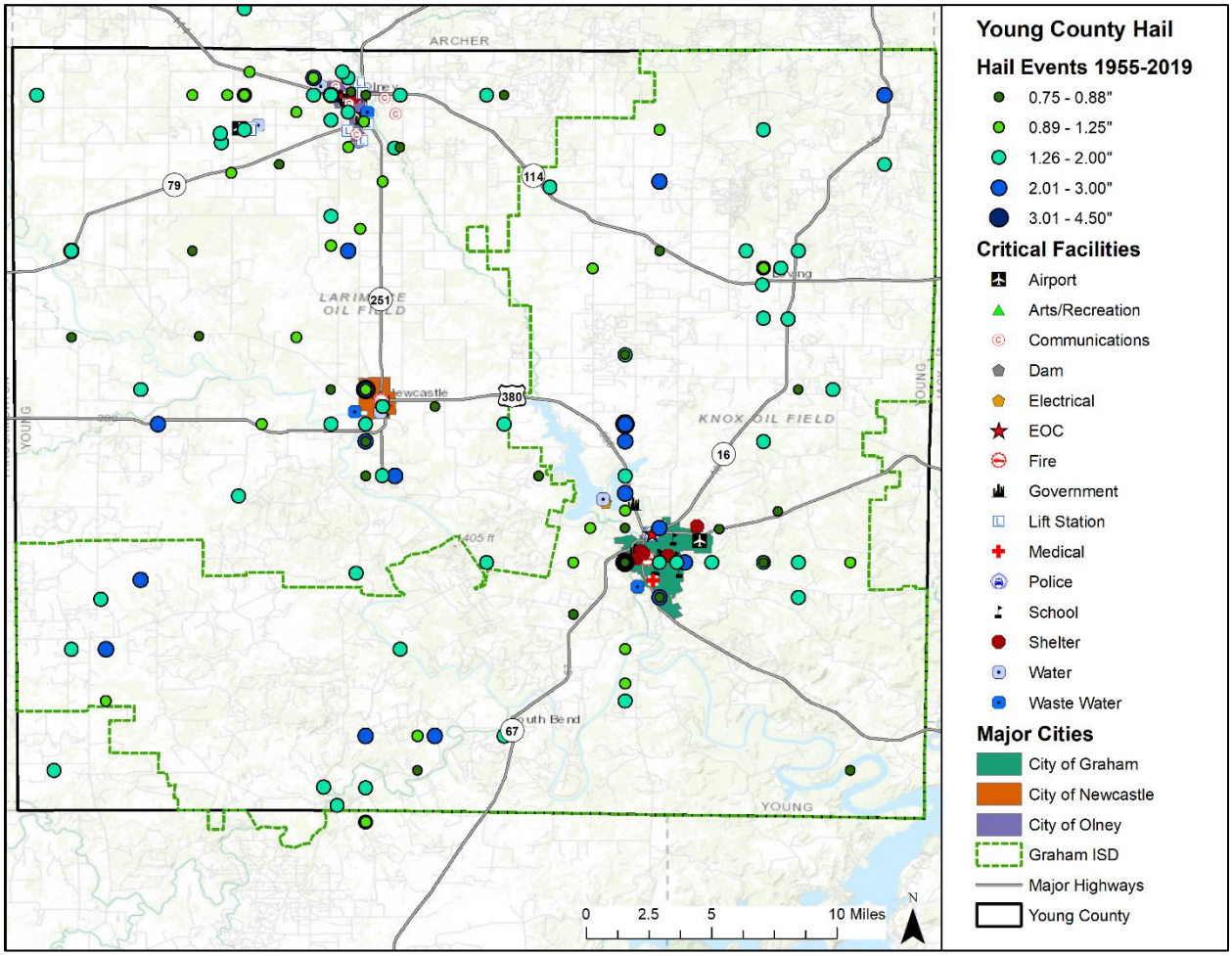


Table 7-2. Historical Hail Events, 1955-2019[2]

JURISDICTION	DATE	MAGNITUDE	INJURIES	FATALITIES	PROPERTY DAMAGE	CROP DAMAGE
City of Graham	4/25/1994	2.75	0	0	$855,312	$0
City of Newcastle	4/3/2008	2.75	0	0	$23,475	$0
City of Olney	4/3/2008	1.75	0	0	$11,737	$0
Young County	4/17/2008	1.75	0	0	$5,869	$0
City of Graham	5/13/2008	1.75	0	0	$11,639	$0
City of Olney	5/22/2011	1.75	0	0	$11,159	$0
Young County	6/20/2011	1.75	0	0	$6,702	$0
Young County	6/20/2011	1.75	0	0	$6,702	$0
Young County	6/20/2011	1.75	0	0	$44,683	$0
Young County	6/20/2011	1.75	0	0	$7,819	$0
City of Graham	6/20/2011	1.75	0	0	$335,119	$0
Graham	6/20/2011	2.5	0	0	$16,756	$0
City of Newcastle	6/20/2011	1.5	0	0	$6,702	$0
City of Olney	6/20/2011	1.5	0	0	$1,117	$0
Young County	4/3/2012	1.75	0	0	$32,876	$0
City of Graham	4/3/2012	1.75	0	0	$54,794	$0
Young County	4/19/2012	1.75	0	0	$1,096	$0
City of Newcastle	5/6/2012	1.5	0	0	$5,486	$0
Young County	6/11/2012	2.75	0	0	$4,395	$0
Young County	6/11/2012	1.75	0	0	$2,198	$0
Young County	6/11/2012	2	0	0	$4,395	$0
City of Graham	6/11/2012	2	0	0	$5,494	$0
City of Newcastle	6/11/2012	2.75	0	0	$2,189	$0

[2] Only recorded events with fatalities, injuries, and/or damages are listed. Historical events are reported from January 1955 through August 2019.

JURISDICTION	DATE	MAGNITUDE	INJURIES	FATALITIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	10/22/2012	1.5	0	0	$1,090	$0
City of Newcastle	10/22/2012	1.75	0	0	$4,360	$0
Young County	4/9/2013	1.5	0	0	$2,169	$0
City of Olney	4/9/2013	1.75	0	0	$13,012	$0
City of Olney	4/9/2013	1.75	0	0	$3,253	$0
City of Olney	4/9/2013	1.5	0	0	$2,169	$0
City of Olney	4/9/2013	2.5	0	0	$16,265	$0
City of Olney	4/9/2013	1.75	0	0	$10,844	$0
Young County	5/17/2013	2.5	0	0	$21,649	$86,594
City of Graham	5/17/2013	2.75	0	0	$64,946	$0
City of Graham	5/17/2013	1.75	0	0	$0	$3,247
City of Graham	5/17/2013	1.5	0	0	$0	$5,412
City of Graham	5/17/2013	1.75	0	0	$0	$5,412
City of Graham	5/17/2013	2	0	0	$54,121	$0
City of Graham	5/17/2013	2.5	0	0	$0	$10,824
City of Graham	5/17/2013	1.75	0	0	$0	$8,659
City of Graham	5/17/2013	2	0	0	$64,946	$0
City of Graham	5/17/2013	3	0	0	$0	$10,824
City of Newcastle	5/17/2013	2	0	0	$21,649	$0
City of Newcastle	5/17/2013	3	0	0	$0	$10,824
City of Olney	5/17/2013	2.5	0	0	$54,121	$0
Young County	4/1/2014	2.5	0	0	$10,636	$0
City of Newcastle	4/1/2014	1.75	0	0	$5,318	$0
City of Olney	4/1/2014	1.5	0	0	$5,318	$0
City of Newcastle	4/23/2014	1.75	0	0	$42,543	$0
City of Graham	5/6/2014	1.75	0	0	$10,599	$0
Young County	5/26/2015	1.5	0	0	$10,603	$4,241

JURISDICTION	DATE	MAGNITUDE	INJURIES	FATALITIES	PROPERTY DAMAGE	CROP DAMAGE
City of Olney	5/26/2015	2	0	0	$63,618	$0
Young County	4/11/2016	1.75	0	0	$105,385	$0
City of Olney	5/1/2019	1.75	0	0	$10,200	$0
TOTALS		**(Max Extent)**	**0**	**0**	**$2,056,528**	**$146,037**

Table 7-3. Historical Hail Events Summary, 1955-2019

JURISDICTION	NUMBER of EVENTS	MAGNITUDE	INJURIES	FATALITIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	144	4.5 inches	0	0	$268,267	$90,835
City of Graham	73	4.0 inches	0	0	$1,473,726	$44,378
City of Newcastle	41	3.0 inches	0	0	$111,722	$10,824
City of Olney	63	2.75 inches	0	0	$202,813	$0
TOTAL LOSSES	**321**	**(Max Extent)**	**0**	**0**	**$2,202,565**	

Significant Events

June 20-21, 2011 – City of Graham

Two rounds of storms affected north Texas beginning the evening of the 20th and continuing into the early morning hours of the 21st. The first round of storms developed in association with the dryline as it reached the western edges of the CWA. The second round of storms developed along the cold front as it also approached the western edges. Nearly all of the storms and severe weather occurred along and north of Interstate 20. Hail and damaging winds were the main hazards with both lines of storms. Most of the hail was golf ball size or smaller but a few reports up to baseball size were received.

April 11, 2016 – Young County

One long-lived supercell produced a multi-million-dollar hailstorm across the northern suburbs of the Dallas-Fort Worth Metroplex. This storm produced grapefruit sized hail in Denton and golf ball sized hail was spotted in Young County.

PROBABILITY OF FUTURE EVENTS

Based on available records of historic events, 321 events in a 65-year reporting period for Young County provides a probability of four to five events per year. This frequency supports a highly likely probability of future events for the Young County planning area including all participating jurisdictions, and Graham ISD.

VULNERABILITY AND IMPACT

Damage from hail approaches 1 billion dollars in the U.S. each year. Much of the damage inflicted by hail is to crops. Even relatively small hail can shred plants to ribbons in a matter of minutes. Vehicles, roofs of buildings and homes, and landscaping are most commonly damaged by hail.

Utility systems on roofs at school districts and critical facilities would be vulnerable and could be damaged. Hail could cause a significant threat to people as they could be struck by hail and falling trees and branches. Outdoor student activities and events may elevate the risk to students and faculty when a hailstorm strikes with little warning. Hail events during school hours could elevate the risk to students and faculty due to broken windows and flying debris. Portable buildings utilized by campuses within the school district would be more vulnerable to hail events than the typical site built structures. In addition, outdoor equipment at Graham ISD campuses would be more vulnerable including Air Conditioning Units, and athletic fields equipped with operational infrastructure. Windows at all structures would be vulnerable and shattered glass may cause injury to students and faculty.

The Young County planning area features mobile or manufactured home parks throughout the planning area, including all participating jurisdictions. These parks are typically more vulnerable to hail events than typical site-built structures. In addition, manufactured homes are located sporadically throughout the planning area including all participations which would also be more vulnerable. The US Census data indicates a total of 894 (10.3%) manufactured homes located in the Young County planning area including all participating jurisdictions (Table 7-4). In addition, 67.9 (approximately 5,890 structures) of the single family residential (SFR) structures in the Young County planning area were built before 1980. In addition, 9 of the Graham ISD structures were built before 1980. These structures would typically be built to lower or less stringent construction standards than newer construction and may be more susceptible to damages during significant hail events.

Table 7-4. Structures at Greater Risk by Jurisdiction

JURISDICTION	MANUFACTURED HOMES	SFR STRUCTURES BUILT BEFORE 1980
Young County[3]	894	5,890
City of Graham[4]	100	2,897
City of Newcastle	63	157
City of Olney	51	1,364

The following critical facilities would be vulnerable to hail events in each participating jurisdiction:

[3] County totals includes all incorporated jurisdictions and unincorporated areas.

[4] Graham ISD facilities are included under the City of Graham.

Table 7-5. Critical Facilities at Risk by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

Hail has been known to cause injury to humans and occasionally has been fatal. Overall, the average loss estimate of property and crops (in 2019 dollars) is $2,202,565, having an approximate annual loss estimate of $33,886. Based on historic loss and damages, the impact of hail damages on the Young County planning area, including all participating jurisdictions, and Graham ISD, can be considered “Limited” severity of impact meaning injuries and illness can be treated with first aid, county area facilities are shut down for 24 hours or less, and less than ten percent of property destroyed or with major damage.

Table 7-6. Potential Annualized Losses by Jurisdiction

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATE
Young County	$359,102	$5,525
City of Graham	$1,518,104	$23,355
Graham ISD	$0	$0
City of Newcastle	$122,546	$1,885
City of Olney	$202,813	$3,120
Planning Area	**$2,202,565**	**$33,886**

Assessment of Impacts

Hail events have the potential to pose a significant risk to people and can create dangerous situations. Impacts to the planning area can include:

- Hail may create hazardous road conditions during and immediately following an event, delaying first responders from providing for or preserving public health and safety.
- Individuals and first responders who are exposed to the storm may be struck by hail, falling branches, or downed trees resulting in injuries or possible fatalities.
- Residential structures can be damaged by falling trees, which can result in physical harm to occupants.
- Large hail events will likely cause extensive roof damage to residential structures along with siding damage and broken windows, creating a spike in insurance claims and a rise in premiums.
- Automobile damage may be extensive depending on the size of the hail and length of the storm.
- Hail events can result in power outages over widespread areas increasing the risk to more vulnerable portions of the population who rely on power for health and/or life safety.
- Extended power outage can result in an increase in structure fires and/or carbon monoxide poisoning, as individuals attempt to cook or heat their home with alternate, unsafe cooking or heating devices, such as grills.
- First responders are exposed to downed power lines, damaged structures, hazardous spills, and debris that often accompany hail events, elevating the risk of injury to first responders and potentially diminishing emergency response capabilities.
- Downed power lines and large debris, such as downed trees, can result in the inability of emergency response vehicles to access areas of the community.
- Hazardous road conditions may prevent critical staff from reporting for duty, limiting response capabilities.
- Economic disruption negatively impacts the programs and services provided by the community due to short and long term loss in revenue.
- Some businesses not directly damaged by the hail event may be negatively impacted while roads are cleared and utilities are being restored, further slowing economic recovery.
- Businesses that are more reliant on utility infrastructure than others may suffer greater damages without a backup power source.
- Hazardous road conditions will likely lead to increases in automobile accidents, further straining emergency response capabilities.
- Depending on the severity and scale of damage caused by large hail events, damage to power transmission and distribution infrastructure can require days or weeks to repair.
- A significant hail event could significantly damage agricultural crops, resulting in extensive economic losses for the community and surrounding area.
- Hail events may injure or kill livestock and wildlife.
- A large hail event could impact the accessibility of recreational areas and parks due to extended power outages or debris clogged access roads.

The economic and financial impacts of hail will depend entirely on the scale of the event, what is damaged, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning conducted by the community, local businesses, and citizens will contribute to the overall economic and financial conditions in the aftermath of any hail event.

SECTION 8: LIGHTNING

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HAZARD DESCRIPTION

Lightning is a discharge of electrical energy resulting from the buildup of positive and negative charges within a thunderstorm, creating a "bolt" when the buildup of charges becomes strong enough. This flash of light usually occurs within the clouds or between the clouds and the ground. A bolt of lightning can reach temperatures approaching 50,000 degrees Fahrenheit. Lightning rapidly heats the sky as it flashes but the surrounding air cools following the bolt. This rapid heating and cooling of the surrounding air causes the thunder which often accompanies lightning strikes. While most often affiliated with severe thunderstorms, lightning often strikes outside of heavy rain and might occur as far as 10 miles away from any rainfall.

According to FEMA, an average of 300 people are injured and 80 people are killed in the United States each year by lightning. Direct lightning strikes also have the ability to cause significant damage to buildings, critical facilities, and infrastructure. Lightning is also responsible for igniting wildfires that can result in widespread damages to property before firefighters have the ability to contain and suppress the resultant fire.

LOCATION

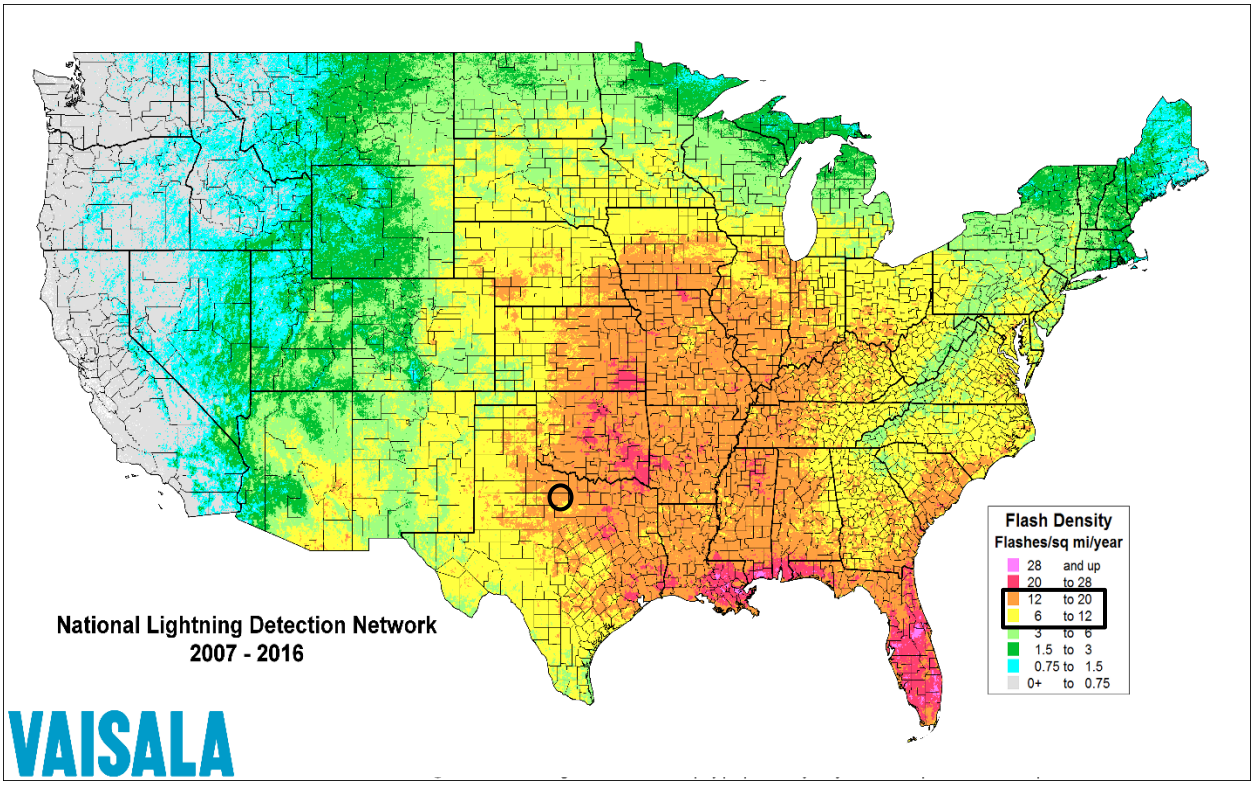
Lightning can strike in any geographic location and is considered a common occurrence in Texas. The Young County planning area, including all participating jurisdictions, and Graham ISD is located in a region of the country that is moderately susceptible to a lightning strike. Therefore, lightning could occur at any location within the entire planning area. It is assumed that the entire Young County planning area is uniformly exposed to the threat of lightning.

EXTENT

According to the NOAA, the average number of cloud-to-ground flashes for the State of Texas between 2007 and 2016 was 11.3 flashes per square mile. Vaisala's U.S. National Lightning Detection Network lightning flash density map (Figure 8-1) shows a range of six to twenty cloud-to-ground lightning

flashes per square mile per year for the entire Young County planning area. This rate equates to approximately 5,586 to 18,620 flashes per year for the entire planning area.

Figure 8-1. Lightning Flash Density, 2007-2016



The extent for lightning can be expressed in terms of the number of strikes in an interval. NOAA utilizes lightning activity levels (LALs) on a scale from 1-6. LAL rankings reflect the frequency of cloud-to-ground lightning either forecast or observed (Table 8-1).

Table 8-1. NOAA Lightning Activity Levels (LAL)

LAL	CLOUD & STORM DEVELOPMENT	LIGHTNING STRIKES/ 15 MIN
1	No thunderstorms.	-
2	Cumulus clouds are common but only a few reach the towering cumulus stage. A single thunderstorm must be confirmed in the observation area. The clouds produce mainly virga, but light rain will occasionally reach the ground. Lightning is very infrequent.	1-8
3	Towering cumulus covers less than two-tenths of the sky. Thunderstorms are few, but two to three must occur within the observation area. Light to moderate rain will reach the ground, and lightning is infrequent.	9-15
4	Towering cumulus covers two to three-tenths of the sky. Thunderstorms are scattered and more than three must occur	16-25

LAL	CLOUD & STORM DEVELOPMENT	LIGHTNING STRIKES/ 15 MIN
	within the observation area. Moderate rain is common and lightning is frequent.	
5	Towering cumulus and thunderstorms are numerous. They cover more than three-tenths and occasionally obscure the sky. Rain is moderate to heavy and lightning is frequent and intense.	>25
6	Similar to LAL 3 except thunderstorms are dry.	

The NCEI does not include the LAL for historical lightning events, therefore in order to determine the extent of lightning strikes, the yearly average range of estimated number of lightning strikes within the planning area (5,586 to 18,620 flashes) and a cloud-to-ground flash density of six to twenty per square mile were divided by the number[1] of thunderstorm events that occur annually in the planning area. Young County, including all participating jurisdictions, should expect an average range of five to eighteen lightning strikes within 15 minutes at any given time during a lightning or combined lightning and thunderstorm event, indicating lightning strikes have an average LAL range of 2 to 3.

HISTORICAL OCCURRENCES

Since January 1996, there have been four recorded lightning events reported as having impacted the Young County Planning Area, based upon NCEI records. Graham ISD reported that no lightning events have impacted the school district. It is highly likely multiple lightning occurrences have gone unreported before and during the recording period. The NCEI is a national data source organized under the National Oceanic and Atmospheric Administration and considered a reliable resource for hazards. However, the flash density for the planning area along with input from local team members indicates regular lightning occurrences that simply have not been reported.

Table 8-2. Historical Hail Events, 1955-2019

JURISDICTION	DATE	INJURIES	FATALITIES	PROPERTY DAMAGE	CROP DAMAGE
City of Olney	5/31/2006	0	0	$12,452	$0
City of Newcastle	3/30/2007	0	0	$36,836	$0
City of Graham	6/10/2009	0	0	$116,900	$0
Young County	5/17/2013	0	0	$10,824	$0
TOTAL LOSSES		**0**	**0**	**$177,012**	**$0**

[1] Analysis includes the highest number of events recorded in a given year during the reporting period in order to account for typical under reporting of thunderstorm and lightning events.

PROBABILITY OF FUTURE EVENTS

Based on historical records and input from the planning team the probability of occurrence for future lightning events in the Young County planning area, including all participating jurisdictions, and Graham ISD is considered highly likely, or an event probable in the next year. The planning team stated that lightning occurs regularly in the area. According to NOAA, the Young County planning area is located in an area of the country that experiences six to twenty lightning flashes per square mile per year (approximately 5,586 to 18,620 flashes per year). Given this estimated probability of events, it can be expected that future lightning events will continue to threaten life and cause minor property damages throughout the planning area, including all participating jurisdictions, and the Graham ISD.

VULNERABILITY AND IMPACT

Vulnerability is difficult to evaluate since lightning events can occur at different strength levels, in random locations, and can create a broad range of damages depending on the strike location. Due to the randomness of these events, all existing and future structures and facilities in the entire Young County planning area could potentially be impacted and remain vulnerable to possible injury and property loss from lightning strikes. The Young County planning area has only had four reported lightning events. The county, including all participating jurisdictions, and Graham ISD are vulnerable and could be impacted by lightning.

The direct and indirect losses associated with these events include injury and loss of life, damage to structures and infrastructure, agricultural losses, utility failure (power outages), and stress on community resources. The entire population of the Young County planning area, is considered exposed to the lightning hazard. The peak lightning season in the State of Texas is from June to August; however, the most fatalities occur in July. Fatalities occur most often when people are outdoors and/or participating in some form of recreation. Population located outdoors is considered at risk and more vulnerable to a lightning strike compared to being inside a structure. Students and faculty participating in outdoor functions at Graham ISD would be more vulnerable. Moving to a lower risk location will decrease a person's vulnerability.

The entire general building stock and all infrastructure of the Young County planning area, are considered exposed to the lightning hazard. Lightning can be responsible for damages to buildings, cause electrical, forest and/or wildfires, and damage infrastructure such as power transmission lines and communication towers. Agricultural losses can be extensive due to lightning and resulting fires.

The following critical facilities would be vulnerable to lightning events in each participating jurisdiction:

Table 8-3. Critical Facilities at Risk by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities

JURISDICTION	CRITICAL FACILITIES
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

Impact of lightning experienced in the Young County planning area has resulted in no injuries or fatalities. Impact of lightning events experienced in the Young County planning area, including all participating jurisdictions, and Graham ISD would be "Limited," and injuries and illnesses would be treatable with first aid. The quality of life lost would be minor, and facilities would be shut down for 24 hours or less. Overall, the average loss estimate for the entire Young County planning area is $177,012 with annualized losses or $7,376.

Table 8-4. Potential Annualized Losses by Jurisdiction[2]

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATE
Young County	$10,824	$451
City of Graham	$116,900	$4,871
Graham ISD	$0	$0
City of Newcastle	$36,836	$1,535
City of Olney	$12,452	$519
Planning Area	**$177,012**	**$7,376**

Assessment of Impacts

Lightning events have the potential to pose a significant risk to people and can create dangerous and difficult situations for public health and safety officials. Impacts to the planning area can include:

- Individuals exposed to the storm can be directly struck, posing significant health risks and potential death.

[2] Damage values are in 2019 dollars.

- Structures can be damaged or crushed by falling trees damaged by lightning, which can result in physical harm to the occupants.
- Lightning strikes can result in widespread power outages increasing the risk to more vulnerable portions of the population who rely on power for health and/or life safety.
- Extended power outage often results in an increase in structure fires and carbon monoxide poisoning as individuals attempt to cook or heat their homes with alternate, unsafe cooking or heating devices, such as grills.
- Lightning strikes can be associated with structure fires and wildfires, creating additional risk to residents and first responders.
- Emergency operations and services may be significantly impacted due to power outages and/or loss of communications.
- City or county departments may be damaged, delaying response and recovery efforts for the entire community.
- Economic disruption due to power outages and fires negatively impacts the programs and services provided by the community due to short and long-term loss in revenue.
- Some businesses not directly damaged by lightning events may be negatively impacted while utilities are being restored, further slowing economic recovery.
- Businesses that are more reliant on utility infrastructure than others may suffer greater damages without a backup power source.

The economic and financial impacts of lightning on the area will depend entirely on the scale of the event, what is damaged, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by the county, communities, local businesses, and citizens will also contribute to the overall economic and financial conditions in the aftermath of any lightning event.

SECTION 9: THUNDERSTORM WIND

Hazard Description....1
Location....1
Extent....2
Historical Occurrences....3
Significant Events....7
Probability of Future Events....7
Vulnerability and Impact....8
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HAZARD DESCRIPTION

Thunderstorms create extreme wind events which includes straight line winds. Wind is the horizontal motion of the air past a given point, beginning with differences in air pressures. Pressure that is higher at one place than another sets up a force pushing from the high toward the low pressure; the greater the difference in pressures, the stronger the force. The distance between the area of high pressure and the area of low pressure also determines how fast the moving air is accelerated.

Thunderstorms are created when heat and moisture near the Earth's surface are transported to the upper levels of the atmosphere. By-products of this process are the clouds, precipitation, and wind that become the thunderstorm.



According to the National Weather Service (NWS), a thunderstorm occurs when thunder accompanies rainfall. Radar observers use the intensity of radar echoes to distinguish between rain showers and thunderstorms.

Straight line winds are responsible for most thunderstorm wind damages. One type of straight-line wind, the downburst, is a small area of rapidly descending air beneath a thunderstorm. A downburst can cause damage equivalent to a strong tornado and make air travel extremely hazardous.

LOCATION

Thunderstorms wind events can develop in any geographic location and are considered a common occurrence in Texas. Therefore, a thunderstorm wind event could occur at any location within Young County's planning area, including all participating jurisdictions, and Graham ISD, as these storms develop randomly and are not confined to any geographic area within the County. It is assumed that the entire Young County planning area is uniformly exposed to the threat of thunderstorms winds.

EXTENT

The extent or magnitude of a thunderstorm wind event is measured by the Beaufort Wind Scale. Table 9-1 describes the different intensities of wind in terms of speed and effects, from calm to violent and destructive.

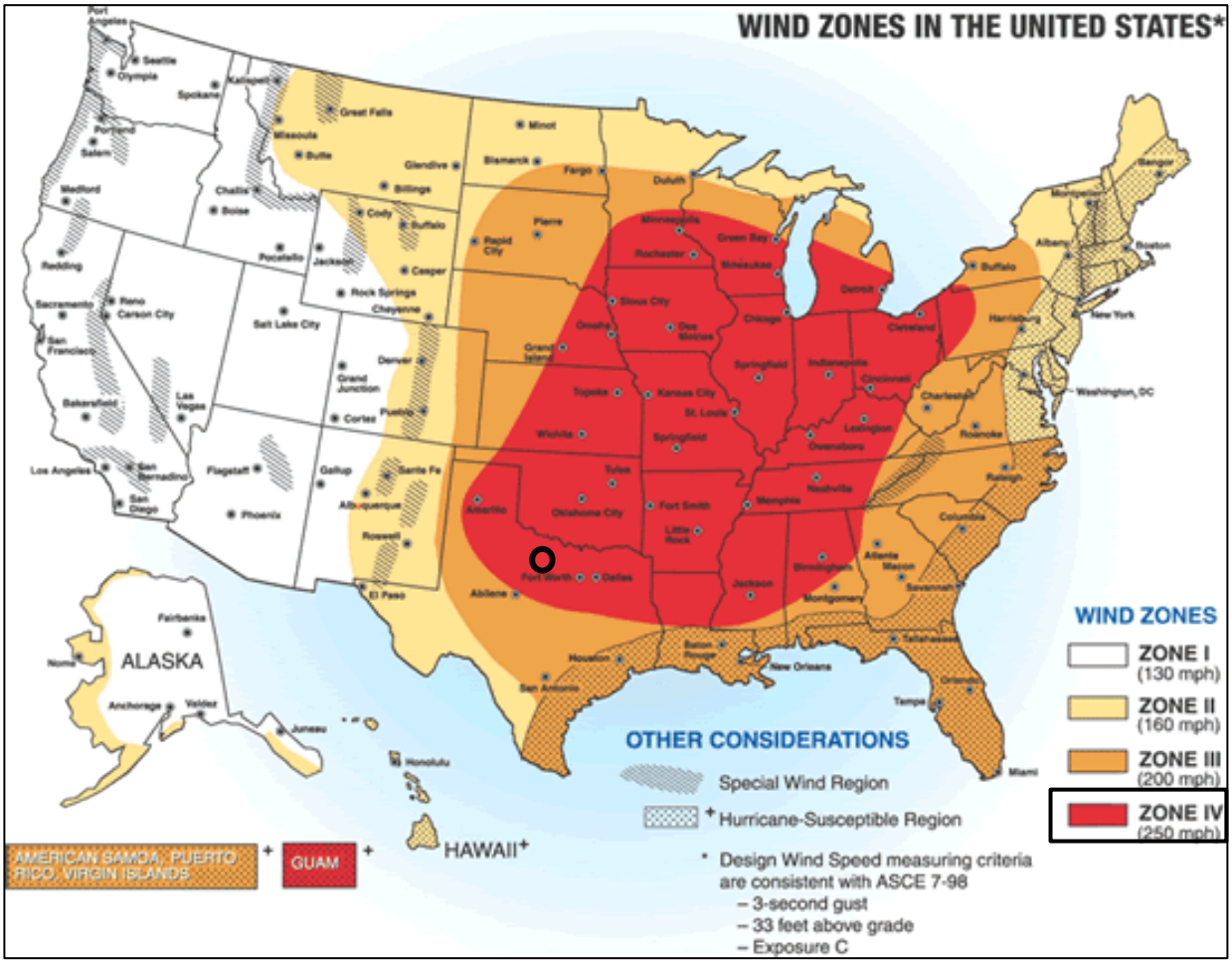
Table 9-1. Beaufort Wind Scale[1]

FORCE	WIND (MHP)	WMO CLASSIFICATION	APPEARANCE OF WIND EFFECTS
0	Less than 1	Calm	Calm, smoke rises vertically
1	1-3	Light Air	Smoke drift indicates wind direction, still wind vanes
2	4-8	Light Breeze	Wind felt on face, leaves rustle, vanes begin to move
3	9-14	Gentle Breeze	Leaves and small twigs constantly moving, light flags extended
4	15-21	Moderate Breeze	Dust, leaves and loose paper lifted, small tree branches move
5	22-28	Fresh Breeze	Small trees in leaf begin to sway
6	29-36	Strong Breeze	Larger tree branches moving, whistling in wires
7	37-44	Near Gale	Whole trees moving, resistance felt walking against wind
8	45-53	Gale	Whole trees in motion, resistance felt walking against wind
9	54-62	Strong Gale	Slight structural damage occurs, slate blows off roofs
10	63-72	Storm	Seldom experienced on land, trees broken or uprooted, "considerable structural damage"
11	73-83	Violent Storm	If experienced on land, widespread damage
12	84+	Hurricane	Violence and destruction

Figure 9-1 displays the wind zones as derived from NOAA.

[1] Source: World Meteorological Organization

Figure 9-1. Wind Zones in the United States[2]



On average, the planning area experiences one to two thunderstorm wind events every year. The planning area is located in Zone IV, meaning they can experience winds up to 250 mph. Young County has experienced a significant wind event or an event with winds in the range of "Force 12" on the Beaufort Wind Scale with winds at or above 84 mph.

HISTORICAL OCCURRENCES

Tables 9-2, 9-3, and 9-4 depict historical occurrences of thunderstorm wind events for the Young County planning area according to the National Centers for Environmental Information (NCEI) data. Since January 1955, 122 thunderstorm wind events are known to have impacted the Young County planning area, based upon NCEI records. Table 9-3 presents information on known historical events impacting the Young County planning area with resulting damages, injuries or fatalities. It is important

[2] Young County is indicated by the circle.

to note that high wind events associated with other hazards, such as tornadoes, are not accounted for in this section.

The NCEI is a national data source organized under the National Oceanic and Atmospheric Administration. The NCEI is the largest archive available for climate data; however, it is important to note that the only incidents recorded are those that are reported to the NCEI from 1955 through August 2019 have been factored into this risk assessment. In the tables that follow throughout this section, some occurrences seem to appear multiple times in one table. This is due to reports from various locations throughout the County. In addition, property damage estimates are not always available. Where an estimate has been provided in a table for losses, the dollar amounts have been altered to indicate the damage in 2019 dollars.

Historical thunderstorm wind data for the all participating jurisdictions are provided on a County-wide basis per the NCEI database. Graham ISD is included in the City of Graham. Graham ISD has reported no historic losses or damages resulting from thunderstorm wind events.

Table 9-2. Historical Thunderstorm Wind Events with Reported Damages, 1955-2019[3]

MAXIMUM WIND SPEED RECORDED (MPH)	NUMBER OF REPORTED EVENTS
0-30	33
31-40	0
41-50	10
51-60	44
61-70	15
71-80	3
81-90	1
91-100	1
Unknown	15

Table 9-3. Historical Thunderstorm Wind Events, 1955-2019[4]

JURISDICTION	DATE	TIME	MAGNITUDE (MPH)	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	10/17/1993	9:30 PM	0	0	0	$8,653	$0
Young County	5/29/1994	6:10 PM	0	0	0	$8,547	$0

[3] Historic events are reported from January 1955 through August 2019.
[4] Only recorded events with fatalities, injuries or damages are listed. Magnitude is listed when available. Damage values are in 2019 dollars.

JURISDICTION	DATE	TIME	MAGNITUDE (MPH)	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
City of Graham	8/7/1994	3:40 PM	0	0	0	$846	$0
Young County	5/5/1995	12:00 AM	0	0	0	$1,988,010,512	$0
City of Graham	7/24/1995	8:40 PM	0	0	0	$3,307	$0
City of Graham	4/22/1996	4:08 AM	Unknown	0	0	$3,226	$0
City of Olney	8/11/1996	7:20 PM	61	0	0	$16,030	$0
Young County	3/29/1997	7:45 PM	Unknown	0	0	$3,152	$0
City of Newcastle	4/11/1997	3:06 AM	Unknown	0	0	$7,870	$0
Young County	6/12/1997	10:06 PM	Unknown	0	0	$3,146	$0
City of Newcastle	6/16/1997	9:34 PM	Unknown	0	0	$15,730	$0
City of Olney	6/16/1997	8:40 PM	61	0	0	$39,324	$0
Young County	4/13/1999	11:05 PM	Unknown	0	0	$7,586	$0
City of Newcastle	5/27/1999	9:05 AM	Unknown	0	0	$152	$0
Young County	8/14/1999	3:10 PM	Unknown	0	0	$754	$0
City of Olney	10/29/1999	11:00 PM	Unknown	0	0	$7,495	$0
Young County	10/29/1999	11:10 PM	Unknown	0	0	$7,495	$0
City of Graham	4/30/2000	7:02 PM	Unknown	0	0	$5,888	$0
City of Olney	7/13/2000	6:00 PM	78	0	0	$291,836	$0
City of Olney	4/7/2002	4:05 PM	69	0	0	$56,095	$0
City of Graham	4/29/2002	7:25 PM	Unknown	0	0	$2,805	$0
City of Graham	4/29/2002	7:35 PM	Unknown	0	0	$7,012	$0
City of Graham	6/15/2002	11:30 PM	52	0	0	$28,032	$0
City of Newcastle	6/15/2002	10:00 PM	52	0	0	$14,016	$0
City of Olney	6/15/2002	9:45 PM	52	0	0	$5,606	$0
City of Graham	6/17/2006	7:20 PM	50	0	0	$31,068	$0
City of Olney	5/8/2007	5:55 PM	66	0	0	$3,638	$0
City of Newcastle	6/20/2007	1:30 AM	50	0	0	$12,102	$0
City of Graham	3/2/2008	10:30 PM	50	0	0	$29,521	$0

JURISDICTION	DATE	TIME	MAGNITUDE (MPH)	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
City of Olney	5/7/2008	3:06 PM	52	0	0	$87,295	$0
City of Graham	5/13/2008	6:40 PM	65	0	0	$34,918	$0
Young County	6/28/2008	3:45 PM	50	0	0	$34,570	$0
City of Newcastle	5/26/2009	10:20 PM	52	0	0	$8,253	$0
City of Graham	6/10/2009	4:15 PM	61	0	0	$1,169	$0
Young County	6/10/2009	3:45 PM	61	0	0	$7,014	$0
City of Olney	8/6/2010	3:40 PM	61	0	0	$17,325	$0
City of Olney	5/1/2011	2:30 AM	55	0	0	$55,793	$0
City of Graham	6/20/2011	6:17 PM	43	0	0	$16,756	$0
City of Olney	6/20/2011	6:55 PM	52	0	0	$2,234	$0
City of Newcastle	5/6/2012	6:56 PM	52	0	0	$5,486	$0
City of Olney	5/28/2012	6:40 PM	61	0	0	$8,777	$0
City of Graham	5/30/2012	8:55 PM	51	0	0	$2,194	$0
City of Olney	5/30/2012	8:31 PM	52	0	0	$3,292	$0
City of Olney	5/30/2012	8:47 PM	52	0	0	$2,194	$0
City of Olney	5/30/2012	8:47 PM	52	0	0	$3,292	$0
City of Newcastle	6/11/2012	7:00 PM	70	0	0	$32,963	$0
City of Newcastle	6/11/2012	7:54 PM	52	0	0	$7,691	$0
City of Olney	8/14/2012	6:17 PM	52	0	0	$10,945	$0
City of Olney	10/13/2012	5:53 PM	61	0	0	$13,081	$0
City of Olney	8/16/2013	4:20 AM	52	0	0	$3,234	$0
Young County	4/1/2014	7:30 PM	56	0	0	$31,908	$0
City of Graham	8/10/2014	6:00 PM	52	0	0	$2,120	$0
City of Graham	10/12/2014	11:10 PM	50	0	0	$1,062	$0
Young County	4/11/2016	5:42 PM	52	0	0	$2,108	$0
City of Olney	4/26/2016	6:20 PM	50	0	0	$10,539	$0
Young County	12/26/2018	6:00 PM	50	0	0	$10,200	$0

JURISDICTION	DATE	TIME	MAGNITUDE (MPH)	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
TOTALS			(Max Extent)	0	0	$1,989,047,857	$0

Table 9-4. Summary of Historical Thunderstorm Wind Events, 1955-2019

JURISDICTION	NUMBER OF EVENTS	MAGNITUDE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	55	96 mph	0	0	$1,988,135,645	$0
City of Graham	22	65 mph	0	0	$169,924	$0
Graham ISD	N/A	N/A	0	0	$0	$0
City of Newcastle	14	70 mph	0	0	$104,263	$0
City of Olney	31	78 mph	0	0	$638,025	$0
TOTAL LOSSES	**122**	**(Max Extent)**	**0**	**0**	**$1,989,047,857**	

Significant Events

May 5, 2005 – Young County

Just after 5:30 PM, a thunderstorm developed rapidly over northwestern Texas. This storm quickly became severe, producing hail up to golf ball-size. The storm continued to intensify as it moved into Tarrant County around 7:00 PM, producing baseball-size hail in the area of Benbrook. As the storm moved east-northeast across Fort Worth, softball-size hail was reported at many locations. There were several injuries across northeastern counties and two deaths resulted from Flash Flooding in the Dalla County/Tarrant County area. The total estimated damage across northwestern and northeastern counties, from this storm, is estimated at over $1.2 billion, the costliest thunderstorm event in the history of the United States.

July 13, 2000- City of Olney

Straight line winds were estimated at 90 mph. The wind blew down a large building under construction, crushing a truck. A tree was blown onto a car and a small store was destroyed.

May 7, 2008- City of Olney

Hangars were damaged at Olney Airport. Trees, power poles, and fences were blown down along FM 2178, West Payne Street, West Elm Street, and West Main Street.

PROBABILITY OF FUTURE EVENTS

Most thunderstorm winds occur during the months of March, April, May, and September. Based on available records of historic events, there have been 122 events in a 65-year reporting period. This frequency supports a probability of one to two events every year. Even though the intensity of thunderstorm wind events is not always damaging for the Young County planning area, the frequency of occurrence for a thunderstorm wind event is highly likely. This means that an event is probable

within the next year for the Young County planning area, including all participating jurisdictions, and the Graham ISD.

VULNERABILITY AND IMPACT

Vulnerability is difficult to evaluate since thunderstorm wind events can occur at different strength levels, in random locations, and can create relatively narrow paths of destruction. Due to the randomness of these events, all existing and future structures and facilities in the Young County planning area, including all participating jurisdictions and the Graham ISD, could potentially be impacted and remain vulnerable to possible injury and property loss from strong winds.

Trees, power lines and poles, signage, manufactured housing, radio towers, concrete block walls, storage barns, windows, garbage recepticles, brick facades, and vehicles, unless reinforced, are vulnerable to thunderstorm wind events. More severe damage involves windborne debris; in some instances, patio furniture and other lawn items have been reported to have been blown around by wind and, very commonly, debris from damaged structures in turn have caused damage to other buildings not directly impacted by the event. In numerous instances roofs have been reported as having been torn off of buildings. The portable buildings used at various locations within Graham ISD, locations would be more vulnerable to thunderstorm wind events than typical site-built structures and could potentially pose a greater risk for wind-blown debris. In addition, some of the ISD structures feature roof top Air Conditioning Units that would be vulnerable to high winds flying debris. These structures would also be more vulnerable. These units would also pose the additional threat of contributing to flying debris, causing additional damages to campus structures.

The US Census data indicates a total of 894 manufactured homes (approximately 10.3%) located in the Young County planning area, including all participating jurisdictions, (Table 9-5). In addition, 67.9% (approximately 5,890 structures) of the residential structures in the Young County planning area were built before 1980. These structures would typically be built to lower or less stringent construction standards than newer construction and may be more susceptible to damages during significant wind events.

Table 9-5. Structures at Greater Risk by Jurisdiction

JURISDICTION	MANUFACTURED HOMES	SFR STRUCTURES BUILT BEFORE 1980
Young County[5]	894	5,890
City of Graham[6]	100	2,897
City of Newcastle	63	157
City of Olney	51	1,364

[5] County totals includes all jurisdictions and unincorporated areas within the county.

[6] Graham ISD facilities are included under the City of Graham.

The following critical facilities would be vulnerable to thunderstorm wind events in each participating jurisdiction:

Table 9-6. Critical Facilities at Risk by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

A thunderstorm wind event can also result in traffic disruptions, injuries and in rare cases, fatalities. Impact of thunderstorms winds experienced in the Young County planning area has resulted in no injuries and no fatalities. Impact of thunderstorm wind events experienced in the entire Young County planning area would be “Minor,” and injuries and illnesses would be treatable with first aid, ten percent or more of property damaged or destroyed, and facilities would be shut down for up to one week. Overall, the average loss estimate (in 2019 dollars) is $1,989,047,857, having an approximate annual loss estimate of $30,600,736 (Table 9-7).

Table 9-7. Potential Annualized Losses by Jurisdiction

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATES
Young County	$1,988,135,645	$30,586,702
City of Graham	$169,924	$2,614
Graham ISD	$0	$0
City of Newcastle	$104,263	$1,604
City of Olney	$638,025	$9,816
Planning Area	**$1,989,047,857**	**$30,600,736**

Assessment of Impacts

Thunderstorm wind events have the potential to pose a significant risk to people and can create dangerous and difficult situations for public health and safety officials. Impacts to the planning area can include:

- Individuals exposed to the storm can be struck by flying debris, falling limbs, or downed trees causing serious injury or death.
- Structures can be damaged or crushed by falling trees, which can result in physical harm to the occupants.
- Significant debris and downed trees can result in emergency response vehicles being unable to access areas of the community.
- Downed power lines may result in roadways being unsafe for use, which may prevent first responders from answering calls for assistance or rescue.
- During exceptionally heavy wind events, first responders may be prevented from responding to calls, as the winds may reach a speed in which their vehicles and equipment are unsafe to operate.
- Thunderstorm wind events often result in widespread power outages increasing the risk to more vulnerable portions of the population who rely on power for health and/or life safety.
- Extended power outage often results in an increase in structure fires and carbon monoxide poisoning, as individuals attempt to cook or heat their homes with alternate, unsafe cooking or heating devices, such as grills.
- First responders are exposed to downed power lines, unstable and unusual debris, hazardous materials, and generally unsafe conditions.
- Emergency operations and services may be significantly impacted due to damaged facilities and/or loss of communications.
- Critical staff may be unable to report for duty, limiting response capabilities.
- City or county departments may be damaged, delaying response and recovery efforts for the entire community.
- Private sector entities that the participating jurisdictions and its residents rely on, such as utility providers, financial institutions, and medical care providers may not be fully operational and may require assistance from neighboring communities until full services can be restored.
- Economic disruption negatively impacts the programs and services provided by the community due to short- and long-term loss in revenue.
- Some businesses not directly damaged by thunderstorm wind events may be negatively impacted while roads are cleared and utilities are being restored, further slowing economic recovery.
- Older structures built to less stringent building codes may suffer greater damage as they are typically more vulnerable to thunderstorm winds.
- Large scale wind events can have significant economic impact on the affected area, as it must now fund expenses such as infrastructure repair and restoration, temporary services and facilities, overtime pay for responders, and normal day-to-day operating expenses.
- Businesses that are more reliant on utility infrastructure than others may suffer greater damages without a backup power source.
- Activities at locations such as Lake Eddleman and Lake Graham attract tourism including hiking, camping, boating, and fishing throughout the year. A large thunderstorm wind event

could impact recreational activities, placing visitors in imminent danger, potentially requiring emergency services or evacuations.

- Recreational areas and parks may be damaged or inaccessible due to downed trees or debris, causing temporary impacts to area businesses.

The economic and financial impacts of thunderstorm winds on the area will depend entirely on the scale of the event, what is damaged, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by the community, local businesses, and citizens will also contribute to the overall economic and financial conditions in the aftermath of any thunderstorm wind event.

SECTION 10: TORNADO

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HAZARD DESCRIPTION



Tornadoes are among the most violent storms on the planet. A tornado is a rapidly rotating column of air extending between, and in contact with, a cloud and the surface of the earth. The most violent tornadoes are capable of tremendous destruction and have wind speeds of 250 miles per hour or more. In extreme cases, winds may approach 300 miles per hour. Damage paths can be in excess of one mile wide and 50 miles long.

The most powerful tornadoes are produced by "Supercell Thunderstorms." These thunderstorms are created when horizontal wind shears (winds moving in different directions at different altitudes) begin to rotate the storm. This horizontal rotation can be tilted vertically by violent updrafts, and the rotation radius can shrink, forming a vertical column of very quickly swirling air. This rotating air can eventually reach the ground, forming a tornado**.**

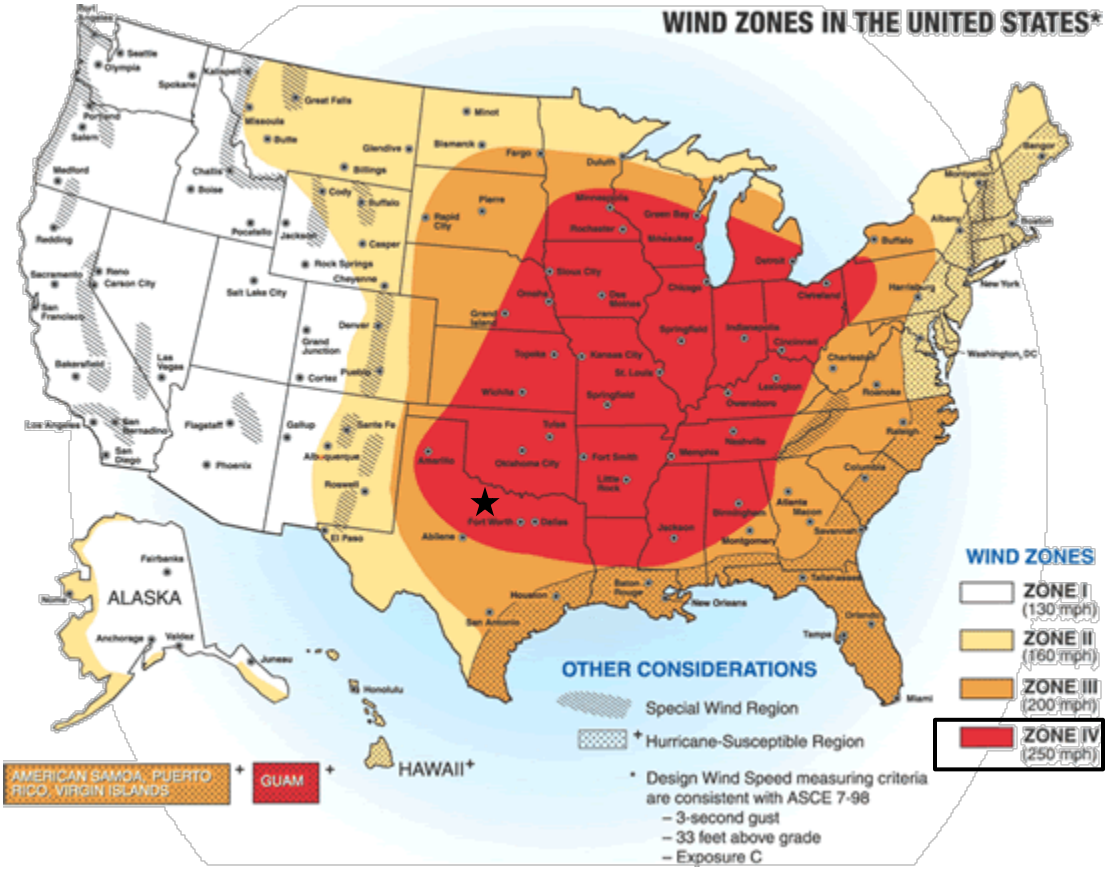
Table 10-1. Variations among Tornadoes

WEAK TORNADOES	STRONG TORNADOES	VIOLENT TORNADOES
➢ 69% of all tornadoes ➢ Less than 5% of tornado deaths ➢ Lifetime 1-10+ minutes ➢ Winds less than 110 mph	➢ 29% of all tornadoes ➢ Nearly 30% of all tornado deaths ➢ May last 20 minutes or longer ➢ Winds 110 – 205 mph	➢ 2% of all tornadoes ➢ 70% of all tornado deaths ➢ Lifetime can exceed one hour ➢ Winds greater than 205 mph

LOCATION

Tornadoes do not have any specific geographic boundary and can occur throughout the Young County planning area uniformly. It is assumed that the entire Young County planning area including all participating jurisdictions, and the Graham ISD, are uniformly exposed to tornado activity. The entire Young County planning area is located within Wind Zone IV (Figure 10-1), where tornado winds can be as high as 250 mph.

Figure 10-1. FEMA Wind Zones in the United States[1]



EXTENT

The destruction caused by tornadoes ranges from light to inconceivable, depending on the intensity, size, and duration of the storm. Typically, tornadoes cause the greatest damage to structures of light construction, such as residential homes (particularly mobile homes).

[1] Young County is indicated by the star.

Table 10-2. The Fujita Tornado Scale[2]

F-SCALE NUMBER	INTENSITY	WIND SPEED (MPH)	TYPE OF DAMAGE DONE	PERCENT OF APPRAISED STRUCTURE VALUE LOST DUE TO DAMAGE
F0	Gale Tornado	40 – 72	Some damage to chimneys; breaks branches off trees; pushes over shallow-rooted trees; damages sign boards.	None Estimated
F1	Moderate Tornado	73 – 112	The lower limit is the beginning of hurricane wind speed; peels surface off roofs; mobile homes pushed off foundations or overturned; moving autos pushed off roads; attached garages may be destroyed.	0% – 20%
F2	Significant Tornado	113 – 157	Considerable damage. Roofs torn off frame houses; mobile homes demolished; boxcars pushed over; large trees snapped or uprooted; light object missiles generated.	50% – 100%
F3	Severe Tornado	158 – 206	Roofs and some walls torn off well-constructed houses; trains overturned; most trees in forest uprooted.	100%
F4	Devastating Tornado	207 – 260	Well-constructed homes leveled; structures with weak foundations blown off some distance; cars thrown and large missiles generated.	100%
F5	Incredible Tornado	261 – 318	Strong frame houses lifted off foundations and carried considerable distances to disintegrate; automobile sized missiles flying through the air in excess of 330 yards; trees debarked; steel reinforced concrete badly damaged.	100%

[2] Source: http://www.tornadoproject.com/fscale/fscale.htm

Tornado magnitudes prior to 2005 were determined using the traditional version of the Fujita Scale (Table 10-2). Since February 2007, the Fujita Scale has been replaced by the Enhanced Fujita Scale (Table 10-3), which retains the same basic design and six strength categories as the previous scale. The newer scale reflects more refined assessments of tornado damage surveys, standardization, and damage consideration to a wider range of structures.

Table 10-3. Enhanced Fujita Scale for Tornadoes

STORM CATEGORY	DAMAGE LEVEL	3 SECOND GUST (MPH)	DESCRIPTION OF DAMAGES	PHOTO EXAMPLE
EF0	Gale	65 – 85	Some damage to chimneys; breaks branches off trees; pushes over shallow-rooted trees; damages sign boards.	
EF1	Weak	86 – 110	The lower limit is the beginning of hurricane wind speed; peels surface off roofs; mobile homes pushed off foundations or overturned; moving autos pushed off roads; attached garages may be destroyed.	
EF2	Strong	111 – 135	Considerable damage; roofs torn off frame houses; mobile homes demolished; boxcars pushed over; large trees snapped or uprooted; light object missiles generated.	
EF3	Severe	136 – 165	Roof and some walls torn off well-constructed houses; trains overturned; most trees in forest uprooted.	
EF4	Devastating	166 – 200	Well-constructed homes leveled; structures with weak foundations blown off some distance; cars thrown and large missiles generated.	
EF5	Incredible	200+	Strong frame houses lifted off foundations and carried considerable distances to disintegrate; automobile sized missiles flying through the air in excess of 330 yards; trees debarked; steel reinforced concrete badly damaged.	

Both the Fujita Scale and Enhanced Fujita Scale should be referenced in reviewing previous occurrences since tornado events prior to 2007 will follow the original Fujita Scale. The largest

magnitude reported within the planning area is an F4 on the Fujita Scale, a “Devastating Tornado.” Based on the planning areas location in Wind Zone IV, the planning area could experience anywhere from an EF0 to EF5 depending on the wind speed.

The events in Young County have been between F0 and F4 (Table 10-4). Therefore, the range of intensity that the Young County planning area, including all participating jurisdictions, would be expected to mitigate is a tornado event that would be a low to incredible risk, an EF0 to EF5.

HISTORICAL OCCURRENCES

Only reported tornadoes were factored into the Risk Assessment. It is likely that a high number of occurrences have gone unreported over the past 69 years. Historical tornado data for the county, all participating jurisdictions, is provided within a jurisdiction-wide basis per the NCEI database. Graham ISD events are reported under the City of Graham. It is noted that the Graham ISD has no historic reports of damages to school district facilities resulting from a tornado event.

Figure 10-2 identifies the locations of previous occurrences in the Young County planning area from January 1951 through August 2019. A total of 50 events have been recorded by the Storm Prediction Center (NOAA) and NCEI databases for the entire Young County planning area.

Figure 10-2. Spatial Historical Tornado Events, 1951-2019[3]

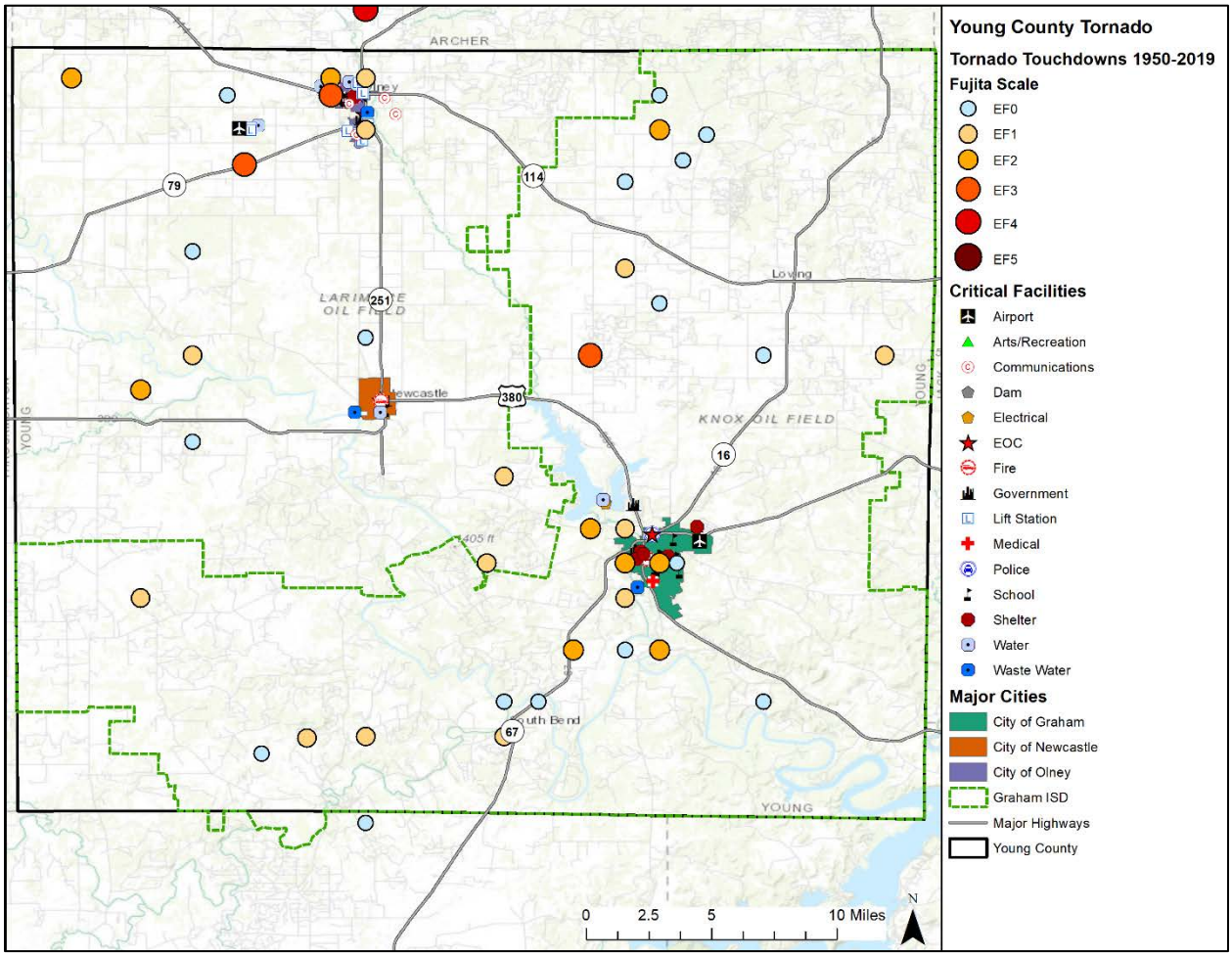


Table 10-4. Historical Tornado Events, 1951-2019[4]

JURISDICTION	DATE	TIME	MAGNITUDE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	5/18/1951	3:45 PM	F4	2	100	$24,338,417	$0
Young County	8/12/1952	4:15 PM	F1	0	0	$236,092	$0
Young County	9/25/1955	4:30 AM	F2	0	0	$234,336	$0
Young County	3/28/1958	11:45 PM	F0	0	0	$263	$0
Young County	11/17/1958	6:45 AM	F2	0	1	$2,173,672	$0

[3] Source: NOAA Records
[4] Only recorded events with fatalities, injuries or damages are listed. Magnitude is listed when available. Damage values are in 2019 dollars. Historic events are reported from January 1951 through August 2019.

JURISDICTION	DATE	TIME	MAGNITUDE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	4/25/1970	12:30 PM	F2	0	0	$16,373	$0
Young County	4/15/1976	7:00 PM	F2	0	0	$1,123,645	$0
Young County	4/15/1976	7:00 PM	F2	0	0	$1,123,645	$0
Young County	6/6/1979	4:55 PM	F2	0	0	$87,187	$0
Young County	6/6/1979	5:30 PM	F3	0	2	$871,874	$0
Young County	10/30/1979	7:10 AM	F2	0	5	$838,251	$0
Young County	4/2/1980	1:38 PM	F1	0	0	$77,823	$0
Young County	6/2/1982	6:20 PM	F0	0	0	$78	$0
Young County	5/22/1983	7:30 PM	F1	0	0	$63,545	$0
Young County	4/7/1984	2:15 PM	F0	0	0	$73	$0
Young County	4/21/1985	5:36 PM	F3	0	0	$589,677	$0
Young County	4/21/1985	6:30 PM	F2	0	2	$589,677	$0
City of Graham	5/29/1994	5:21 PM	F0	0	0	$8,547	$0
City of Olney	5/29/1994	5:10 PM	F3	0	0	$8,547	$0
Young County	6/12/1997	10:30 PM	F0	0	0	$3,146	$0
Young County	6/12/1997	10:35 PM	F1	0	0	$3,146	$0
City of Graham	10/2/1998	4:16 PM	F1	0	3	$1,076,233	$0
City of Olney	4/30/2000	4:40 PM	F3	0	0	$441,587	$0
Young County	3/4/2004	1:00 PM	F1	0	0	$672,748	$0
Young County	5/17/2013	6:34 PM	EF0	0	0	$0	$5,412
Young County	5/17/2013	6:50 PM	EF1	0	0	$86,594	$0
TOTALS			**(Max Extent)**	**2**	**113**	**$34,665,176**	**$5,412**

Table 10-5. Summary of Historical Events, 1951-2019[5]

JURISDICTION	Number of Events	MAGNITUDE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	38	F4	2	110	$33,130,262	$5,412
City of Graham[6]	4	F1	0	3	$1,084,780	$0
City of Newcastle	3	F1	0	0	$0	$0
City of Olney	5	F3	0	0	$450,134	$0
TOTAL LOSSES	**50**	**(Max Extent)**	**2**	**113**	**$34,670,588**	

Significant Events

May 18, 1951 – Young County

A tornado tracked northeast of the City of Graham above the Brazos River. The tornado touched ground for approximately 2 miles and was 200 yards wide. The event resulted in 2 fatalities and 100 injuries and resulted in more than $24,000,000 in damages.

October 2, 1998 – City of Graham

A tornado tracked from northwest of Graham to southeast of Graham before ending on the Young-Jack county line just west of Bryson in Jack county. Sixty buildings were damaged, two mobile homes were destroyed, and a radio tower was blown down during the evening.

March 4, 2004 – Young County

Several mobile homes were blown over in Lively Oaks. An upper section of a communications tower was blown over, and numerous trees and barns were destroyed south of Graham. The tornado track continued northeast into Jack County before dissipating near Bryson.

PROBABILITY OF FUTURE EVENTS

Tornadic storms can occur at any time of year and at any time of day, but they are typically more common in the spring months during the late afternoon and evening hours. A smaller, high frequency period can emerge in the fall during the brief transition between the warm and cold seasons. According to historical records, Young County, including all participating jurisdictions and Graham ISD, can experience a tornado touchdown approximately once every year. This frequency supports a highly likely probability of future events for Young County, including all participating jurisdictions, and Graham ISD.

[5] Damages reported in 2019 dollars.

[6] Includes event reporting for Graham ISD.

VULNERABILITY AND IMPACT

Because tornadoes often cross jurisdictional boundaries, all existing and future buildings, facilities, and populations in the entire Young County planning area, including all participating jurisdictions, and Graham ISD, are considered to be exposed to this hazard and could potentially be impacted. The damage caused by a tornado is typically a result of high wind velocity, wind-blown debris, lightning, and large hail.

The average tornado moves from southwest to northeast, but tornadoes have been known to move in any direction. Consequently, vulnerability of humans and property is difficult to evaluate since tornadoes form at different strengths, in random locations, and create relatively narrow paths of destruction. Although tornadoes strike at random, making all buildings vulnerable, three types of structures are more likely to suffer damage:

- Manufactured Homes;
- Homes on crawlspaces (more susceptible to lift); and
- Buildings with large spans, such as shopping malls, gymnasiums, and factories.

Tornadoes can cause a significant threat to people as they could be struck by flying debris, falling trees/branches, utility lines, and poles. Blocked roads could prevent first responders to respond to calls. Tornadoes commonly cause power outages which could cause health and safety risks to residents and visitors, as well as to patients in hospitals.

The Young County planning area features multiple mobile or manufactured home parks throughout the planning area, including all participation jurisdictions. These parks are typically more vulnerable to tornado events than typical site-built structures. In addition, manufactured homes are located sporadically throughout the planning area including all participating jurisdictions and unincorporated areas of the county which would also be more vulnerable.

The portable buildings used at various locations within Graham ISD, locations would be more vulnerable to tornado events than typical site-built structures and could potentially pose a greater risk for wind-blown debris. In addition, some of the ISD structures feature roof top Air Conditioning Units that would be vulnerable to high winds flying debris. These structures would also be more vulnerable. These units would also pose the additional threat of contributing to flying debris, causing additional damages to campus structures.

The US Census data indicates a total of 894 manufactured homes located in the Young County planning area (10.3%), including all participating jurisdictions and unincorporated areas of the county (Table 10-6). In addition, 67.9% (approximately 8,684 structures) of the single family residential (SFR) structures in the entire planning area were built before 1980. These structures would typically be built to lower or less stringent construction standards than newer construction and may be more susceptible to damages during significant tornado events.

Table 10-6. Structures at Greater Risk by Jurisdiction

JURISDICTION	MANUFACTURED HOMES	SFR STRUCTURES BUILT BEFORE 1980
Young County[7]	894	5,890
City of Graham[8]	100	2,897
City of Newcastle	63	157
City of Olney	51	1,364

The following critical facilities would be vulnerable to tornado events in each participating jurisdiction:

Table 10-7. Critical Facilities at Risk by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

The Graham Independent School District faces additional risk from tornado damages. District building damages or power outages could make the schools unsafe for students to attend. Graham ISD would also have to consider the safety of the students during transportation to and from the schools, especially if widespread road closures result from the debris produced by tornadoes.

The average loss estimate of property and crop is $34,670,588 (in 2019 dollars), having an approximate annual loss estimate of $502,472 (Table 10-8). Based on historic loss and damages, the impact of tornado on the Young County planning area, including all participating jurisdictions and Graham ISD, can be considered “Minor,” with more than 10 percent of property expected to be

[7] County totals includes all incorporated jurisdictions and unincorporated areas.

[8] Graham ISD facilities are included under the City of Graham.

destroyed or with major damage, injuries that do not result in permanent disability, and critical facilities shut down for more than 1 week.

Annualized losses are not included for Graham ISD as there have not been events or losses to affect the Independent School District separate and apart from a historical occurrence for the City of Graham.

Table 10-8. Potential Annualized Losses by Jurisdiction

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATES
Young County	$33,135,674	$480,227
City of Graham	$1,084,780	$15,721
City of Newcastle	$0	$0
City of Olney	$450,134	$6,524
Planning Area	**$34,670,588**	**$502,472**

Assessment of Impacts

Tornadoes have the potential to pose a significant risk to the population and can create dangerous situations. Often times, providing and preserving public health and safety is difficult. Impacts to the planning area can include:

- Individuals exposed to the storm can be struck by flying debris, falling limbs, or downed trees causing serious injury or death.
- Structures can be damaged or crushed by falling trees, which can result in physical harm to the occupants.
- Manufactured homes may suffer substantial damage as they would be more vulnerable than typical site-built structures.
- Significant debris and downed trees can result in emergency response vehicles being unable to access areas of the community.
- Downed power lines may result in roadways being unsafe for use, which may prevent first responders from answering calls for assistance or rescue.
- Tornadoes often result in widespread power outages increasing the risk to more vulnerable portions of the population who rely on power for health and/or life safety.
- Extended power outages can result in an increase in structure fires and/or carbon monoxide poisoning as individuals attempt to cook or heat their home with alternate, unsafe cooking or heating devices, such as grills.
- Tornadoes can destroy or make residential structures uninhabitable, requiring shelter or relocation of residents in the aftermath of the event.
- First responders must enter the damage area shortly after the tornado passes to begin rescue operations and to organize cleanup and assessments efforts, therefore they are exposed to downed power lines, unstable and unusual debris, hazardous materials, and generally unsafe conditions, elevating the risk of injury to first responders and potentially diminishing emergency response capabilities.

- Emergency operations and services may be significantly impacted due to damaged facilities, loss of communications, and damaged emergency vehicles and equipment.
- City or county departments may be damaged or destroyed, delaying response and recovery efforts for the entire community.
- Private sector entities that the City and its residents rely on, such as utility providers, financial institutions, and medical care providers may not be fully operational and may require assistance from neighboring communities until full services can be restored.
- Economic disruption negatively impacts the programs and services provided by the community due to short- and long-term loss in revenue.
- Damage to infrastructure may slow economic recovery since repairs may be extensive and lengthy.
- Some businesses not directly damaged by the tornado may be negatively impacted while roads and utilities are being restored, further slowing economic recovery.
- When the community is affected by significant property damage it is anticipated that funding would be required for infrastructure repair and restoration, temporary services and facilities, overtime pay for responders, and normal day-to-day operating expenses.
- Displaced residents may not be able to immediately return to work, further slowing economic recovery.
- Residential structures destroyed by a tornado may not be rebuilt for years, reducing the tax base for the community.
- Large or intense tornadoes may result in a dramatic population fluctuation, as people are unable to return to their homes or jobs and must seek shelter and/or work outside of the affected area.
- Businesses that are uninsured or underinsured may have difficulty reopening, which results in a net loss of jobs for the community and a potential increase in the unemployment rate.
- Recreation activities may be unavailable, and tourism can be unappealing for years following a large tornado, devastating directly related local businesses.

The economic and financial impacts of a tornado event on the community will depend on the scale of the event, what is damaged, costs of repair or replacement, lost business days in impacted areas, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by government, businesses, and citizens will contribute to the overall economic and financial conditions in the aftermath of a tornado event.

SECTION 11: WILDFIRE

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Vulnerability and Impact 15
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HAZARD DESCRIPTION

A wildfire event can rapidly spread out of control and occurs most often in the summer when the brush is dry and flames can move unchecked through a highly vegetative area. Wildfires can start as a slow burning fire along the forest floor, killing and damaging trees. The fires often spread more rapidly as they reach the tops of trees with wind carrying the flames from tree to tree. Usually, dense smoke is the first indication of a wildfire.

A wildfire event often begins unnoticed and spreads quickly, lighting brush, trees, and homes on fire. For example, a wildfire may be started by a campfire that was not doused properly, a tossed cigarette, burning debris, or arson.

Texas has seen a significant increase in the number of wildfires in the past 30 years, which included wildland, interface, or intermix fires. Wildland fires are fueled almost exclusively by natural vegetation, while interface or intermix fires are urban/wildland fires in which vegetation and the built-environment provide the fuel.

LOCATION

A wildfire event can be a potentially damaging consequence of drought. Wildfires can vary greatly in terms of size, location, intensity, and duration. While wildfires are not confined to any specific geographic location, they are most likely to occur in open grasslands. The threat to people and property from a wildfire event is greater in the fringe areas where developed areas meet open grass lands, such as the WUI. (Figures 11-1 through 11-5). It is estimated that 58.5 percent of the total population in Young County live within the WUI. However, the entire Young County planning area is at risk for wildfires.

Figure 11-1. Wildland Urban Interface Map – Young County

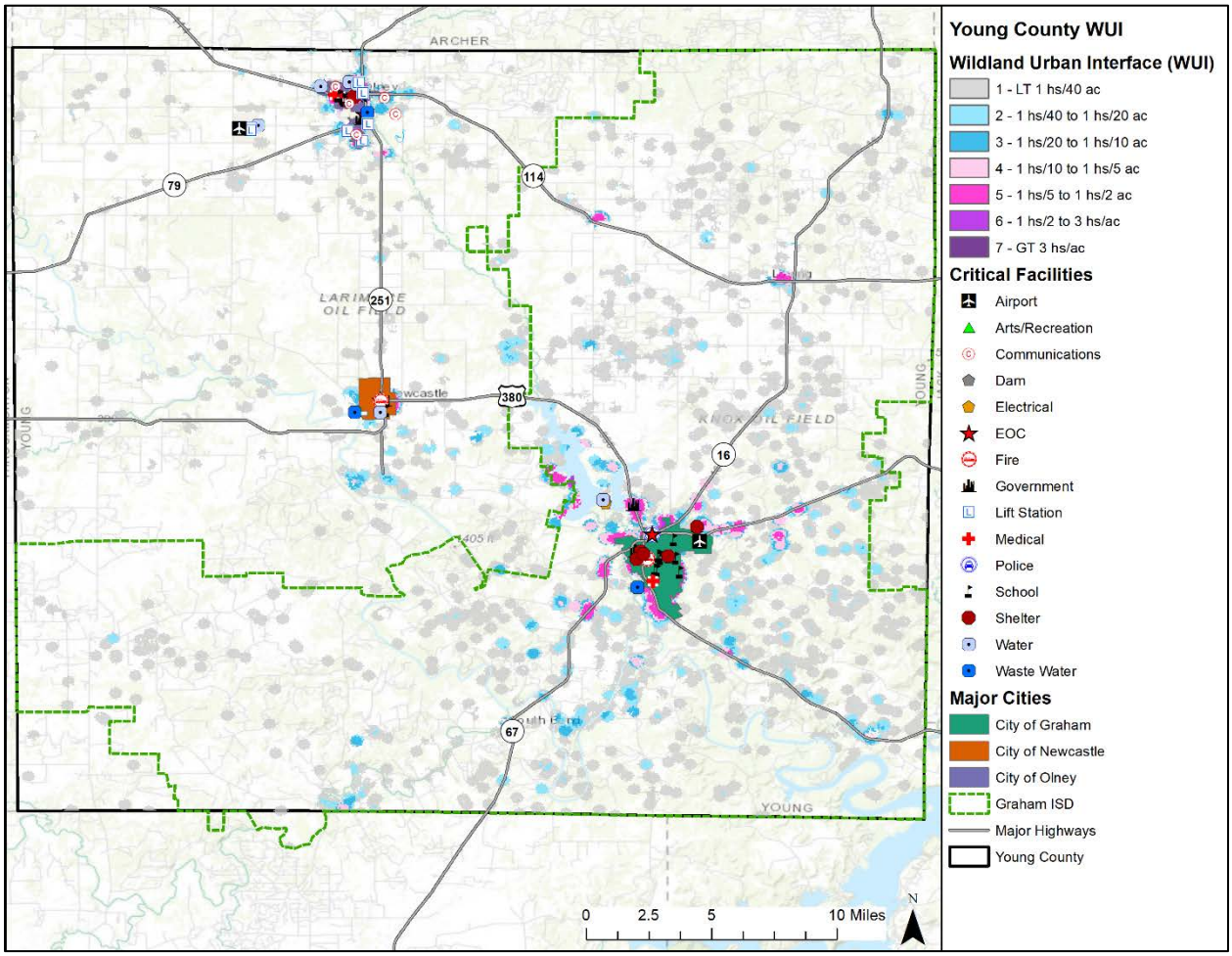
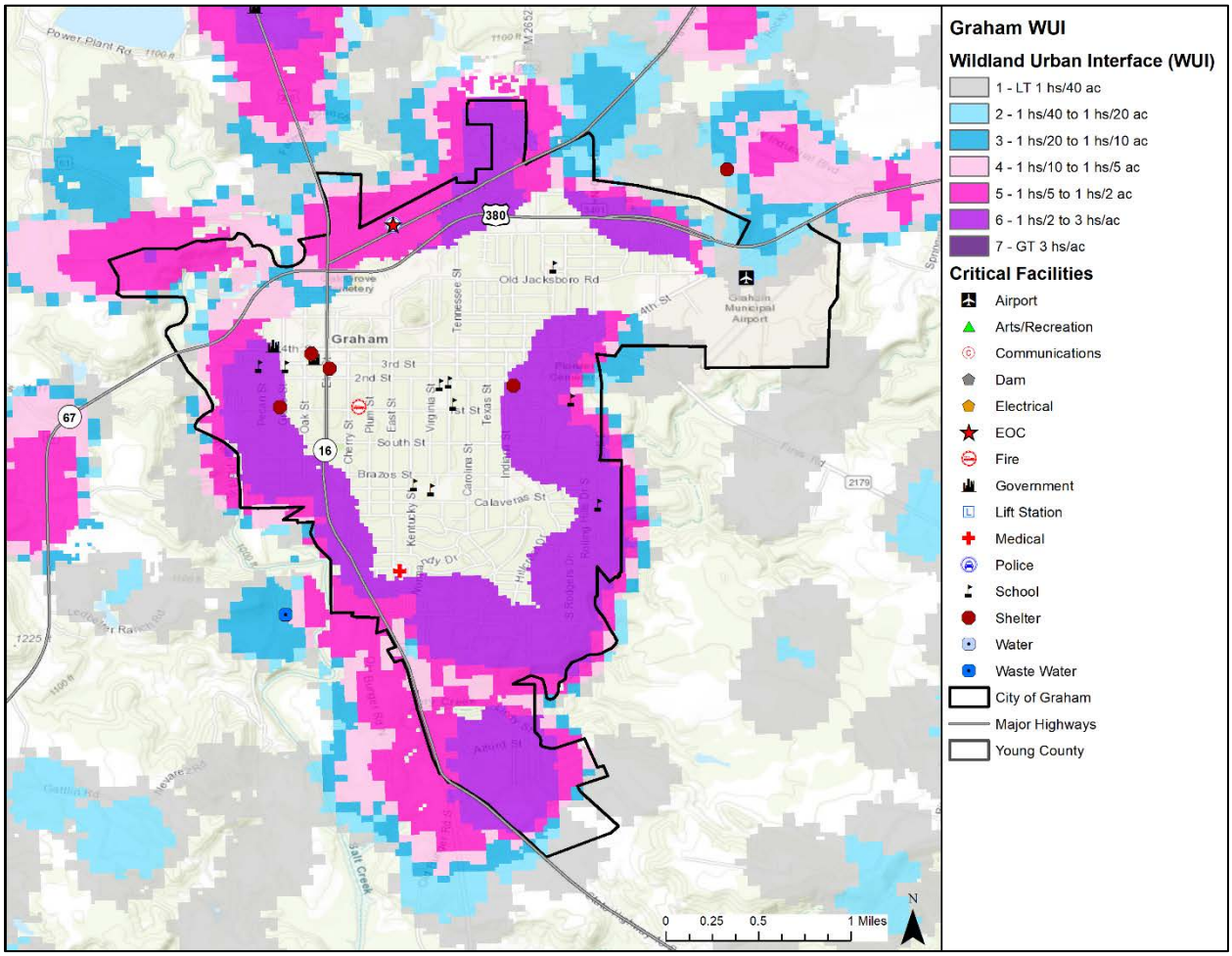
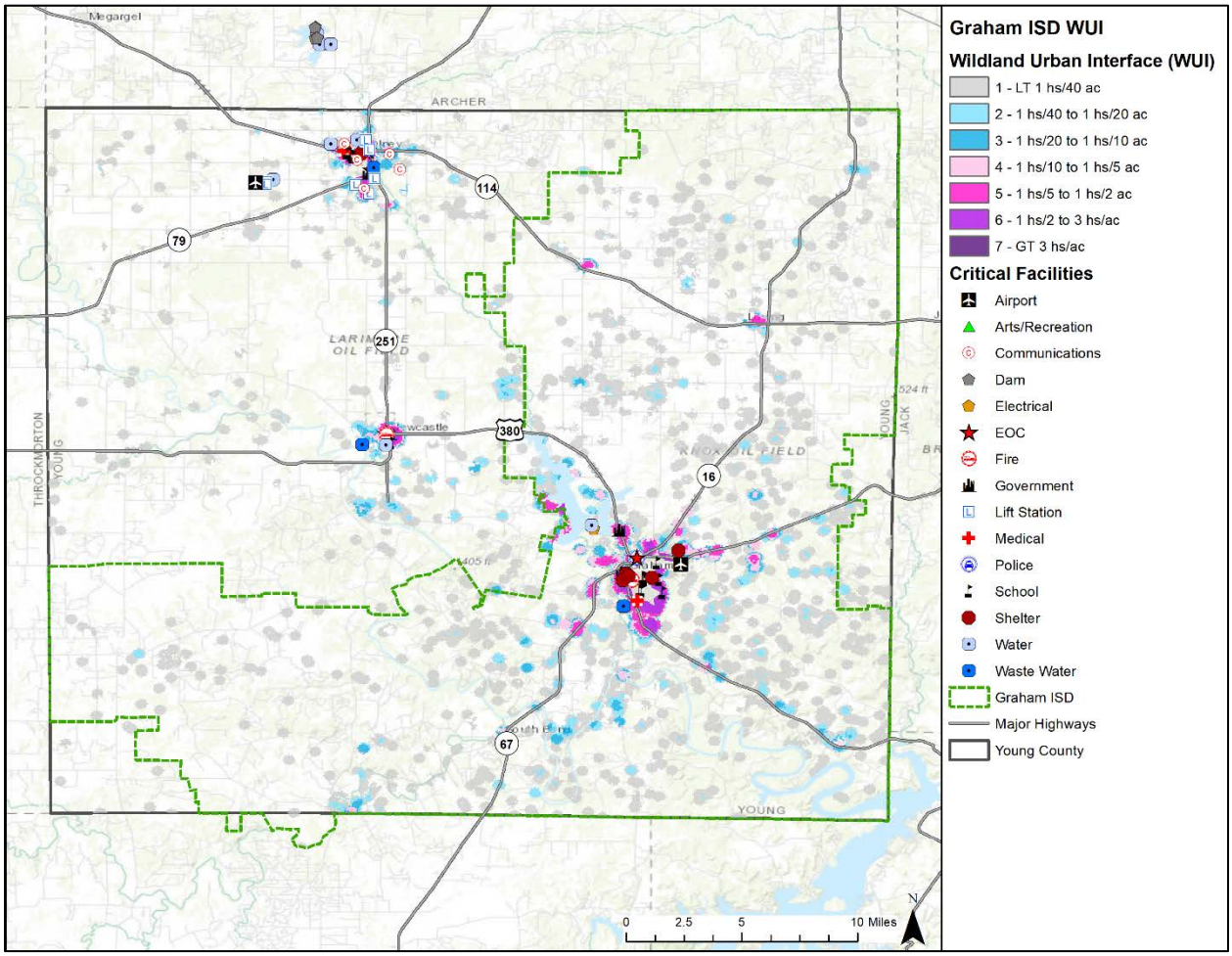


Figure 11-2. Wildland Urban Interface Map – City of Graham



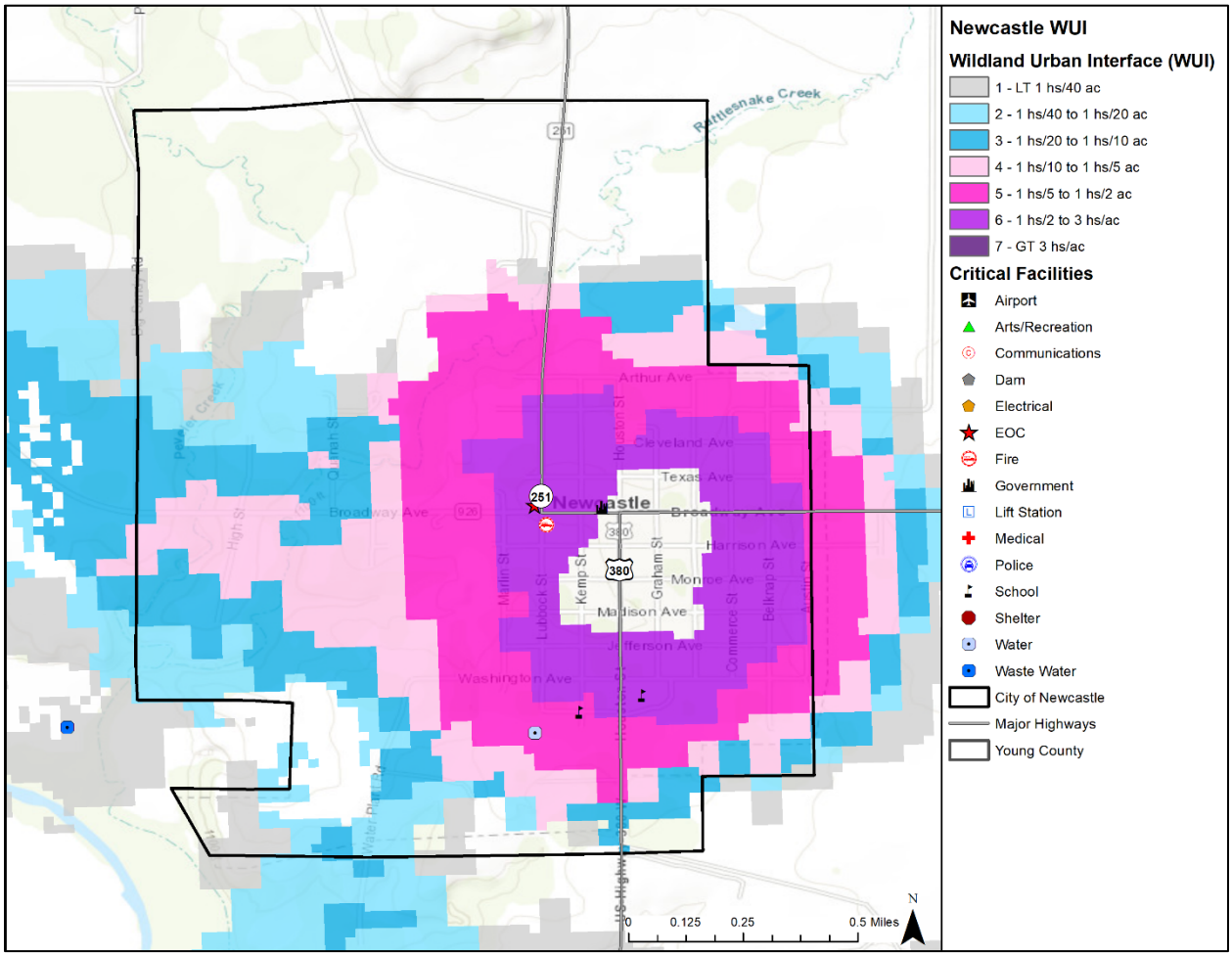
It is estimated that 42.7 percent of the total population in the City of Graham live within the WUI. However, the entire City of Graham is at risk for wildfires.

Figure 11-3. Wildland Urban Interface Map – Graham ISD



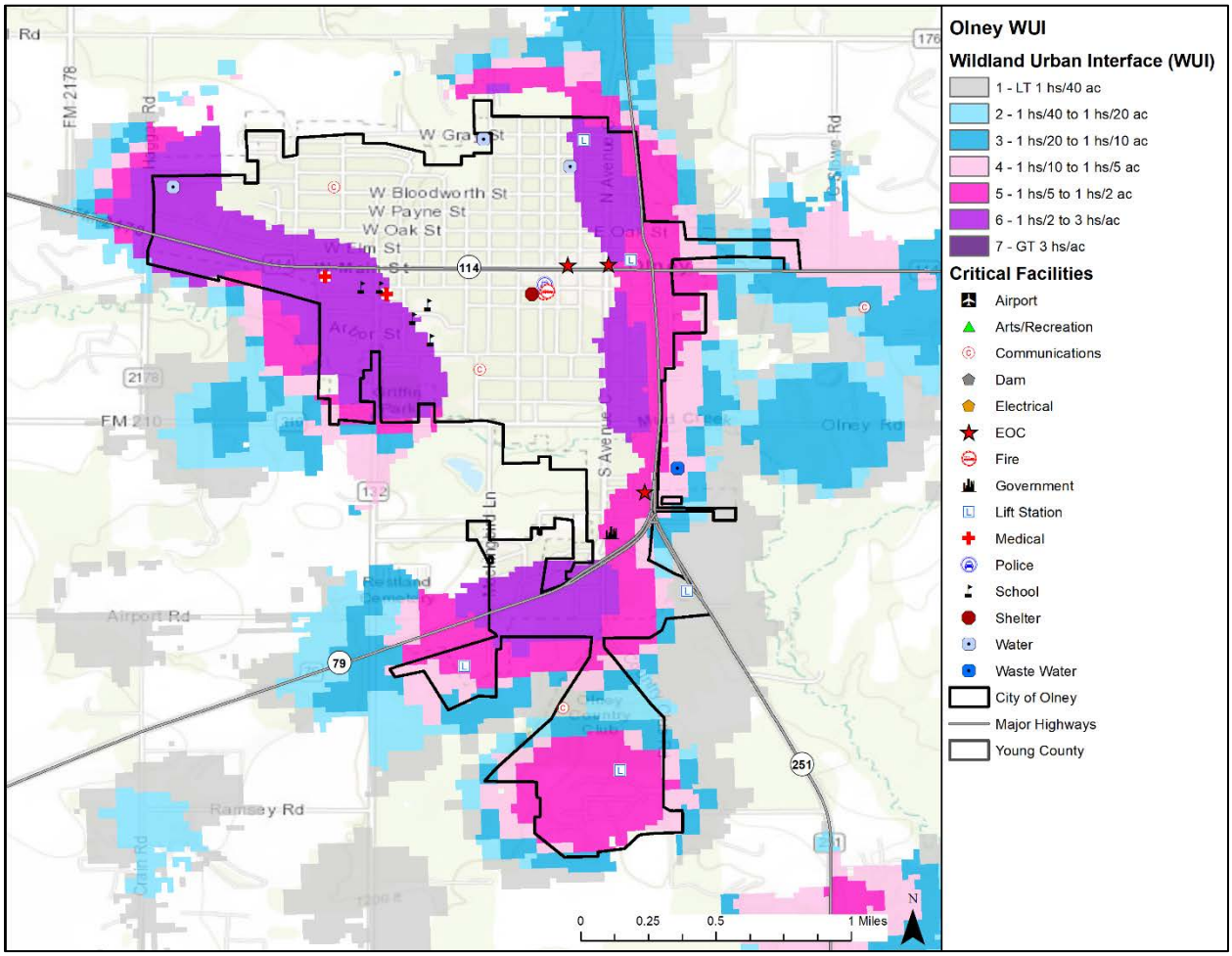
It is estimated that 40.0 (2 of 5 schools) percent of the ISD facilities in the Graham ISD are located within the WUI. However, the entire Graham ISD is at risk for wildfires.

Figure 11-4. Wildland Urban Interface Map – City of Newcastle



It is estimated that 81.5 percent of the total population in the City of Newcastle live within the WUI. However, the entire City of Newcastle is at risk for wildfires.

Figure 11-5. Wildland Urban Interface Map – City of Olney



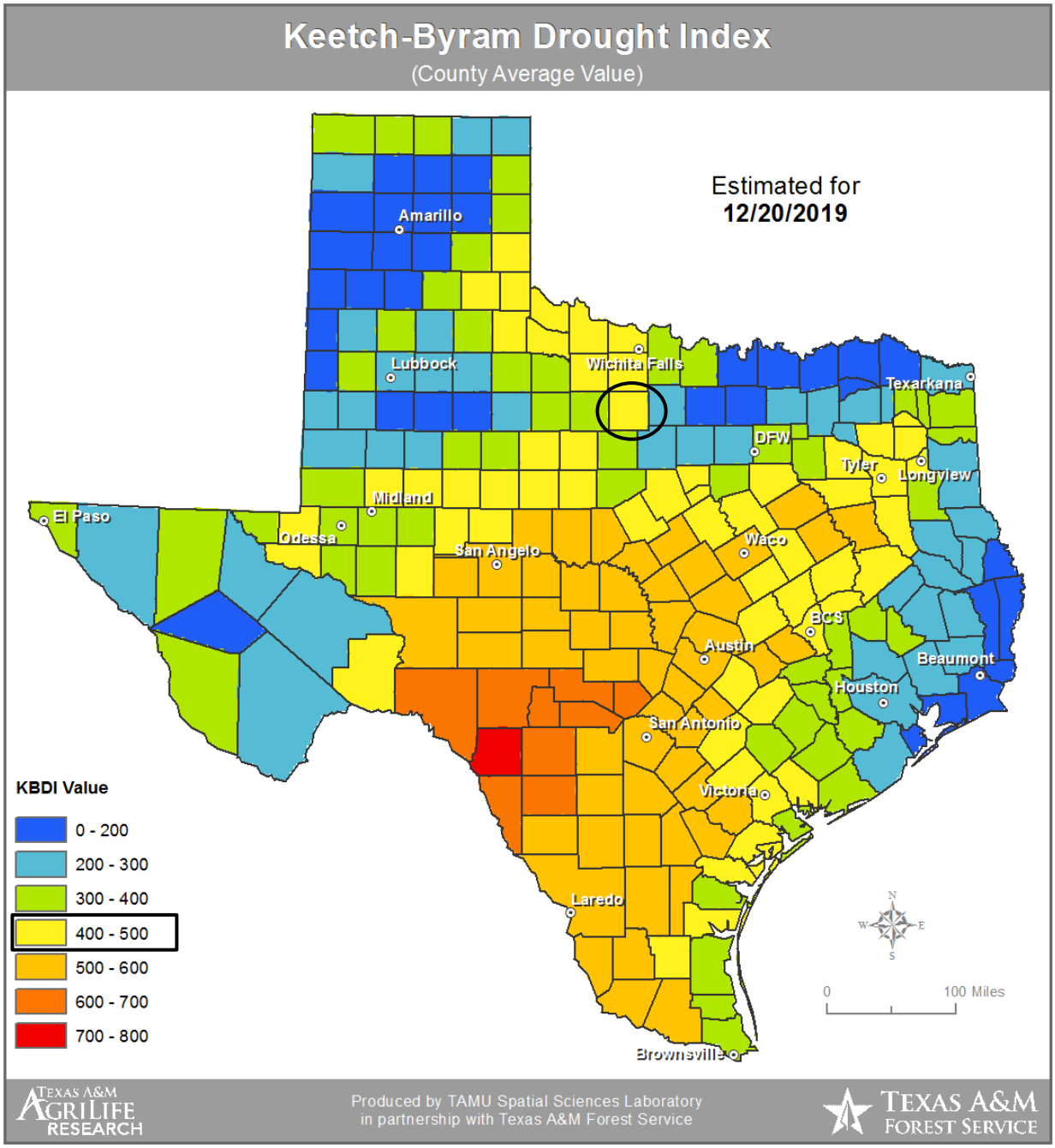
It is estimated that 38.7 percent of the total population in the City of Olney live within the WUI. However, the entire City of Olney is at risk for wildfires.

EXTENT



Risk for a wildfire event is measured in terms of magnitude and intensity using the Keetch Byram Drought Index (KBDI), a mathematical system for relating current and recent weather conditions to potential or expected fire behavior. The KBDI determines forest fire potential based on a daily water balance, derived by balancing a drought factor with precipitation and soil moisture (assumed to have a maximum storage capacity of eight inches), and is expressed in hundredths of an inch of soil moisture depletion.

Figure 11-6. Keetch-Byram Drought Index (KBDI) for the State of Texas, 2019[1]



[1] Young County is located within the black circle.

Fire behavior can be categorized at four distinct levels on the KBDI:

- **0 -200:** Soil and fuel moisture are high. Most fuels will not readily ignite or burn. However, with sufficient sunlight and wind, cured grasses and some light surface fuels will burn in spots and patches.
- **200 -400:** Fires more readily burn and will carry across an area with no gaps. Heavier fuels will not readily ignite and burn. Expect smoldering and the resulting smoke to carry into and possibly through the night.
- **400 -600:** Fires intensity begins to significantly increase. Fires will readily burn in all directions exposing mineral soils in some locations. Larger fuels may burn or smolder for several days creating possible smoke and control problems.
- **600 -800:** Fires will burn to mineral soil. Stumps will burn to the end of underground roots and spotting will be a major problem. Fires will burn through the night and heavier fuels will actively burn and contribute to fire intensity.

The KBDI is a good measure of the readiness of fuels for a wildfire event. It should be referenced as the area experiences changes in precipitation and soil moisture, while caution should be exercised in dryer, hotter conditions.

The range of intensity for the Young County planning area in a wildfire event is within 274 to 543. The average extent to be mitigated for the Young County planning area, including all participating jurisdictions, is a KBDI of 428. At this level fires more readily burn and will carry across an area with no gaps.

The Texas Forest Service's Fire Intensity Scale identifies areas where significant fuel hazards and associated dangerous fire behavior potential exist based on weighted average of four percentile weather categories. Young County is between a potential limited to low wildfire intensities. Figures 11-7 through 11-11 identify the wildfire intensity for the Young County planning area.

Figure 11-7. Fire Intensity Scale Map – Young County

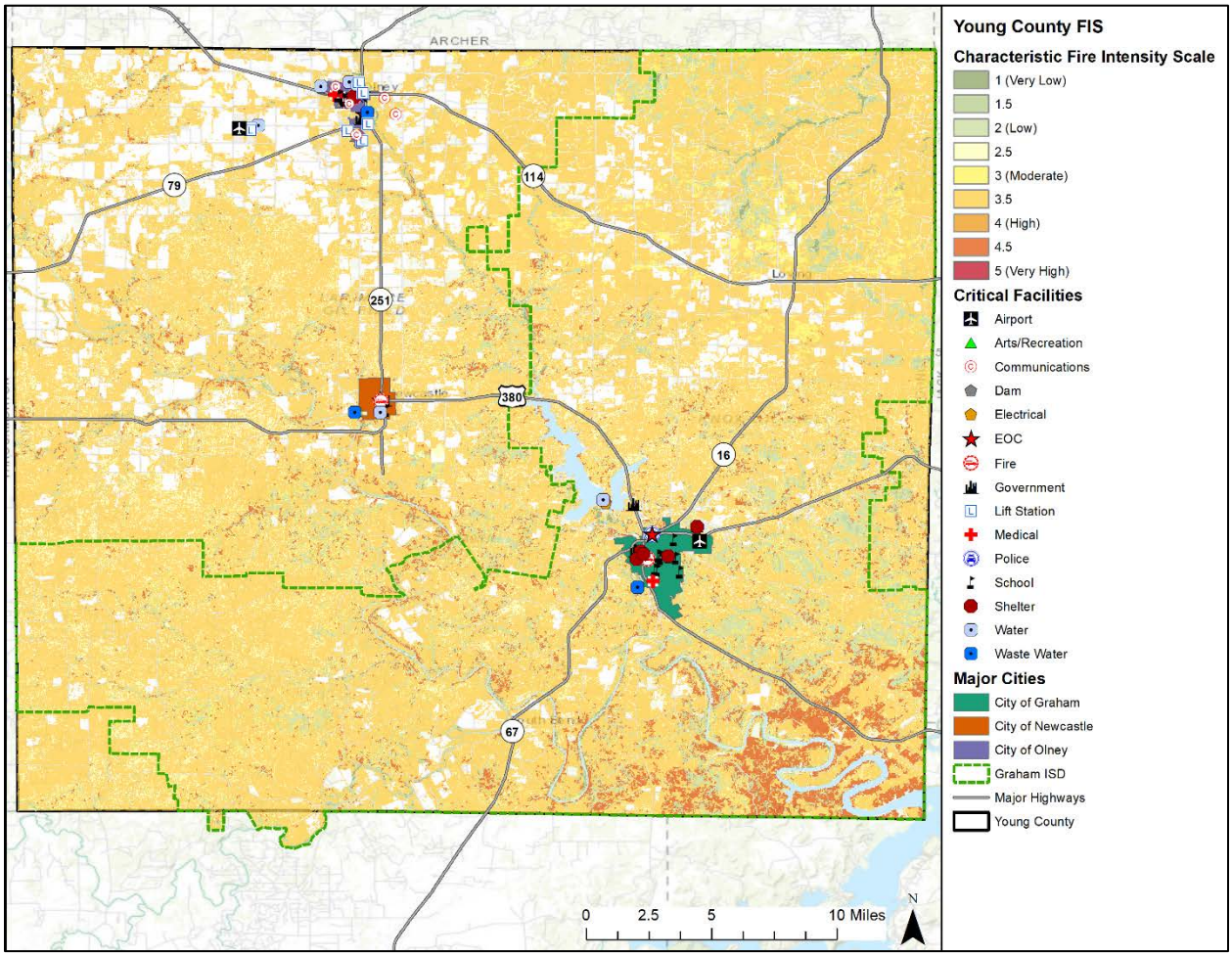


Figure 11-8. Fire Intensity Scale Map – City of Graham

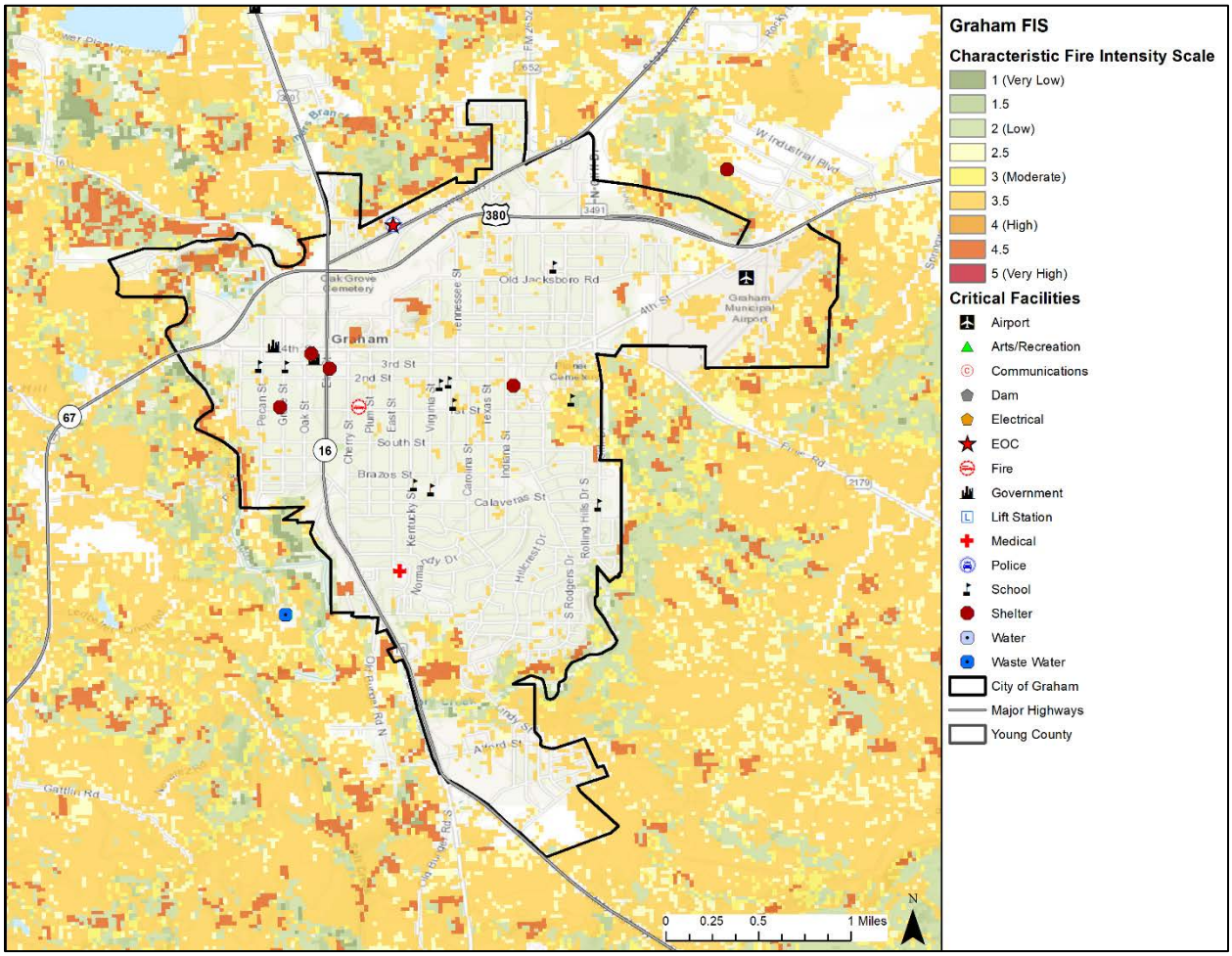


Figure 11-9. Fire Intensity Scale Map – Graham ISD

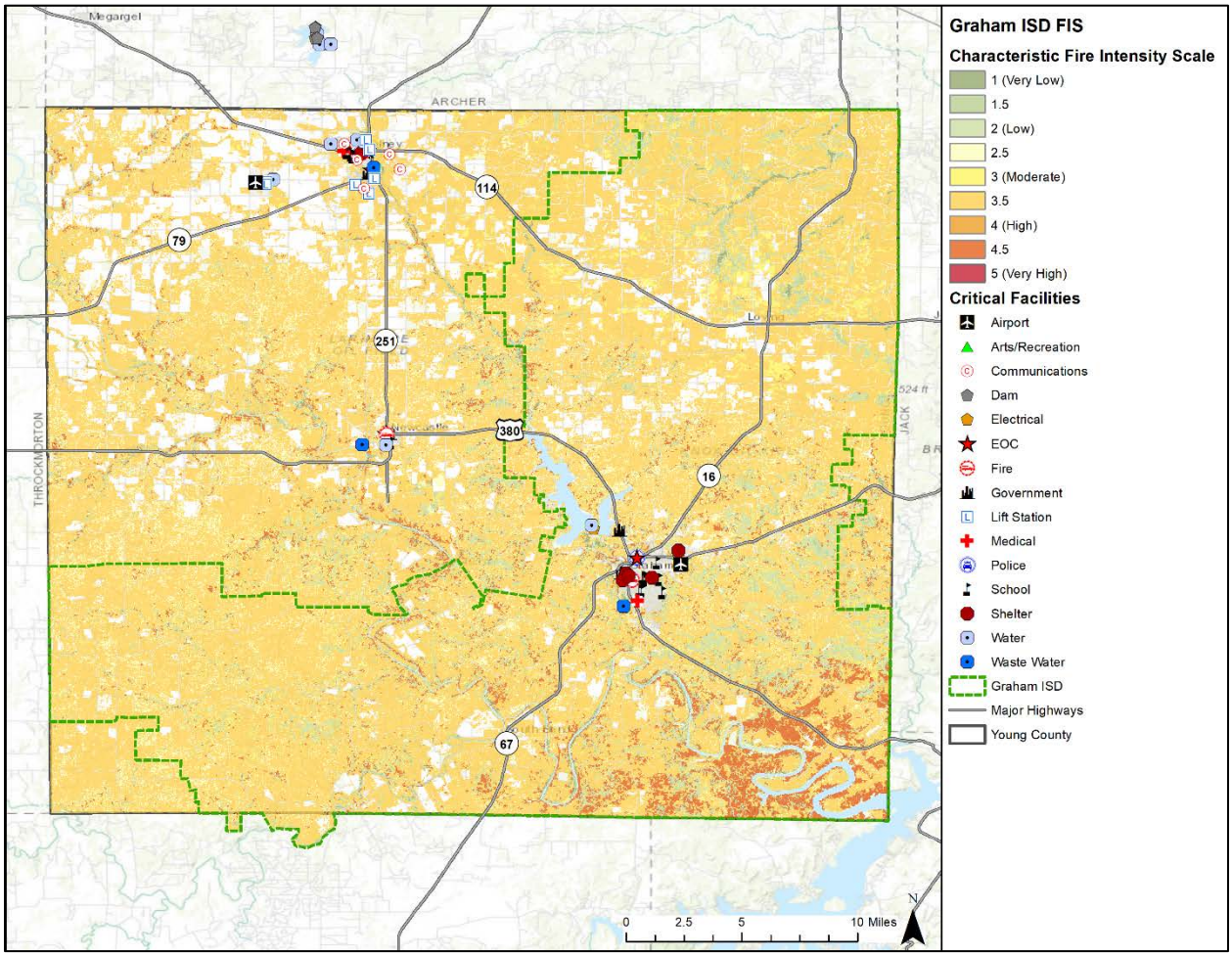


Figure 11-10. Fire Intensity Scale Map – City of Newcastle

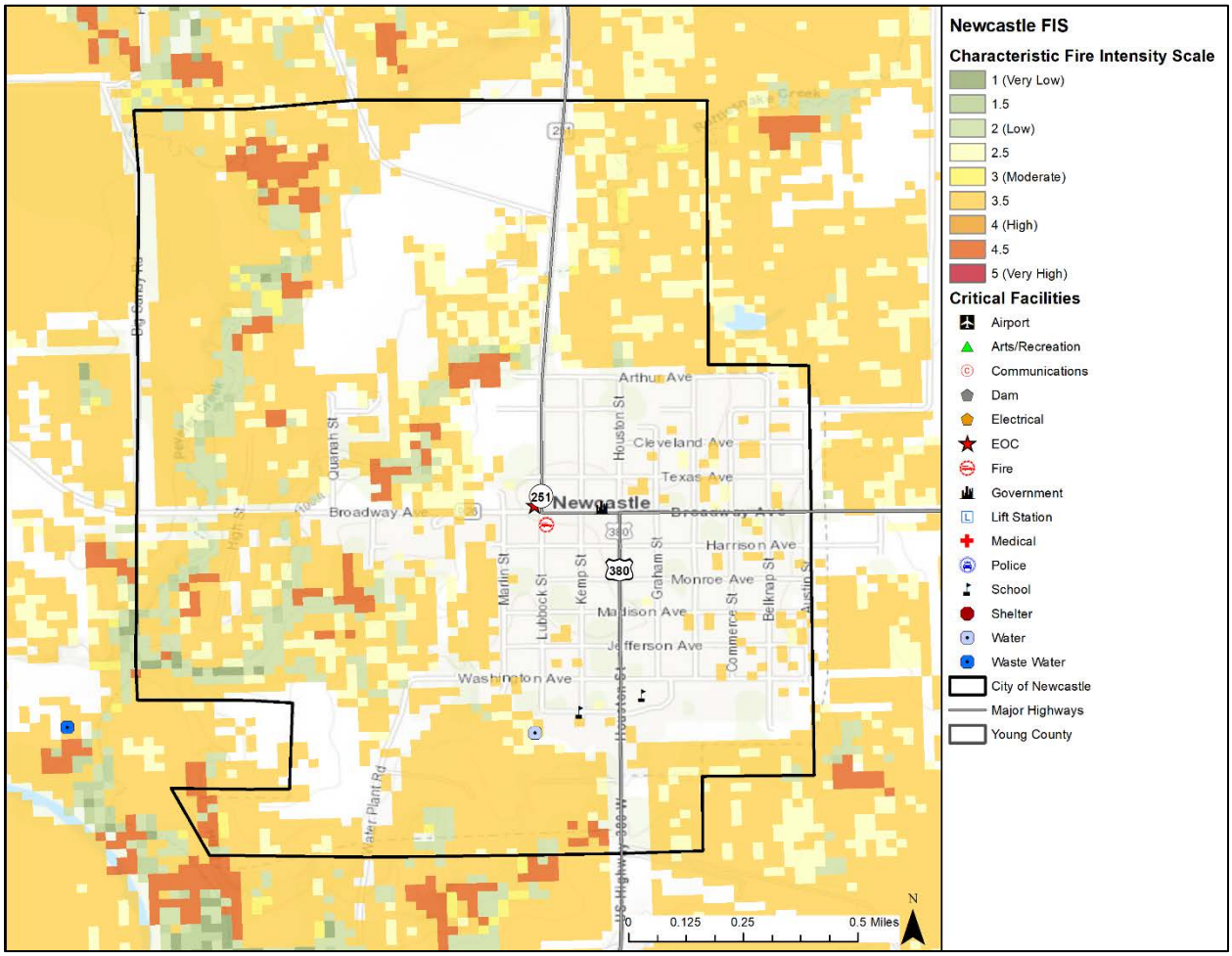
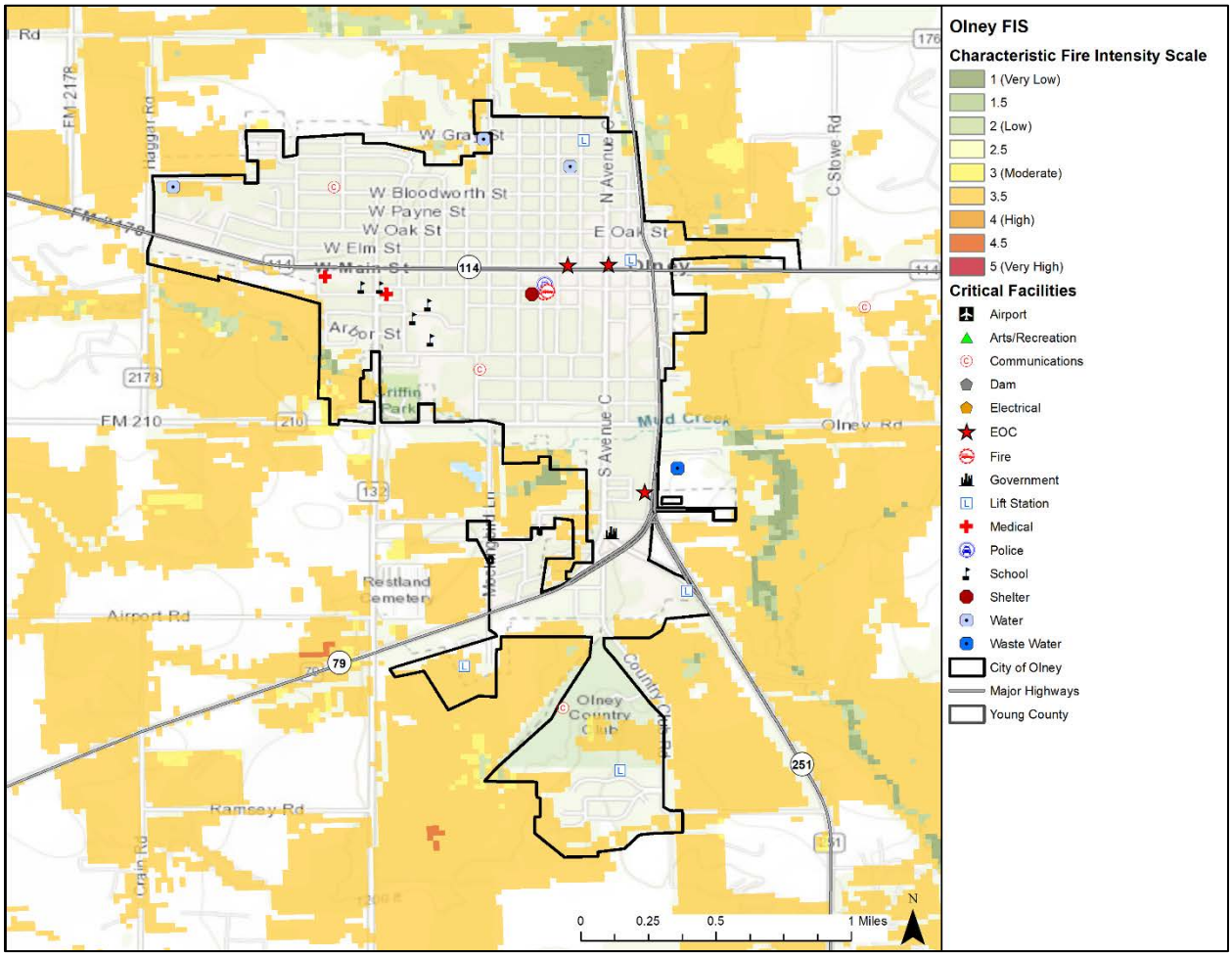


Figure 11-11. Fire Intensity Scale Map – City of Olney



HISTORICAL OCCURRENCES

The Texas Forest Service reported 1,182 wildfire events between 2005 and 2015. The National Center for Environmental Information (NCEI) did not have any reported events from 1996 through 2018. Due to a lack of recorded data for wildfire events prior to 2005 and after 2015[2], frequency calculations are based on an eleven-year period using only data from recorded years. The map below shows approximate locations of wildfires, which can be grass or brushfires of any size (Figure 11-12). Table 11-1 identifies the number of wildfires by jurisdiction and total acreage burned.

Historical wildfire data for the Graham ISD are provided within a City-wide basis per the NCEI database.

[2] The Texas Forest Service data is currently only available through 2015.

Figure 11-12. Location and Historic Wildfire Events for Young County Planning Area

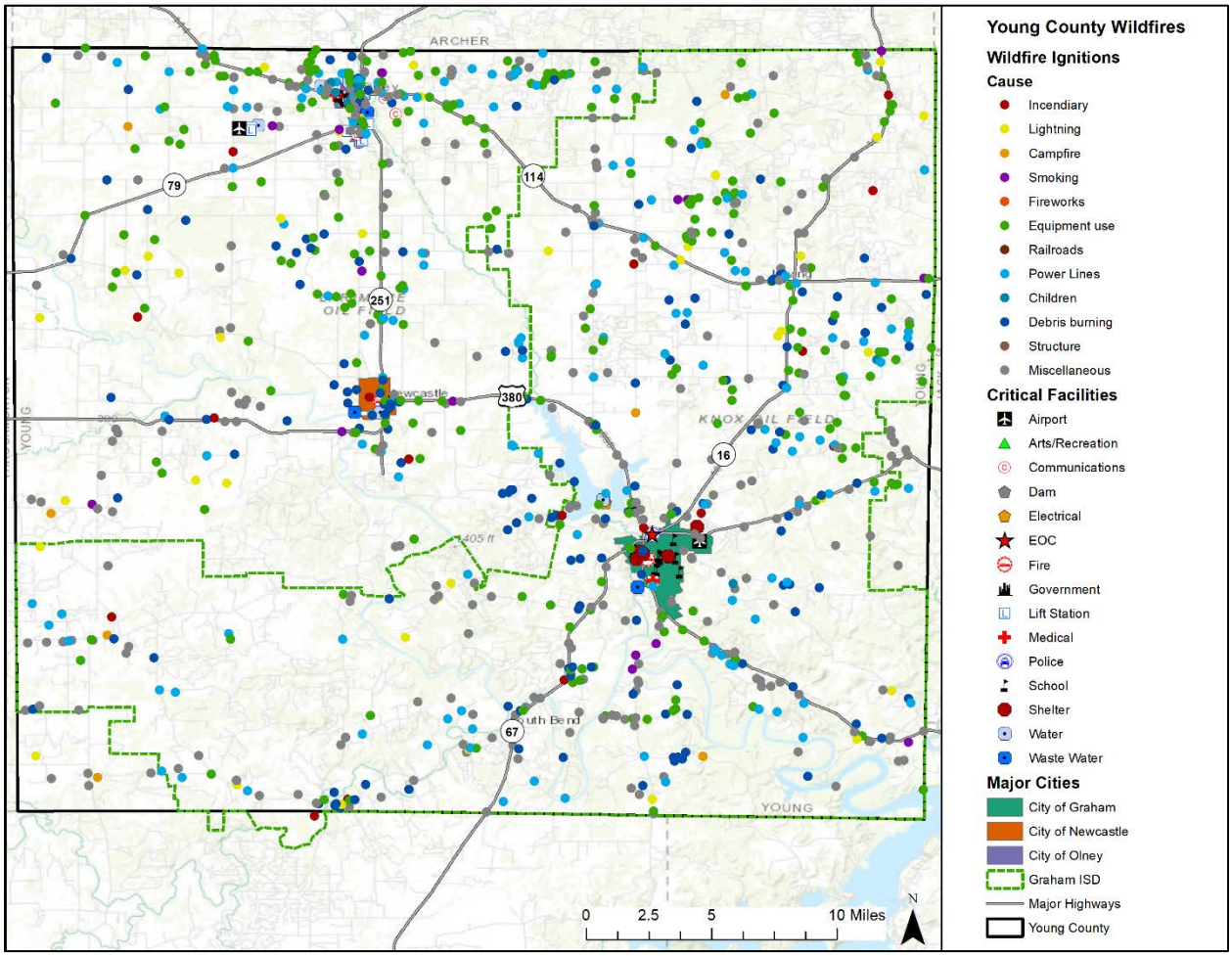


Table 11-1. Historical Wildfire Events Summary

JURISDICTION	NUMBER OF EVENTS	ACRES BURNED
Young County	1,057	72,403
City of Graham	7	159
City of Newcastle	35	3,131
City of Olney	83	1,443

Table 11-2. Acreage of Suppressed Wildfire by Year

JURISDICTION	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Young County	203	1,565	1,878	6,393	39,043	2,483	16,901	1,281	1,210	340	1,106
City of Graham	0	0	0	79	3	0	15	61	0	1	0
City of Newcastle	0	0	0	13	1	2	3,113	2	0	0	0
City of Olney	95	86	503	21	8	0	16	705	3	6	0

PROBABILITY OF FUTURE EVENTS

Wildfires can occur at any time of the year. As the jurisdictions within the county move into wildland, the potential area of occurrence of wildfire increases. With 1,182 events in an 11-year period, an event within Young County, including all participating jurisdictions, is highly likely, meaning an event is probable within the next year.

VULNERABILITY AND IMPACT

Periods of drought, dry conditions, high temperatures, and low humidity are factors that contribute to the occurrence of a wildfire event. Areas along railroads and people whose homes are in woodland settings have an increased risk of being affected by wildfire.

The heavily populated, urban areas of Young County are not likely to experience large, sweeping fires. Areas in the unincorporated areas of Young County are vulnerable, including rural areas along Interstate 380 west of Newcastle and east of Graham, Highway 67 between Graham and Loving, and highway 79 southwest of Olney. Unoccupied buildings and open spaces that have not been maintained have the greatest vulnerability to wildfire. The overall level of concern for wildfires is located mostly along the perimeter of the study area where wildland and urban areas interface. Figures 11-1 through 11-5 illustrate the areas that are the most vulnerable to wildfire throughout the planning area.

The following critical facilities are located in the WUI and are more susceptible to wildfire in each participating jurisdiction:

Table 11-3. Critical Facilities Located in WUI by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Police Station, 1 Water/Wastewater Treatment Facility, 1 EOC Facilities, 1 Hospital, 2 ISDs, 1 Airport
City of Graham	1 Police Station/EOC, 1 Water/Wastewater Treatment Facility, 3 shelters, 1 Airport, 2 Schools
Graham ISD	2 Schools

JURISDICTION	CRITICAL FACILITIES
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	1 Government Facility, 8 Utility Operations Facilities, 1 Hospital, 1 Medical Facility, 4 Schools, 3 Emergency Communications sites

Within Young County, a total of 1,182 fire events were reported from 2005 to 2015. All of these events were suspected wildfires. Historic loss and annualized estimates due to wildfires are presented in Table 11-4 below. The frequency is approximately 107 events every year.

Annualized losses are not included for Graham ISD as there have not been events or losses to directly impact the Independent School District separate and apart from a historical occurrence for the City of Graham.

Table 11-4. Potential Annualized Losses by Jurisdiction[3]

JURISDICTION	ACRES BURNED	ANNUAL ACRE LOSSES
Young County	72,403	6,582
City of Graham	159	14
City of Newcastle	3,131	285
City of Olney	1,443	131
Planning Area	**77,136**	**7,012**

Figures 11-13 through 11-17 show Young County and the threat of wildfire to the County and all participating jurisdictions.

[3] Events divided by 11 years of data.

Figure 11-13. Wildfire Ignition Density – Young County

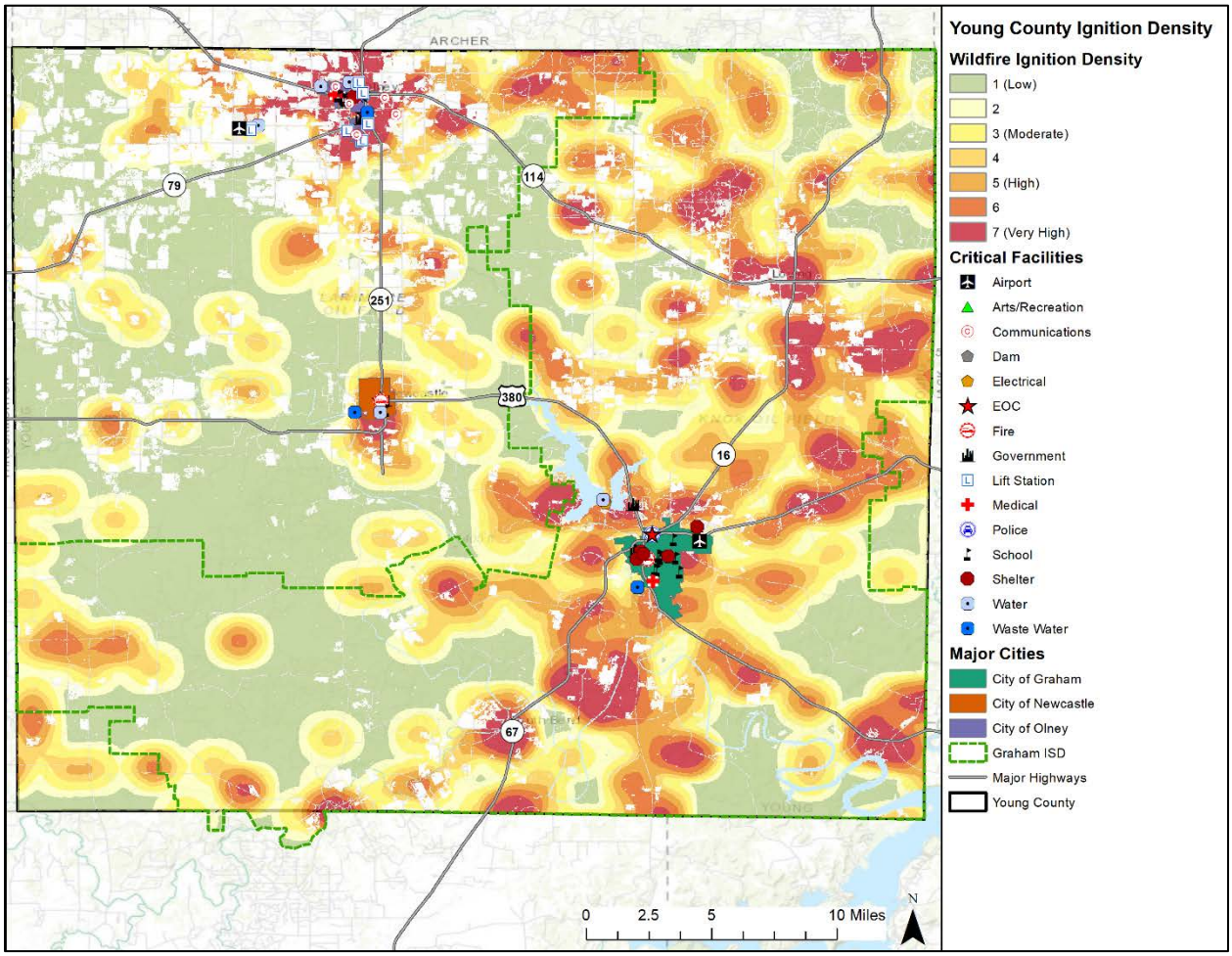


Figure 11-14. Wildfire Ignition Density – City of Graham

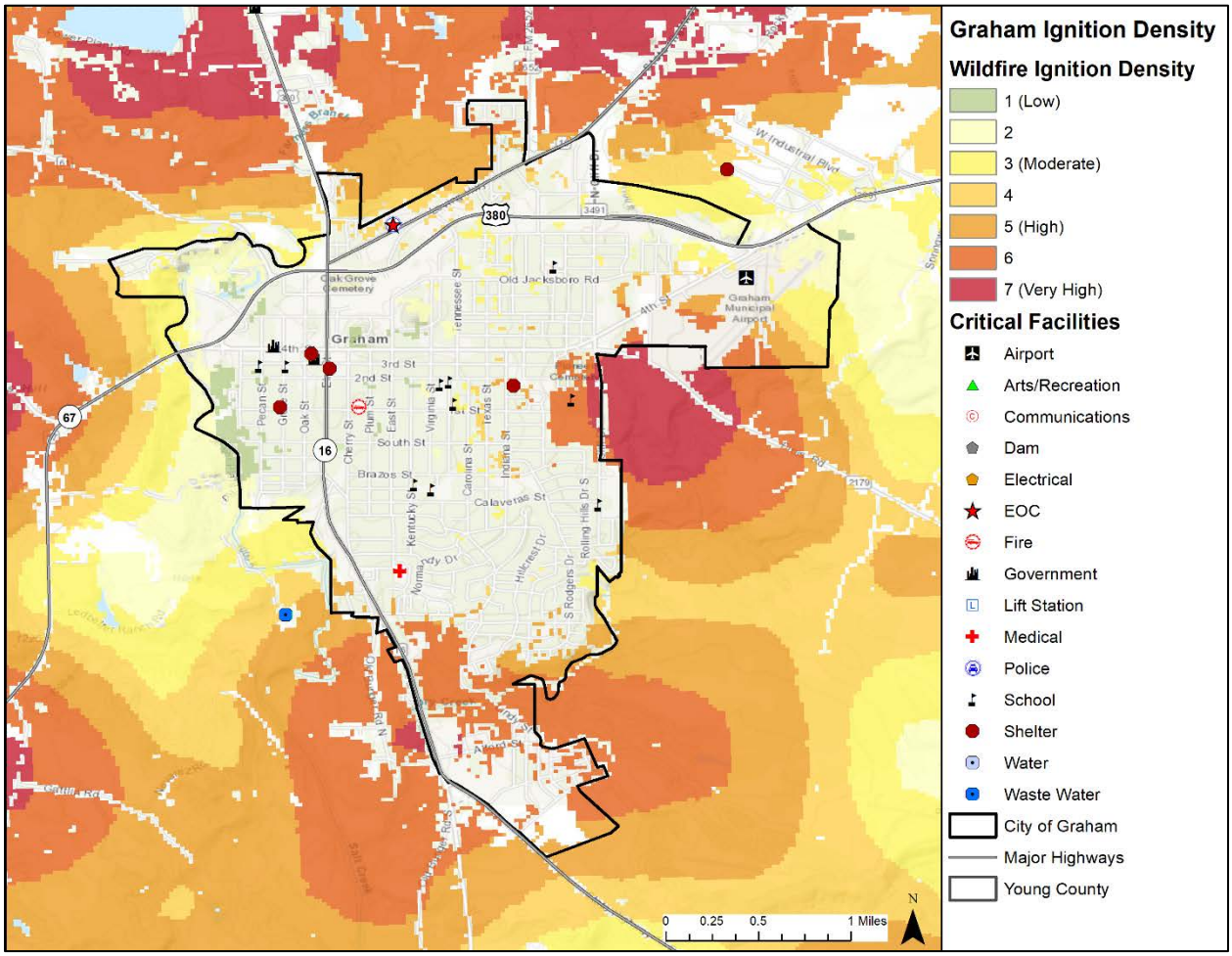


Figure 11-15. Wildfire Ignition Density – Graham ISD

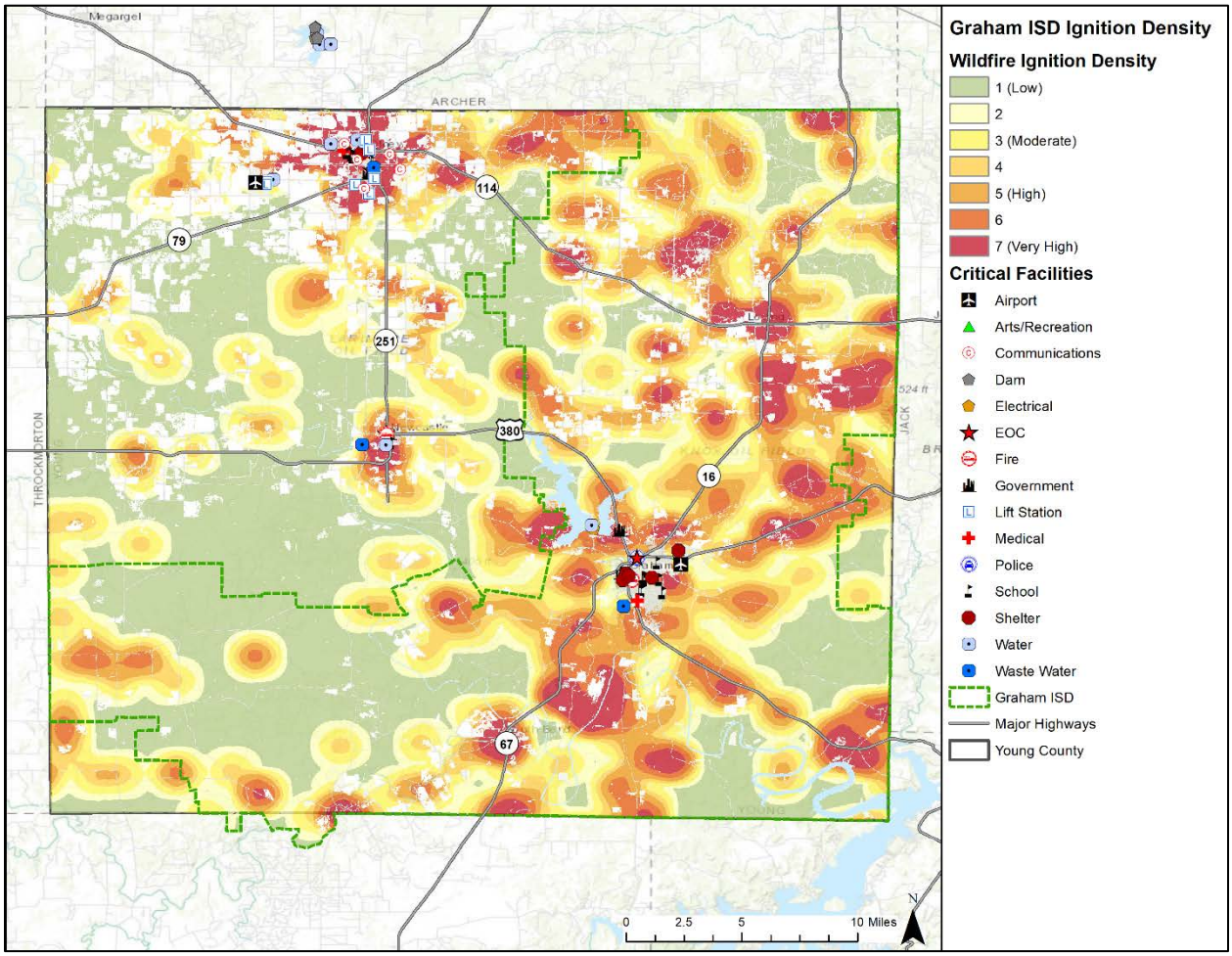


Figure 11-16. Wildfire Ignition Density – City of Newcastle

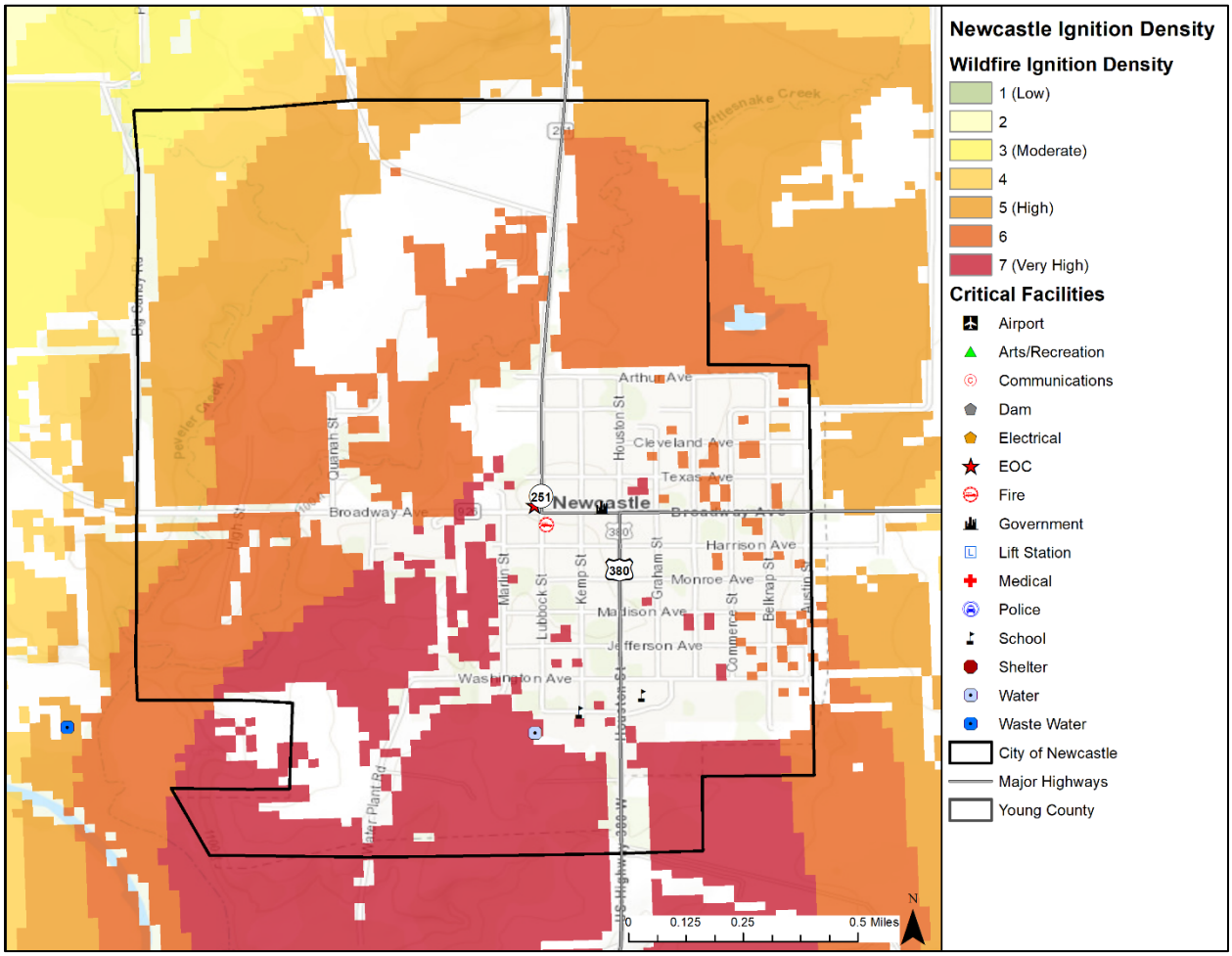
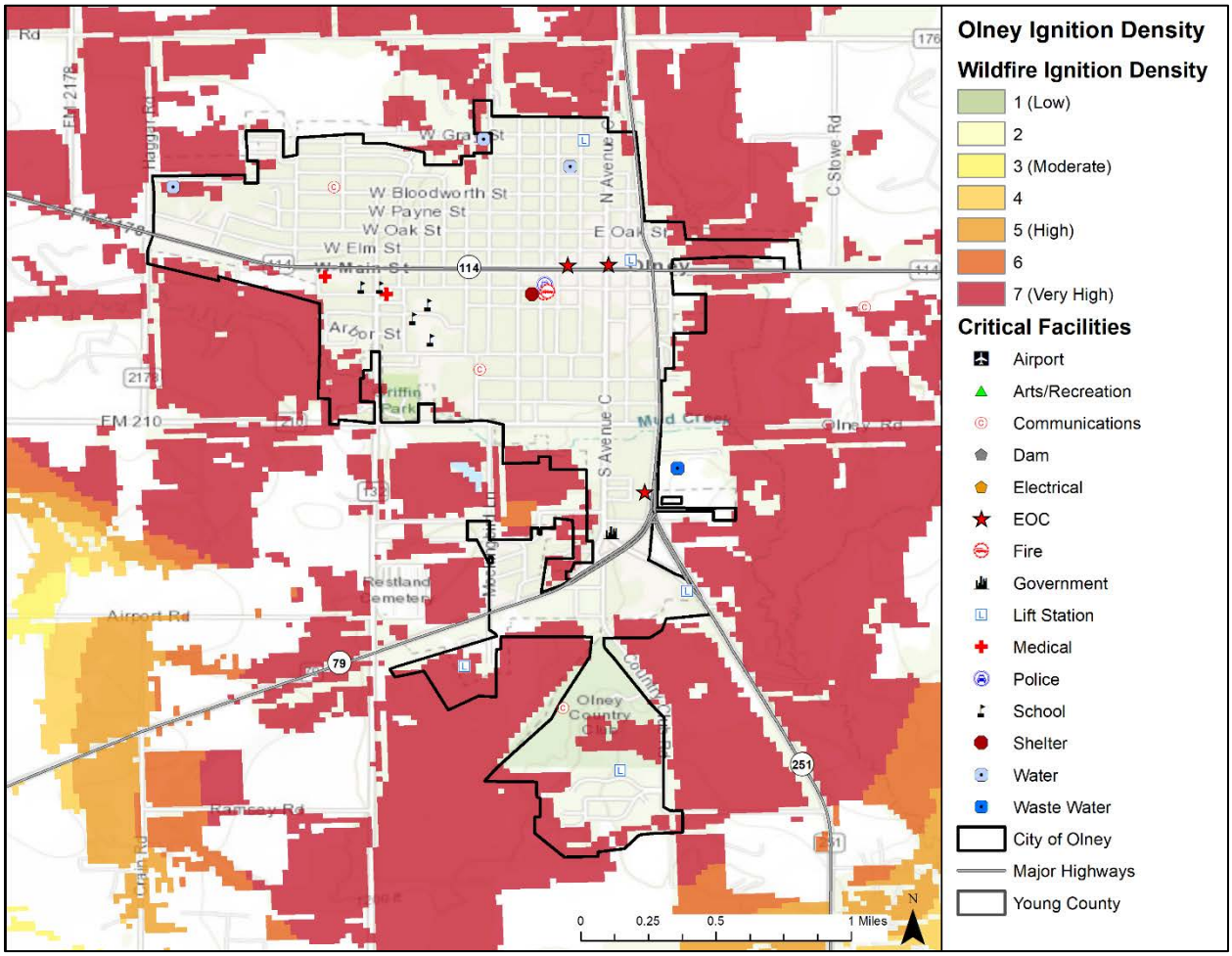


Figure 11-17. Wildfire Ignition Density – City of Olney



Diminished air quality is an environmental impact that can result from a wildfire event and pose a potential health risk. The smoke plumes from wildfires can contain potentially inhalable carcinogenic matter. Fine particles of invisible soot and ash that are too small for the respiratory system to filter can cause immediate and possibly long term health effects. The elderly or those individuals with compromised respiratory systems may be more vulnerable to the effects of diminished air quality after a wildfire event.

Climatic conditions such as severe freezes and drought can significantly increase the intensity of wildfires since these conditions kill vegetation, creating a prime fuel source for wildfires. The intensity and rate at which wildfires spread are directly related to wind speed, temperature, and relative humidity.

The severity of impact from major wildfire events can be substantial. Such events can cause multiple deaths, shut down facilities for 30 days or more, and cause more than 50 percent of affected properties to be destroyed or suffer major damage. Severity of impact is gauged by acreage burned, homes and structures lost, and the number of resulting injuries and fatalities.

For the Young County planning area, the impact from a wildfire event can be considered “Limited," meaning injuries and/or illnesses are treatable with first aid, shutdown of facilities and services for 24 hours or less, and less than 10 percent of property is destroyed or with major damage. Severity of impact is gauged by acreage burned, homes and structures lost, injuries and fatalities. Based on this, impact for each participating jurisdiction is listed below in Table 11-5.

Table 11-5. Impact by Jurisdiction

JURISDICTION	IMPACT	DESCRIPTION
Young County	Limited	Young County has an estimated 10,407 people or 58.5 percent of the total population that live within the Wildland Urban Interface (WUI). Young County, including citizens in unincorporated areas, could be injured or suffer illnesses treatable with first aid. Critical facilities could be shut down for 24-hours or less, and 10 percent or less of total property could be damaged or destroyed.
City of Graham	Limited	The largest population in the City of Graham live in an area that is semi-dense (1-3 houses per 1 to 2 acres) in the WUI, and the City has a low to moderate wildfire threat. Citizens may suffer minor injuries treatable with first aid. Critical facilities could be shut down for 24 hours of less, and less than 10 percent of total property could be damaged.
Graham ISD	Limited	Two of the five Graham ISD school campuses are located within the WUI and have a low threat to wildfire based on their location. Therefore, students and staff could be injured or suffer illnesses, but not permanent disability. Critical facilities could be shut down for a week, and 10 percent of total property could be damaged.
City of Newcastle	Minor	The largest population in the City of Newcastle live in an area that is semi-dense (1-3 houses per 1 to 2 acres) in the WUI, and the City has a moderate wildfire threat. Citizens may suffer injuries or illnesses that do not result in permanent disability. Critical facilities could be shut down for one week or less, and more than 10 percent of total property could be damaged.
City of Olney	Limited	The largest population in the City of Olney live in an area that is semi-dense (1-3 houses per 1 to 2 acres) in the WUI, and the City has a low to moderate wildfire threat. Citizens may suffer minor injuries treatable with first aid. Critical facilities could be shut down for 24 hours of less, and less than 10 percent of total property could be damaged.

Assessment of Impacts

A Wildfire event poses a potentially significant risk to public health and safety, particularly if the wildfire is initially unnoticed and spreads quickly. The impacts associated with a wildfire are not limited to the direct damages. Potential impacts for the planning area include:

- Persons in the area at the time of the fire are at risk for injury or death from burns and/or smoke inhalation.
- First responders are at greater risk of physical injury since they are in close proximity to the hazard while extinguishing flames, protecting property or evacuating residents in the area.
- First responders can experience heart disease, respiratory problems, and other long term related illnesses from prolonged exposure to smoke, chemicals, and heat.
- Emergency services may be disrupted during a wildfire if facilities are impacted, roadways are inaccessible, or personnel are unable to report for duty.
- Critical city and/or county departments may not be able to function and provide necessary services depending on the location of the fire and the structures or personnel impacted.
- Non-critical businesses may be directly damaged, suffer loss of utility services, or be otherwise inaccessible, delaying normal operations and slowing the recovery process.
- Displaced residents may not be able to immediately return to work, further slowing economic recovery.
- Roadways in or near the WUI could be damaged or closed due to smoke and limited visibility.
- Older homes are generally exempt from modern building code requirements, which may require fire suppression equipment in the structure.
- Some high density neighborhoods feature small lots with structures close together, increasing the potential for fire to spread rapidly.
- Air pollution from smoke may exacerbate respiratory problems of vulnerable residents.
- Charred ground after a wildfire cannot easily absorb rainwater, increasing the risk of flooding and potential mudflows.
- Wildfires can cause erosion, degrading stream water quality.
- Wildlife may be displaced or destroyed.
- Historical or cultural resources may be damaged or destroyed.
- Tourism can be significantly disrupted, further delaying economic recovery for the area.
- Vegetated dunes can be stripped, significantly damaging the function of the dunes to protect inland areas from the destructive forces of wind and waves.
- Economic disruption negatively impacts the programs and services provided by the community due to short and long term loss in revenue.
- Fire suppression costs can be substantial, exhausting the financial resources of the community.
- Residential structures lost in a wildfire may not be rebuilt for years, reducing the tax base for the community.
- At locations like the Brazos River and area lakes such as Lake Graham and Lake Eddleman, recreation and tourism can be unappealing for years following a large wildfire, devastating directly related businesses.
- Direct impacts to municipal water supply may occur through contamination of ash and debris during the fire, destruction of aboveground delivery lines, and soil erosion or debris deposits into waterways after the fire.

The economic and financial impacts of a wildfire event on local government will depend on the scale of the event, what is damaged, costs of repair or replacement, lost business days in impacted areas, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by government, businesses, and citizens will contribute to the overall economic and financial conditions in the aftermath of a wildfire event.

SECTION 12: DAM FAILURE

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HAZARD DESCRIPTION

Dams are water storage, control, or diversion structures that impound water upstream in reservoirs. Dam failure can take several forms, including a collapse of or breach in the structure. While most dams have storage volumes small enough that failures have few or no repercussions, dams storing large amounts can cause significant flooding downstream. Dam failures can result from any one or a combination of the following causes:

- Prolonged periods of rainfall and flooding, which cause most failures;
- Inadequate spillway capacity, resulting in excess overtopping of the embankment;
- Internal erosion caused by embankment or foundation leakage or piping;
- Improper maintenance, including failure to remove trees, repair internal seepage problems, or maintain gates, valves, and other operational components;
- Improper design or use of improper construction materials;
- Failure of upstream dams in the same drainage basin;
- Landslides into reservoirs, which cause surges that result in overtopping;
- High winds, which can cause significant wave action and result in substantial erosion;
- Destructive acts of terrorism; and,
- Earthquakes, which typically cause longitudinal cracks at the tops of the embankments, leading to structural failure.

Benefits provided by dams include water supplies for drinking; irrigation and industrial uses; flood control; hydroelectric power; recreation; and navigation. At the same time, dams also represent a risk to public safety. Dams require ongoing maintenance, monitoring, safety inspections, and sometimes even rehabilitation to continue safe service.

In the event of a dam failure, the energy of the water stored behind the dam is capable of causing rapid and unexpected flooding downstream, resulting in loss of life and substantial property damage. A devastating effect on water supply and power generation could be expected as well. The terrorist attacks of September 11, 2001 generated increased focus on protecting the country's infrastructure, including ensuring the safety of dams.

One major issue with the safety of dams is their age. The average age of America's 84,000 dams is 52 years. According to statistics released in 2009 by the Association of State Dam Safety Officials[1], more than 2,000 dams near population centers are in need of repair. In addition to the continual aging of dams, there have not been significant increases in the number of safety inspectors resulting in haphazard maintenance and inspection.

The Association of State Dam Safety Officials estimate that $16 billion will be needed to repair all high-hazard dams, but the total for all state dam-safety budgets is less than $60 million[2]. The current maintenance budget does not match the scale of America's long-term modifications of its watersheds. Worse still, more people are moving into risky areas. As the American population grows, dams that once could have failed without major repercussions are now upstream of cities and development.



LOCATION

The State of Texas has 7,413 dams, all regulated by the Texas Commission on Environmental Quality (TCEQ). The National Dam Safety Review Board (in coordination with FEMA) and the National Inventory of Dams (NID) lists a total of sixteen dams in or near the Young County planning area, including all participating jurisdictions (complete list located in Appendix D). Each of these dams were analyzed individually by location, volume, elevation, and condition (where available) when determining the risk, if any, for each dam. Each dam site was further analyzed for potential risks utilizing FEMA's National Flood Hazard Layer to map locations and fully understand development near the dam and topographical variations that may increase risk. Most of the dams listed were embankments for

[1] Association of State Dam Safety Officials, Journal of Dam Safety
[2] Source: www.damsafety.org

typically dry detention drainage areas or shored up stream embankments. These types of structures are utilized for flood control and do not pose a dam failure risk. Other dams in the planning area feature such limited storage capacity that they pose no risk to structures, infrastructure, or citizens. Dams that were deemed to pose no past, current, or future risk to the planning area are not profiled in the plan as no loss of life or impact to critical facilities or infrastructure is expected in the event of a breach. Based on this detailed analysis, the planning team was able to determine that only four of the sixteen dams pose a risk to the planning area. The jurisdictions profiling dam failure include Young County, the City of Newcastle, the City of Graham and Graham ISD. The City of Olney is not located within any of the estimated inundation zones and is not profiling dam failure as a hazard. These dams, listed in Table 12-1, are profiled in detail in the Extent section of this hazard profile. Figure 12-1 illustrates the general location for the critical dams in the planning area. While inundation maps are not available for the profiled dams, an estimated inundation radius has been included on the location map for each profiled dam (indicated by the red circle). For dams with a maximum storage capacity of 100,000 acre-feet or more, all structures within five miles are considered to be at risk to potential dam failure hazards. For dams with a maximum storage capacity between 10,000 and 100,000 acre-feet, all structures within three miles are considered to be at risk to potential dam failure hazards. For dams with a maximum storage capacity of less than 10,000 acre-feet, all structures within one mile are considered to be at risk to potential dam failure hazards.

Figure 12-1. Young County Critical Dam Locations

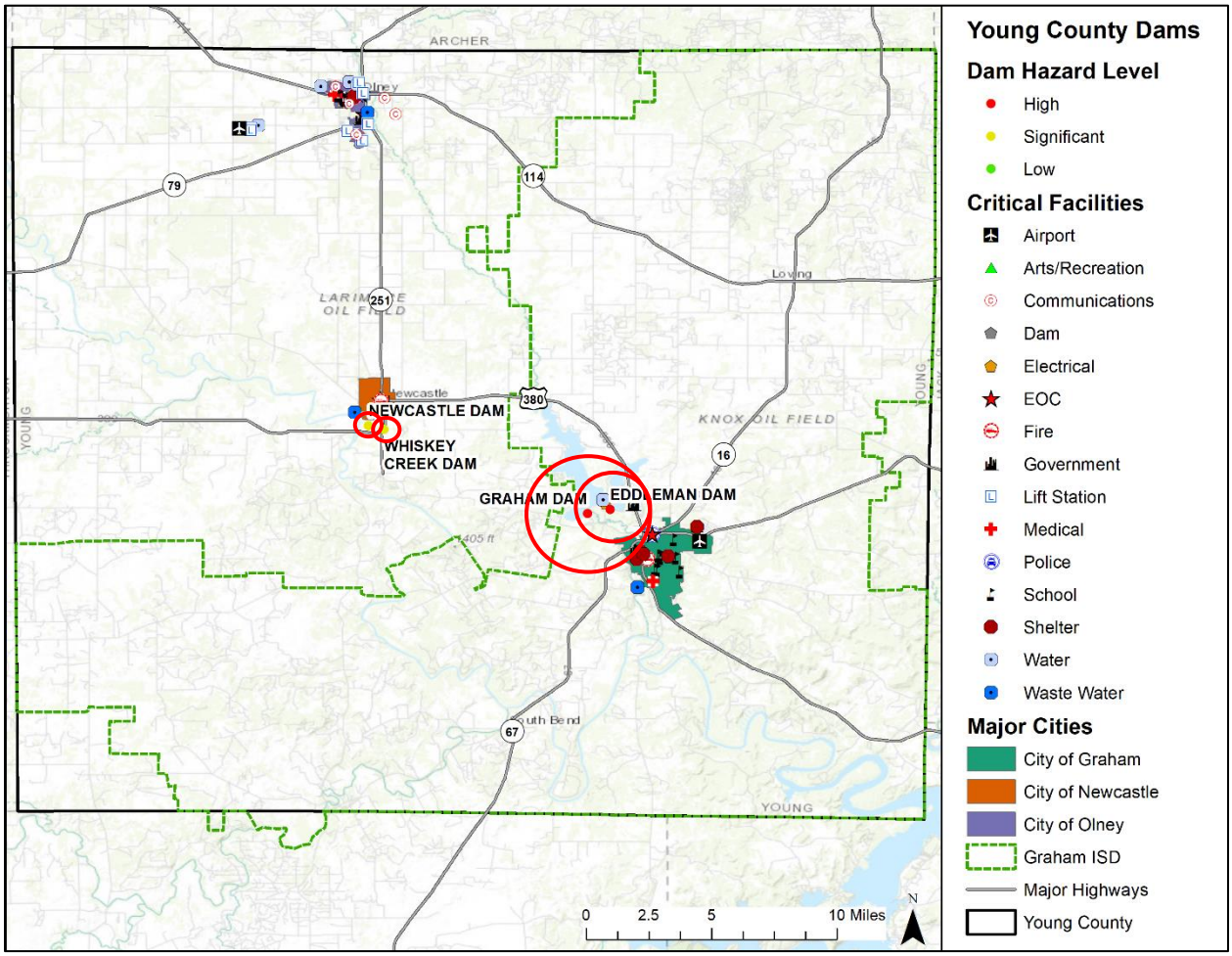


Table 12-1. Young County Dam Survey

JURISDICTION	DAM NAME	HEIGHT (Ft.)	STORAGE (Acre Ft.)	CONDITION	PROFILED
Young County/City of Newcastle	Newcastle Dam	34	310	Not Rated	Yes
Young County/City of Newcastle	Whiskey Creek Dam	31	1,093	Not Rated	Yes
Young County/City of Graham	Eddleman Dam	57	35,000	Not Rated	Yes
Young County/City of Graham	Graham Dam	82	105,000	Not Rated	Yes

EXTENT

The extent or magnitude of a dam failure event is described in terms of the classification of damages that could result from a dam's failure, not the probability of failure. For dams with a maximum storage capacity of 100,000 acre-feet or more, all census blocks within five miles are considered to be at risk to potential dam failure hazards. For dams with a maximum storage capacity between 10,000 and 100,000 acre-feet, all census blocks within three miles are considered to be at risk to potential dam failure hazards. For dams with a maximum storage capacity of less than 10,000 acre-feet, all census blocks within one mile are considered to be at risk to potential dam failure hazards.

Newcastle Dam:
Newcastle Lake Dam is located in unincorporated Young County on the Whiskey Creek. The dam was constructed in 1912 and is used primarily for irrigation purposes. It is owned by the City of Newcastle. The area located near the dam is rural with limited development within a one-mile radius. A breach should follow the path of the creek, but it is anticipated that the water released by the breach could temporarily exceed the capacity and overflow the banks of the river for approximately one mile. Approximately 12 residential structures, several outbuildings, agricultural land and Highway 380 could be impacted by a breach within one mile of the dam. A dam failure could cause very limited infrastructure damages, power outages, and utility systems disruptions. In the event of a breach, it is estimated the average breach width would be 96.3 feet with a maximum breach flow of 18,593 cubic feet per second according to the National Weather Service (NWS) Dam Break Equation. A dam breach could result in an estimated depth up to 10 feet with the highest depth in the immediate area of the dam breach.

Whiskey Creek Dam:
Whiskey Creek Dam is located in unincorporated Young County on the Whiskey Creek. The dam was constructed in 1967. The dam is owned by the City of Newcastle and is used primarily for irrigation and flood control purposes. The area located near the dam is rural with limited development within a one-mile radius. A breach should follow the path of the Whiskey Creek but it is anticipated that the water released by the breach could temporarily exceed the capacity and overflow the banks of the creek for approximately one mile. Approximately 12 residential structures, several outbuildings, agricultural land and Highway 380 could be impacted by a breach within one mile of the dam. A dam failure could cause very limited infrastructure damages, power outages, and utility systems disruptions. In the event of a breach, it is estimated the average breach width would be 128.9 feet with a maximum breach flow of 26,018 cubic feet per second according to the National Weather Service (NWS) Dam Break Equation. A dam breach could result in an estimated depth up to 10 feet with the highest depth in the immediate area of the dam breach.

Eddleman Dam:
Eddleman Dam is located in the City of Graham on the Flint Creek. Construction was completed in 1929. It is owned by the City of Graham. The area located near the dam is semi-densely populated within a three-mile radius. A breach should follow the path of the Flint Creek but it is anticipated that the water released by the breach could temporarily exceed the capacity and overflow the banks of the creek for approximately three miles. Approximately 250 residential structures, 20 commercial structures, multiple access roads, a power plant and a radio station could be impacted by a breach. A dam failure could cause limited to moderate infrastructure damages, power outages, and utility

systems disruptions. In the event of a breach, it is estimated the average breach width would be 357.0 feet with a maximum breach flow of 189,028 cubic feet per second according to the National Weather Service (NWS) Dam Break Equation. A dam breach could result in an estimated depth up to 20 feet with the highest depth in the immediate area of the dam breach.

Graham Dam:
Graham Dam is located in the City of Graham on the Salt Creek. Construction was completed in 1929. It is owned by the City of Graham. The area located near the dam is densely populated within a five-mile radius. A breach should follow the path of the Salt Creek but it is anticipated that the water released by the breach could temporarily exceed the capacity and overflow the banks of the creek for approximately five miles. Approximately 1,000 residential structures, 100 commercial structures including 5 Graham ISD schools, a post office, fire station government building, power plant, a radio station and multiple access roads could be impacted by a breach. A dam failure could cause moderate infrastructure damages, power outages, and utility systems disruptions. In the event of a breach, it is estimated the average breach width would be 514.6 feet with a maximum breach flow of 596,655 cubic feet per second according to the National Weather Service (NWS) Dam Break Equation. A dam breach could result in an estimated depth up to 25 feet with the highest depth in the immediate area of the dam breach.

Table 12-2 represents the extent or magnitude of a dam failure event that could be expected for the Young County planning area for each profiled dam.

Table 12-2. Extent by Jurisdiction

JURISDICTION	PROFILED DAM	EXTENT (FLOW DEPTH)	LEVEL OF INTENSITY TO MITIGATE
Young County/City of Newcastle	Newcastle Dam	0-10 Feet	Dam failure presents a low threat for the county and city. Loss of life is not expected. While several structures could be impacted, the greatest threat in the event of a breach would be localized flooding. Critical facilities would not be impacted. Some infrastructure and utilities could be minimally impacted. Economic loss would be minimal.
Young County/City of Newcastle	Whiskey Creek Dam	0-10 Feet	Dam failure presents a low threat for the county and city. Loss of life is not expected. While several structures could be impacted, the greatest threat in the event of a breach would be localized flooding. Critical facilities would not be impacted. Some infrastructure and utilities could be minimally impacted. Economic loss would be minimal.
Young County/City of Graham	Eddleman Dam	0-20 Feet	Dam failure presents a low to moderate threat for the county and city. Loss of life is not expected. Approximately 250 residential structures could be impacted as well as

JURISDICTION	PROFILED DAM	EXTENT (FLOW DEPTH)	LEVEL OF INTENSITY TO MITIGATE
			commercial structures in the area. The greatest threat in the event of a breach would be localized flooding. Critical facilities that could be impacted include a power plant and radio station. Some infrastructure and utilities could be moderately impacted. Economic loss would be low.
Young County/City of Graham/Graham ISD	Graham Dam	0-25 Feet	Dam failure presents a moderate threat for the county and city. Loss of life is possible but not likely. Approximately 1,000 residential structures could be impacted as well as 250 commercial structures in the area. The greatest threat in the event of a breach would be localized flooding. Critical facilities that could be impacted include a power plant, radio station, schools, post office, fire station, and government facility. Some infrastructure and utilities could be moderately impacted. Economic loss would be low to moderate.

HISTORICAL OCCURRENCES

There are approximately 84,000 dams in the United States today.[3] Catastrophic dam failures have occurred frequently throughout the past century. Between 1918 and 1958, 33 major U.S. dam failures caused 1,680 deaths. From 1959 to 1965, nine major dams failed worldwide. Some of the largest disasters in the U.S. have resulted from dam failures. More than 90 dam incidents, including 23 dam failures, were reported in the past ten years to the National Performance of Dams Program, which collects and archives information on dam performance from state and federal regulatory agencies and dam owners.

The State of Texas has not experienced loss of life or extensive economic damage due to a dam failure since the first half of the twentieth century. However, there may be many incidents that are not reported and, therefore, the actual number of incidents is likely to be greater.

There has not been a recorded dam failure event for any of the participating jurisdictions in the Young County Planning Area.

[3] Federal Emergency Management Agency, Dam Safety Program, available at: http://www.fema.gov/hazards/damsafety/

PROBABILITY OF FUTURE EVENTS

No historical events of dam failure have been recorded in the Young County Planning Area, though the risk of dam failure is monitored closely. Due to the lack of historical occurrences, the probability of a future event is unlikely for those jurisdictions profiling dam failure as a hazard, meaning an event is possible in the next ten years.

VULNERABILITY AND IMPACT

There are sixteen dams in or near the Young County planning area. All dams were evaluated in-depth to determine the risk, if any, associated with each dam. This analysis indicated four dams in the planning area that presents a risk to structures or infrastructure in the planning area.

Flooding is the most prominent effect of dam failure. If the dam failure is extensive, a large amount of water would enter the downstream waterways forcing them out of their banks. There may be significant environmental effects, resulting in flooding that could disperse debris and hazardous materials downstream that can damage local ecosystems. If the event is severe, debris carried downstream can block traffic flow, cause power outages, and disrupt local utilities, such as water and wastewater, which could result in school closures. For specific vulnerability, please refer to the narrative for each dam under the Extent section of this profile.

Annualized loss-estimates for dam failure are not available; neither is there a breakdown of potential dollar losses for critical facilities, infrastructure and lifelines, or hazardous-materials facilities. If a major dam should fail, however, the severity of impact could be substantial.

The severity of impact from a dam breach would be “Minor,” meaning it could result in injuries with facilities being shut down for more than one week and more than 10% of the property in the estimated breach inundation area destroyed or with major damage. For these reasons, creating mitigation actions to remove or protect people and structures from the path of destruction is necessary in order to minimize impact from dam failure.

Assessment of Impacts

Any individual dam has a very specific area that will be impacted by a catastrophic failure. Dams identified as high or significant hazard can directly threaten the lives of individuals living or working in the inundation zone below the dam. The impact from any catastrophic failure would be similar to that of a flash flood. Potential impacts for the planning area include:

- Lives could be lost.
- There could be injuries from impacts with debris carried by the flood.
- Swift-water rescue of individuals trapped by the water puts the immediate responders at risk for their own lives.
- Individuals involved in the cleanup may be at risk from the debris left behind.
- Continuity of operations for any jurisdiction outside the direct impact area could be very limited.
- Roads and bridges could be destroyed.
- Homes and businesses could be damaged or destroyed.
- Emergency services may be temporarily unavailable.

- Disruption of operations and the delivery of services in the impacted area.
- A large dam with a high head of water could effectively scour the terrain below it for miles, taking out all buildings and other infrastructure.
- Scouring force could erode soil and any buried pipelines.
- Scouring action of a large dam will destroy all vegetation in its path.
- Wildlife and wildlife habitat caught in the flow will likely be destroyed.
- Fish habitat will likely be destroyed.
- Topsoil will erode, slowing the return of natural vegetation.
- The destructive high velocity water flow may include substantial debris and hazardous materials, significantly increasing the risks to life and property in its path.
- Debris and hazardous material deposited downstream may cause further pollution of areas far greater than the inundation zone.
- Destroyed businesses and homes may not be rebuilt, reducing the tax base and impacting long term economic recovery.
- Historical or cultural resources may be damaged or destroyed.
- Recreational activities and tourism may be temporarily unavailable or unappealing, slowing economic recovery.

The economic and financial impacts of dam failure on the area will depend entirely on the location of the dam, scale of the event, what is damaged, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by the community, local businesses, and citizens will also contribute to the overall economic and financial conditions in the aftermath of any dam failure event.

SECTION 13: FLOOD

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NFIP Compliance and Maintenance 15
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HAZARD DESCRIPTION

Floods generally result from excessive precipitation. The severity of a flood event is determined by a combination of several major factors, including: stream and river basin topography and physiography; precipitation and weather patterns; recent soil moisture conditions; and the degree of vegetative clearing and impervious surface. Typically, floods are long-term events that may last for several days.

The primary types of general flooding are inland and coastal flooding. Inland or riverine flooding is a result of excessive precipitation levels and water runoff volumes within the watershed of a stream or river. Inland or riverine flooding is overbank flooding of rivers and streams, typically resulting from large-scale weather systems that generate prolonged rainfall over a wide geographic area, thus it is a naturally occurring and inevitable event. Some river floods occur seasonally when winter or spring rainfalls fill river basins with too much water, too quickly. Torrential rains from decaying hurricanes or tropical systems can also produce river flooding.

LOCATION

The Digital Flood Insurance Rate Map (DFIRM) data provided by FEMA for Young County shows the following flood hazard areas:

- Zone A: Areas subject to inundation by the 1-percent-annual-chance flood event generally determined using approximate methodologies. Because detailed hydraulic analyses have not been performed, no Base Flood Elevations (BFEs) or flood depths are shown. Mandatory flood insurance requirements and floodplain management standards apply.

- Zone AE: Areas subject to inundation by 1-percent-annual-chance shallow flooding. It is the base floodplain where base flood elevations are provided. AE zones are now used on new format FIRMs instead of A1-30 zones.
- Zone X: Moderate risk areas within the 0.2-percent-annual-chance floodplain, areas of 1-percent-annual-chance flooding where average depths are less than 1 foot, areas of 1-percent-annual-chance flooding where the contributing drainage area is less than 1 square mile, and areas protected from the 1-percent-annual-chance flood by a levee. No BFEs or base flood depths are shown within these zones.

Locations of flood zones in Young County based on the digital Flood Insurance Rate Map (DFIRM) from FEMA are illustrated in Figures 13-1 to 13-5. Maps for the City of Newcastle do not include base flood elevations however, some of the unincorporated county floodplains and some areas within the remaining participating jurisdictions do include base flood elevations. The Graham ISD facilities are not located in a SFHA. The ISD facilities have no history of flood damages and none are anticipated in the future.

Figure 13-1. Estimated Flood Zones in Young County

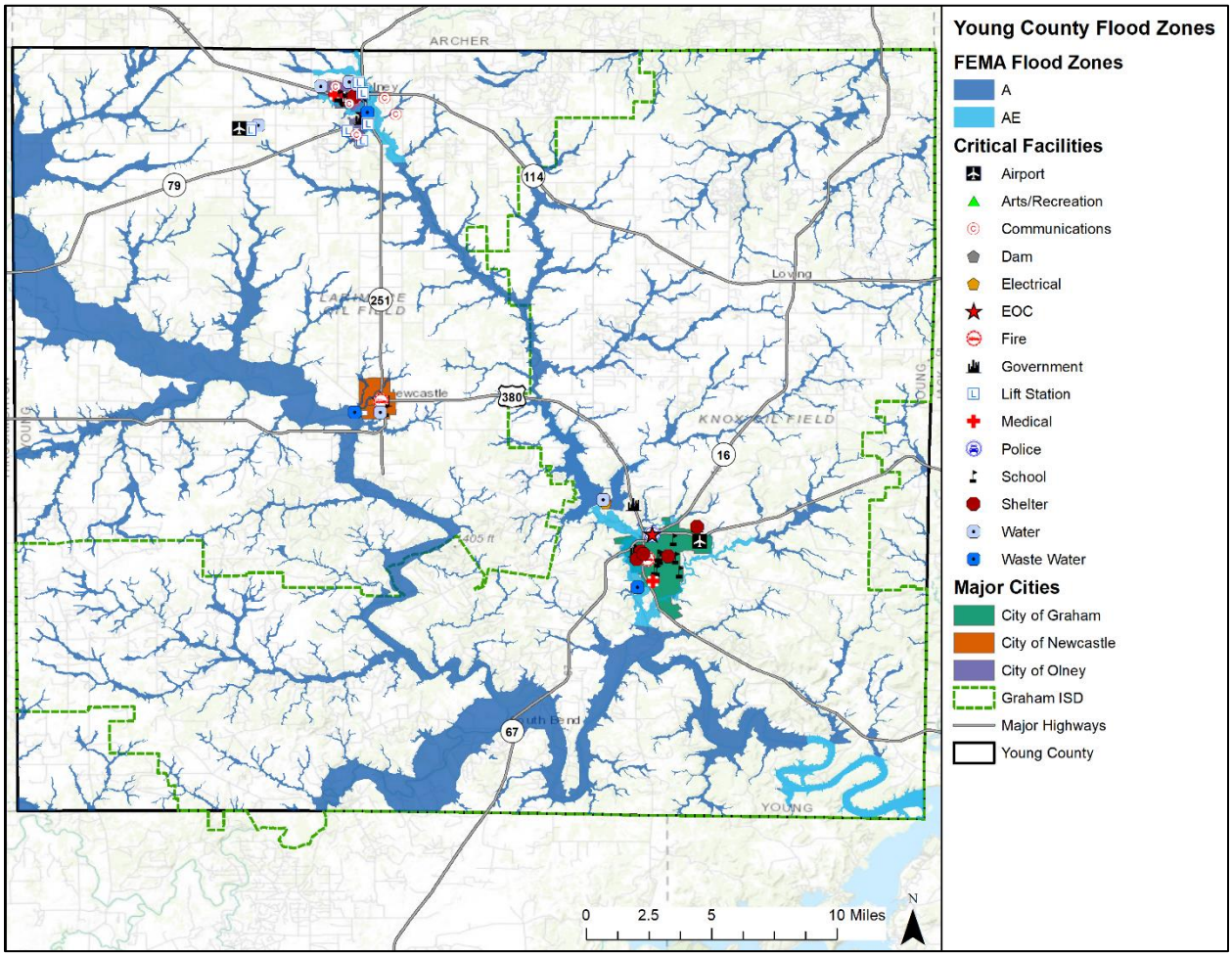


Figure 13-2. Estimated Flood Zones in the City of Graham

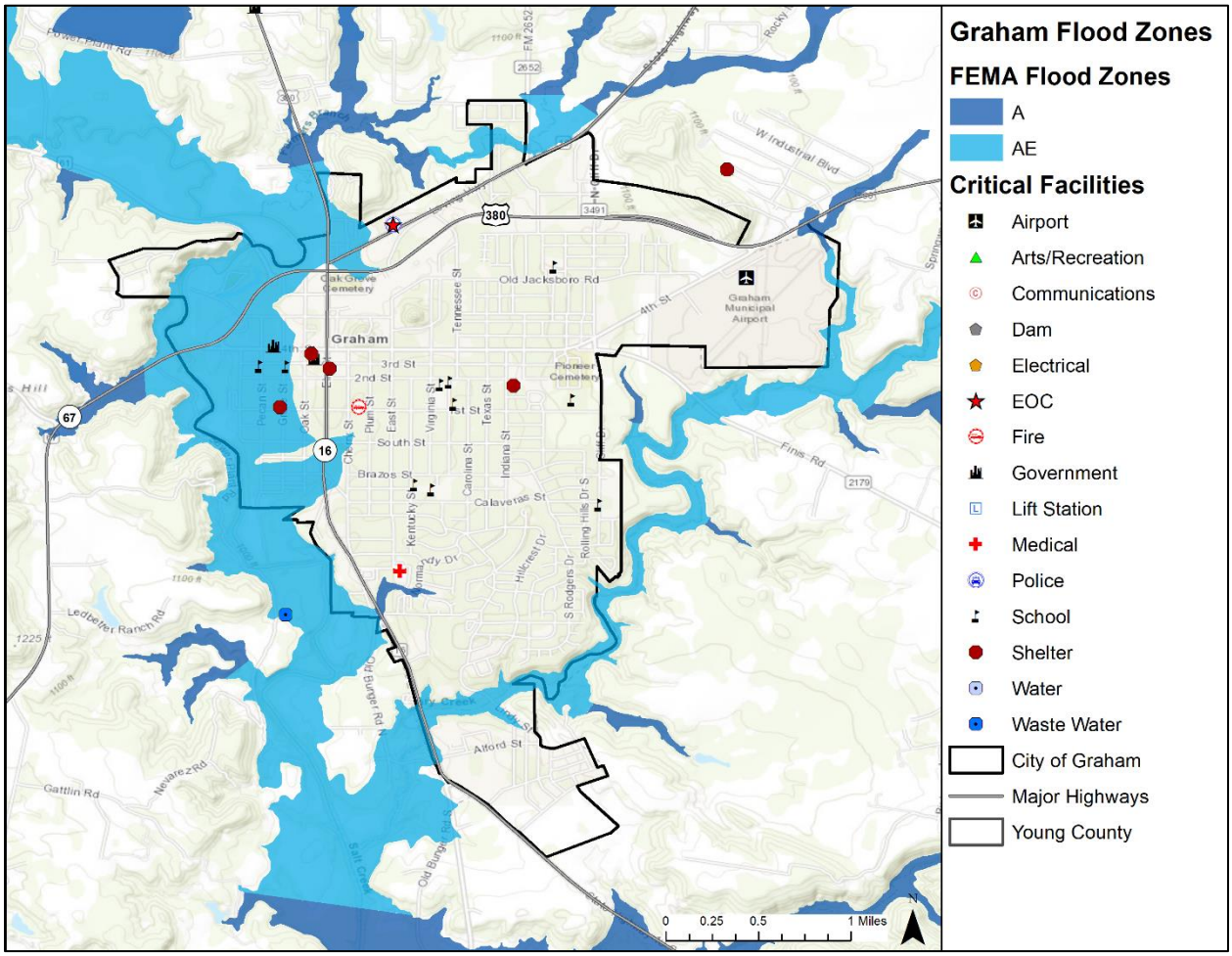


Figure 13-3. Estimated Flood Zones in the Graham ISD

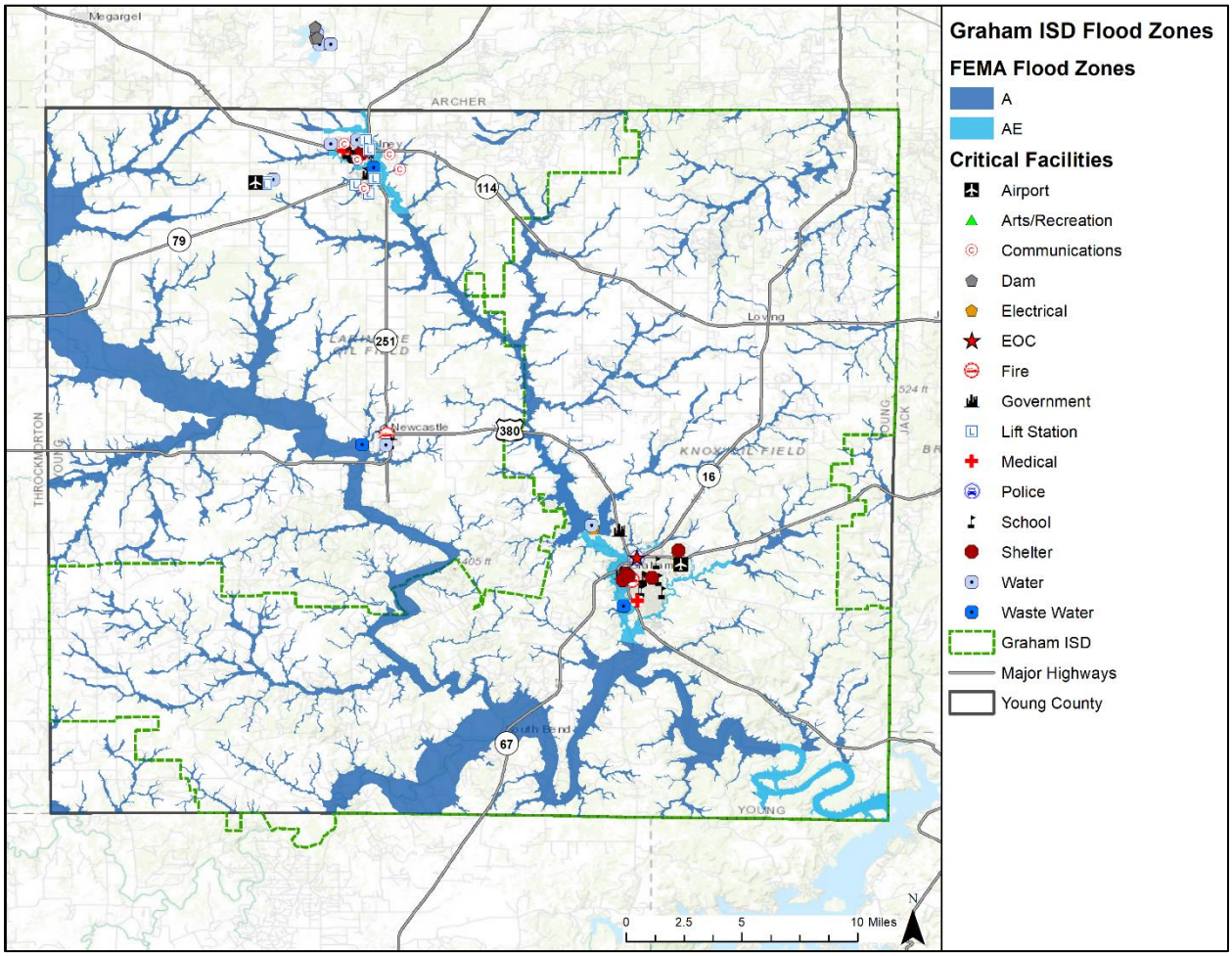


Figure 13-4. Estimated Flood Zones in City of Newcastle

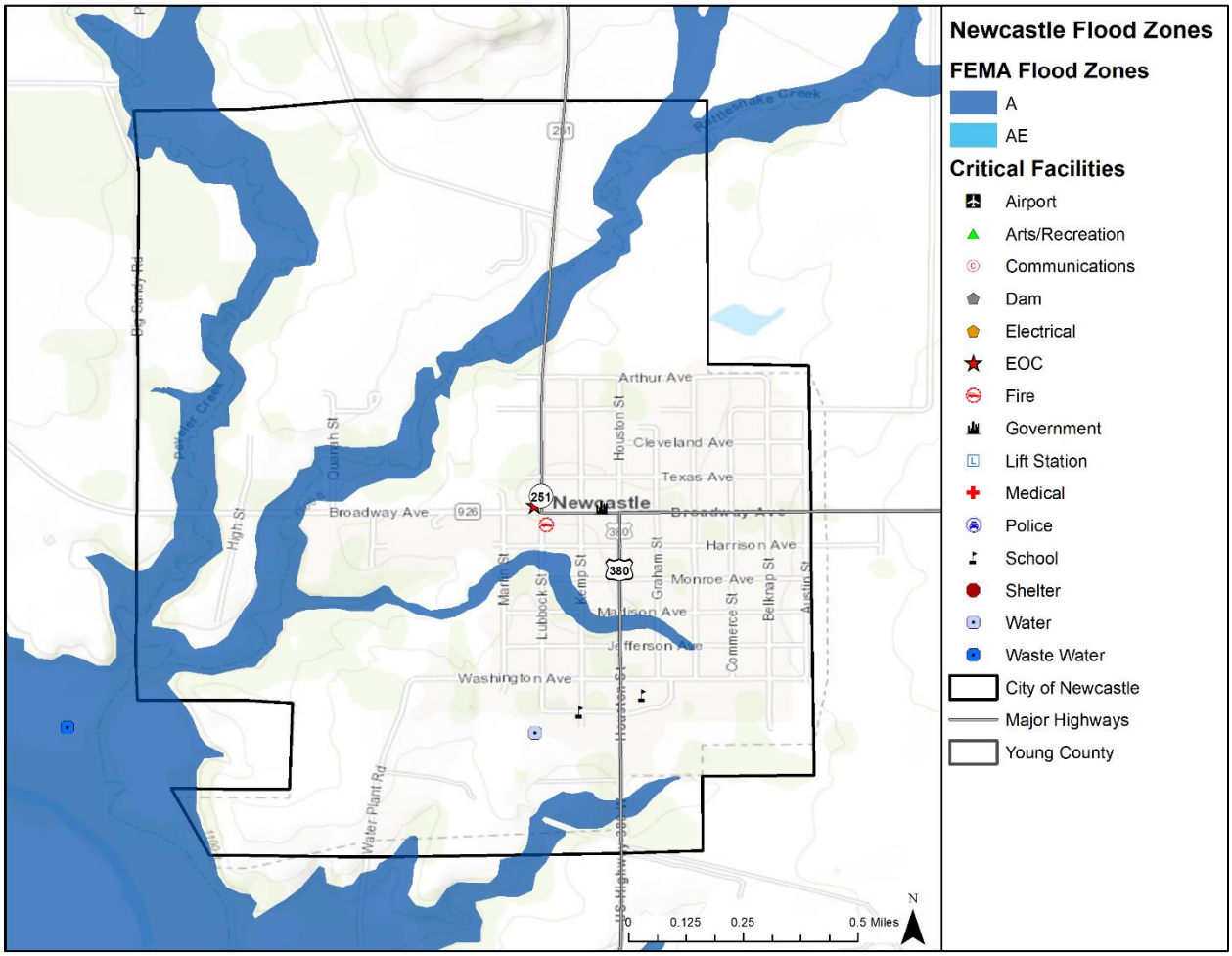
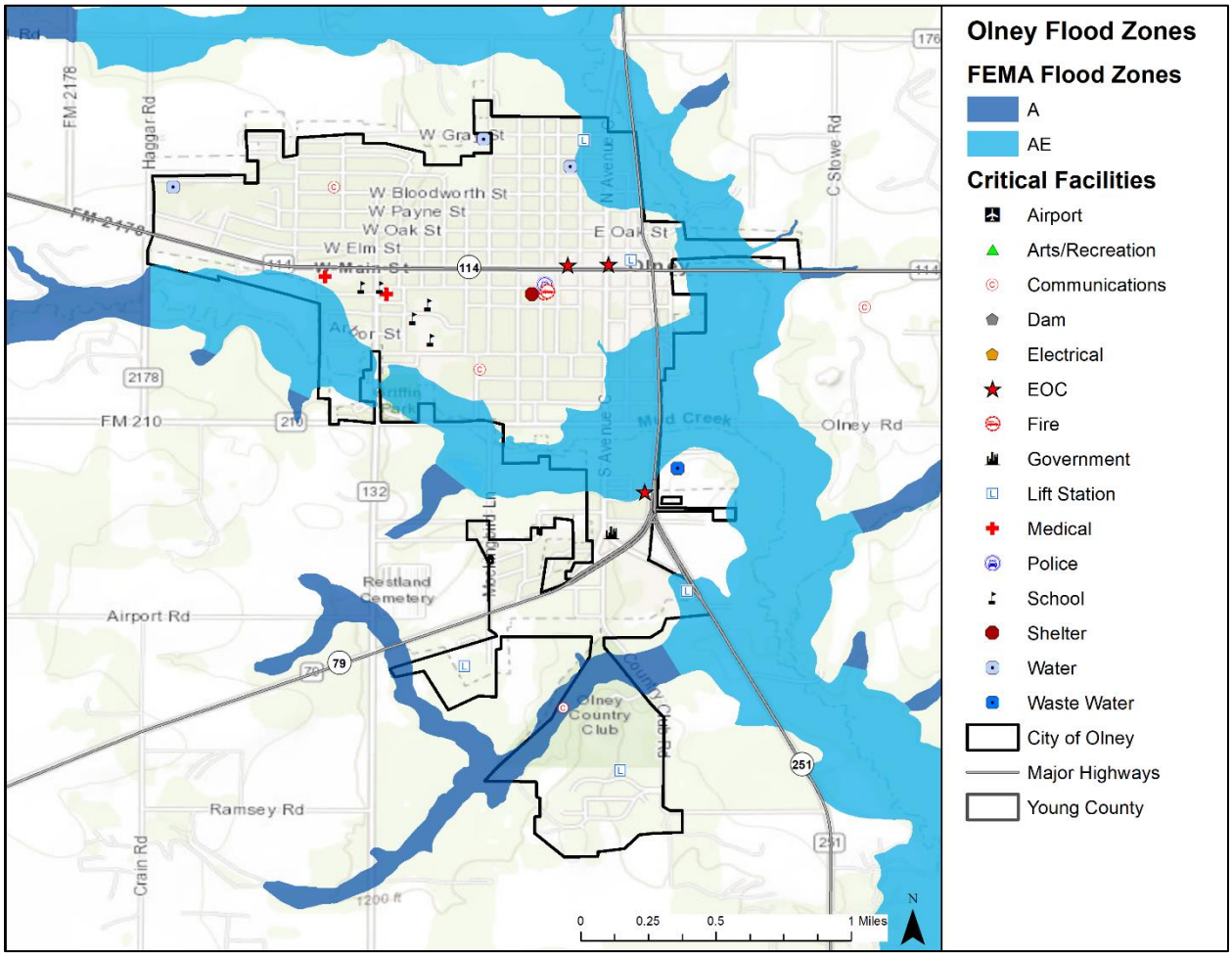


Figure 13-5. Estimated Flood Zones in the City of Olney



EXTENT

The severity of a flood event is determined by a combination of several factors including: stream and river basin topography and physiography; precipitation and weather patterns; recent soil moisture conditions; and degree of vegetative clearing and impervious surface. Typically, floods are long-term events that may last for several days.

Determining the intensity and magnitude of a flood event is dependent upon the flood zone and location of the flood hazard area in addition to depths of flood waters. Extent of flood damages can be expected to be more damaging in the areas that will convey a base flood. FEMA categorizes areas on the terrain according to how the area will convey flood water. Flood zones are the categories that are mapped on Flood Insurance Rate Maps. Table 13-1 provides a description of FEMA flood zones and the flood impact in terms of severity or potential harm. Flood Zones A, AE and X are the only hazard areas mapped in the region. Figures 13-1 through 13-5 should be read in conjunction with the extent for flooding in Tables 13-1 and 13-2 to determine the intensity of a potential flood event.

Table 13-1. Flood Zones

INTENSITY	ZONE	DESCRIPTION
HIGH	ZONE A	Areas with a one percent annual chance of flooding and a 26 percent chance of flooding over the life of a 30-year mortgage. Because detailed analyses are not performed for such areas, no depths or base flood elevations are shown within these zones.
	ZONE A1-30	These are known as numbered A Zones (e.g., A7 or A14). This is the base floodplain where the FIRM shows a Base Flood Elevation (BFE) (old format).
	ZONE AE	The base floodplain where base flood elevations are provided. AE Zones are now used on the new format FIRMs instead of A1-A30 Zones.
	ZONE AO	River or stream flood hazard areas and areas with a one percent or greater chance of shallow flooding each year, usually in the form of sheet flow, with an average depth ranging from one to three feet. These areas have a 26 percent chance of flooding over the life of a 30-year mortgage. Average flood depths derived from detailed analyses are shown within these zones.
	ZONE AH	Areas with a one percent annual chance of shallow flooding, usually in the form of a pond, with an average depth ranging from one to three feet. These areas have a 26 percent chance of flooding over the life of a 30-year mortgage. Base flood elevations derived from detailed analyses are shown at selected intervals within these zones.
	ZONE A99	Areas with a one percent annual chance of flooding that will be protected by a federal flood control system where construction has reached specified legal requirements. No depths or base flood elevations are shown within these zones.
	ZONE AR	Areas with a temporarily increased flood risk due to the building or restoration of a flood control system (such as a levee or a dam). Mandatory flood insurance purchase requirements will apply, but rates will not exceed the rates for unnumbered A zones if the structure is built or restored in compliance with Zone AR floodplain management regulations.
HIGH COASTAL	ZONE VE, V1-30	Coastal areas with a 1% or greater chance of flooding and an additional hazard associated with storm waves. These areas have a 26 percent chance of flooding over the life of a 30-year mortgage. No base flood elevations are shown within these zones.
MODERATE to LOW	ZONE X 500	An area inundated by 500-year flooding; an area inundated by 100-year flooding with average depths of less than one foot or with drainage areas less than one square mile; or an area protected by levees from 100-year flooding.

Zone A is interchangeably referred to as the 100-year flood, the one-percent-annual chance flood, the Special Flood Hazard Area (SFHA), or more commonly, the base flood. This is the area that will convey

the base flood and constitutes a threat to the planning area. The impact from a flood event can be more damaging in areas that will convey a base flood.

Structures built in the SFHA are subject to damage by rising waters and floating debris. Moving flood water exerts pressure on everything in its path and causes erosion of soil and solid objects. Utility systems, such as heating, ventilation, air conditioning, fuel, electrical systems, sewage maintenance systems and water systems, if not elevated above base flood elevation, may also be damaged.

The intensity and magnitude of a flood event is also determined by the depth of flood waters. Table 13-2 describes the stream gauge data provided by the United States Geological Survey (USGS).

Table 13-2. Extent for Young County[1]

JURISDICTION[2]	PEAK FLOOD EVENT
Young County	Briar Creek near Graham, Young County, Texas reached an overflow elevation of 13.54 feet in May of 1982. The average peak flow for the Briar Creek is 8.67 feet at this site.
Young County	Brazos River near South Bend, Young County, Texas reached an overflow elevation of 41.5 feet in August of 1978. The average peak flow for the Brazos River is 18.23 feet at this site.
Young County	Clear Fork of the Brazos River at Eliasville, Young County, Texas reached an overflow elevation of 37.4 feet in August of 1978. The average peak flow for the Clear Fork of the Brazos River is 19.52 feet at this site.
City of Olney	Salt Creek at Olney, Young County, Texas reached an overflow elevation of 12.25 feet in May of 1972. The average peak flow for the Salt Creek is 9.23 feet at this site.

The range of flood intensity that the County can experience is high, or Zone A. Based on historical occurrences, the planning area, including the Graham ISD, and all participating jurisdictions could expect to experience up to 6.8 inches of rainfall within a 10-hour period, resulting in flash flooding.

The data described in Tables 13-1 and 13-2, together with Figures 13-1 and 13-5, and historical occurrences for the area, provides an estimated potential magnitude and severity for the County. For example, the City of Graham, as shown in Figure 13-2, has areas designated as Zone AE. Reading this figure in conjunction with Table 13-1 means the area is an area of high risk for flood. It is noted that the Graham ISD facilities are located outside of the SFHA and have no known localized flood risk.

[1] Severity estimated by averaging floods at certain stage level over the history of flood events. Severity and peak events are based on U.S. Geological Survey data.
[2] Severity is provided for jurisdictions where peak data was provided.

HISTORICAL OCCURRENCES

Historical evidence indicates that areas within the planning area, including all participating jurisdictions, are susceptible to flooding, especially in the form of flash flooding. It is important to note that only flood events that have been reported have been factored into this risk assessment, therefore it is likely that additional flood occurrences have gone unreported before and during the recording period. Table 13-3 identifies historical flood events that resulted in damages, injuries, or fatalities within the Young County planning area, including all participating jurisdictions. Table 13-4 provides the historical flood event summary by jurisdiction. Historical data is provided by the Storm Prediction Center (NOAA), NCEI database for Young County.

Historical flood data for the Graham ISD are provided within the Graham City-wide events per the NCEI database. It is noted that Graham ISD has no reported historic damages resulting from flood events.

Table 13-3. Historical Flood Events, 1996-2019[3]

JURISDICTION	DATE	TIME	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Graham	5/9/2007	7:00 PM	0	0	$24,251	$0
Olney	5/27/2007	3:35 PM	0	0	$24,251	$0
Olney	6/24/2007	12:40 PM	0	0	$18,153	$0
Graham	6/10/2009	4:25 PM	0	0	$1,169	$0
Olney	7/30/2009	2:01 AM	0	0	$5,854	$0
Young County	4/17/2010	7:00 PM	0	0	$231,317	$0
Olney	5/14/2010	10:02 AM	0	0	$23,114	$0
Olney	6/15/2015	4:45 PM	0	0	$528	$0
TOTALS			**0**	**0**	**$328,637**	**$0**

Table 13-4. Summary of Historical Flood Events, January 1996-2019

JURISDICTION	NUMBER OF EVENTS	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	6	0	0	$231,317	$0

[3] Only recorded events with fatalities, injuries, and/or damages are listed, values are in 2019 dollars. Historic events are reported from January 1996 through August 2019.

JURISDICTION	NUMBER OF EVENTS	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
City of Graham[4]	12	0	0	$25,420	$0
City of Newcastle	5	0	0	$0	$0
City of Olney	16	0	0	$71,900	$0
TOTAL LOSSES	**39**	**0**	**0**	**$328,637**	

Significant Events

Flash Flood May 27, 2007 – City of Olney

Streets had to be closed and cars were stranded due to the flooding in the City of Olney. Two high water rescues were required. Water rushed through the back door of a convenience store and down the aisles, as well.

Flood April 17-19, 2010- Young County

Rainfall totaled over six inches over the weekend resulting in Lake Graham overflowing its banks and flooding the nearby land. Flooding also occurred along the Brazos River which backed up into area creeks and streams resulting in widespread flooding around the county. A high-water rescue of three teenagers was performed on April 18th when rising flood waters pushed their car off Power Plant Road in Graham. Another vehicle nearly got stuck in this same area. Rising waters also flooded Graham Bible Church where several inches of water were found inside the building, and the water in the parking lot was almost waist deep. Fireman's Park in Graham was under water. Several major roadways were closed on the 18th due to high water: HWY 380 West at Elm Creek, HWY 61 near Spivey Hill, HWY 16 north at the Archer Co line, and HWY 578. All roads were re-opened by the morning of the 19th.

PROBABILITY OF FUTURE EVENTS

Based on recorded historical occurrences and extent within the Young County planning area, including all participating jurisdictions including Graham ISD, flooding is highly likely, and an event will likely occur within the next year.

VULNERABILITY AND IMPACT

A property's vulnerability to a flood depends on its location and proximity to the floodplain. Structures that lie along banks of a waterway are the most vulnerable and are often repetitive loss structures. The County and all participating jurisdictions encourage development outside of the floodplain, and the impact for flood for the entire planning area is limited as facilities and services would be shut down for 24 hours or less, depending on the scale of the storm.

Table 13-5 includes the critical facilities identified in Appendix C that were determined to be located within the SFHA by FIRM mapping and further by each participating jurisdiction.

[4] Includes the Graham ISD

Table 13-5. Critical Facilities in the Floodplain by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	1 Government Facility, 1 Water/Wastewater Treatment Facility, 1 ISD
City of Graham	1 Government Facility, 1 Water/Wastewater Treatment Facility, 1 shelter
Graham ISD	None
City of Newcastle	1 Wastewater Treatment Facility
City of Olney	1 Government Facility, 2 Utility Operations Facilities, 1 Emergency Communications site

Historic loss estimates due to flood are presented in Table 13-6 below. Considering 39 flood events over a 24-year period, frequency is approximately one to two events every year.

Annualized losses are not included for the Graham ISD as there have not been events or losses to affect the Independent School District separate and apart from a historical occurrence for the City of Graham.

Table 13-6. Potential Annualized Losses by Jurisdiction

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATES
Young County	$231,317	$9,638
City of Graham	$25,420	$1,059
City of Newcastle	$0	$0
City of Olney	$71,900	$2,996
Planning Area	**$328,637**	**$13,693**

The severity of a flooding event varies depending on the relative risk to citizens and structures located within each city. Table 13-7 depicts the level of impact for Young County and each participating jurisdiction.

Table 13-7. Impact by Jurisdiction

JURISDICTION	IMPACT	DESCRIPTION
Young County	Limited	It is anticipated that Young County could anticipate an impact of "limited" with critical facilities would be shut down for 24 hours or less and less than 10 percent of property would be destroyed or damaged.
City of Graham	Limited	It is anticipated that the City of Graham could anticipate an impact of "limited" with critical facilities would be shut down for 24 hours or less and less than 10 percent of property would be destroyed or damaged.
Graham ISD	Limited	It is anticipated that the Graham ISD could anticipate an impact of "limited" with critical facilities would be shut down for 24 hours or less and less than 10 percent of property would be destroyed or damaged.
City of Newcastle	Limited	It is anticipated that the City of Newcastle could anticipate an impact of "limited" with critical facilities would be shut down for 24 hours or less and less than 10 percent of property would be destroyed or damaged.
City of Olney	Limited	It is anticipated that the City of Olney could anticipate an impact of "limited" with critical facilities would be shut down for 24 hours or less and less than 10 percent of property would be destroyed or damaged.

Assessment of Impacts

Flooding is the deadliest natural disaster that occurs in the U.S. each year, and it poses a constant and significant threat to the health and safety of the people in the Young County planning area. Impacts to the planning area can include:

- Flood-related rescues may be necessary at swift and low water crossings or in flooded neighborhoods where roads have become impassable, placing first responders in harm's way.
- Evacuations may be required for entire neighborhoods because of rising floodwaters, further taxing limited response capabilities and increasing sheltering needs for displaced residents.
- Health risks and threats to residents are elevated after the flood waters have receded due to contaminated flood waters (untreated sewage and hazardous chemicals) and mold growth typical in flooded buildings and homes.
- Significant flood events often result in widespread power outages increasing the risk to more vulnerable portions of the population who rely on power for health and/or life safety.
- Extended power outage can result in an increase in structure fires and/or carbon monoxide poisoning as individuals attempt to cook or heat their home with alternate, unsafe cooking or heating devices, such as grills.
- Floods can destroy or make residential structures uninhabitable, requiring shelter or relocation of residents in the aftermath of the event.
- First responders are exposed to downed power lines, contaminated and potentially unstable debris, hazardous materials, and generally unsafe conditions, elevating the risk of injury to first responders and potentially diminishing emergency response capabilities.
- Emergency operations and services may be significantly impacted due to damaged facilities.
- Significant flooding can result in the inability of emergency response vehicles to access areas of the community.
- Critical staff may suffer personal losses or otherwise impacted by a flood event and unable to report for duty, limiting response capabilities.

- City or county departments may be flooded, delaying response and recovery efforts for the entire community.
- Private sector entities that the jurisdiction and its residents rely on, such as utility providers, financial institutions, and medical care providers may not be fully operational and may require assistance from neighboring communities until full services can be restored.
- Damage to infrastructure may slow economic recovery since repairs may be extensive and lengthy.
- Some businesses not directly damaged by the flood may be negatively impacted while utilities are being restored or water recedes, further slowing economic recovery.
- When the community is affected by significant property damage it is anticipated that funding would be required for infrastructure repair and restoration, temporary services and facilities, overtime pay for responders, and normal day-to-day operating expenses.
- Displaced residents may not be able to immediately return to work, further slowing economic recovery.
- Residential structures substantially damaged by a flood may not be rebuilt for years and uninsured or underinsured residential structures may never be rebuilt, reducing the tax base for the community.
- Large floods may result in a dramatic population fluctuation, as people are unable to return to their homes or jobs and must seek shelter and/or work outside of the affected area.
- Businesses that are uninsured or underinsured may have difficulty reopening, which results in a net loss of jobs for the community and a potential increase in the unemployment rate.
- Recreation activities such as fishing, boating, and camping activities at the Brazos River, Lake Graham or Lake Eddleman may be unavailable and tourism can be unappealing for years following a large flood event, devastating directly related local businesses and negatively impacting economic recovery.
- Flooding may cause significant disruptions of clean water and sewer services, elevating health risks and delaying recovery efforts.
- The psycho-social effects on flood victims and their families can traumatize them for long periods of time, creating long term increases in medical treatment and services.
- Extensive or repetitive flooding can lead to decreases in property value for the affected community.
- Flood poses a potential catastrophic risk to annual and perennial crop production and overall crop quality leading to higher food costs.
- Flood related declines in production may lead to an increase in unemployment.
- Large floods may result in loss of livestock, potential increased livestock mortality due to stress and water borne disease, and increased cost for feed.

The overall extent of damages caused by floods is dependent on the extent, depth and duration of flooding, and the velocities of flows in the flooded areas. The level of preparedness and pre-event planning done by government, businesses, and citizens will contribute to the overall economic and financial conditions in the aftermath of a flood event.

NATIONAL FLOOD INSURANCE PROGRAM (NFIP) PARTICIPATION

Flood insurance offered through the National Flood Insurance Program (NFIP) is the best way for home and business owners to protect themselves financially against the flood hazard. Young County and all participating jurisdictions are currently participating in the NFIP and are in good standing. Graham ISD is not eligible entities for participation in the NFIP and district facilities are located outside of the SFHA.

All participating jurisdictions currently have in place minimum NFIP standards for new construction and substantial improvements of structures. These jurisdictions are considering adopting additional higher regulatory NFIP standards to limit floodplain development. The flood hazard areas throughout the planning area are subject to periodic inundation, which may result in loss of life and property, health and safety hazards, disruption of commerce and governmental services, and extraordinary public expenditures for flood protection and relief, of which adversely affect public safety.

These flood losses are created by the cumulative effect of obstructions in floodplains which cause an increase in flood heights and velocities, and by the occupancy of flood hazard areas by uses vulnerable to floods and hazardous to other lands because they are inadequately elevated, flood-proofed or otherwise protected from flood damage. Mitigation actions are included to address flood maintenance issues as well, including routinely clearing debris from drainage systems and bridges and expanding drainage culverts and storm water structures to more adequately convey flood waters.

It is the purpose of Young County and all participating jurisdictions to continue to promote the public health, safety and general welfare by minimizing public and private losses due to flood conditions in specific areas. All of the NFIP participating jurisdictions in the Plan are guided by their local Flood Damage Prevention Ordinance. These communities will continue to comply with NFIP requirements through their local permitting, inspection, and record-keeping requirements for new and substantially developed construction. Further, the NFIP program for all of the participating jurisdictions promotes sound development in floodplain areas and includes provisions designed to:

- Protect human life and health;
- Minimize expenditure of public money for costly flood control projects;
- Minimize the need for rescue and relief efforts associated with flooding and generally undertaken at the expense of the general public;
- Minimize prolonged business interruptions;
- Minimize damage to public facilities and utilities such as water and gas mains, electric, telephone and sewer lines, streets, and bridges located in floodplains;
- Help maintain a stable tax base by providing for the sound use and development of flood-prone areas in such a manner as to minimize future flood blight areas; and
- Ensure that potential buyers are notified that property is in a flood area.

In order to accomplish these tasks, Young County and all participating jurisdictions seek to follow these guidelines to achieve flood mitigation by:

- Restrict or prohibit uses that are dangerous to health, safety, or property in times of flood, such as filling or dumping, that may cause excessive increases in flood heights and/or velocities;
- Require that uses vulnerable to floods, including facilities, which serve such uses, be protected against flood damage at the time of initial construction as a method of reducing flood losses;

- Control the alteration of natural floodplains, stream channels, and natural protective barriers, which are involved in the accommodation of floodwaters;
- Control filling, grading, dredging, and other development, which may increase flood damage; and
- Prevent or regulate the construction of flood barriers which will unnaturally divert floodwaters or which may increase flood hazards to other lands.

NFIP COMPLIANCE AND MAINTENANCE

As mentioned, Young County and all participating jurisdictions have developed mitigation actions that relate to either NFIP maintenance or compliance. Compliance and maintenance actions can be found in Section 17.

Flooding was identified by the majority of participating communities as a high-risk hazard during hazard ranking activities at the Risk Assessment Workshop. As such, many of the mitigation actions were developed with flood mitigation in mind. A majority of these flood actions address compliance with the NFIP and implementing flood awareness programs. Participating jurisdictions recognize the need and are working towards adopting higher NFIP regulatory standards to further minimize flood risk in their community. In addition, each jurisdiction is focusing on NFIP public awareness activities. This includes promoting the availability of flood insurance by placing NFIP brochures and flyers in public libraries or public meeting places.

All participating jurisdictions in the NFIP have a designated floodplain administrator. All floodplain administrators in the planning area will continue to maintain compliance with the NFIP including continued floodplain administration, zoning ordinances, and development regulation. The floodplain ordinance adopted by each participating jurisdiction outlines the minimum requirements for development in special flood hazard areas.

REPETITIVE LOSS

The Severe Repetitive Loss (SRL) Grant Program under FEMA provides federal funding to assist states and communities in implementing mitigation measures to reduce or eliminate the long-term risk of flood damage to severe repetitive loss residential structures insured under the NFIP. The Texas Water Development Board (TWDB) administers the SRL grant program for the State of Texas. One of the goals of the FMA program is to reduce the burden of repetitive loss and severe repetitive loss properties on the NFIP through mitigation activities that significantly reduce or eliminate the threat of future flood damages.

Repetitive Loss properties are defined as structures that are:

- Any insurable building for which 2 or more claims of more than $1,000 each, paid by the National Flood Insurance Program (NFIP) within any 10-year period, since 1978;
- May or may not be currently insured under the NFIP.

Severe Repetitive Loss properties are defined as residential properties that are:

- Covered under the NFIP and have at least four flood related damage claim payments (building and contents) over $5,000.00 each, and the cumulative amount of such claims payments exceed $20,000; or
- At least two separate claim payments (building payments only) have been made with the cumulative amount of the building portion of such claims exceeding the market value of the building.

In either scenario, at least two of the referenced claims must have occurred within any ten-year period and must be greater than 10 days apart.[5] Table 13-8 shows repetitive loss and severe repetitive loss properties for each participating jurisdiction in the planning area. It is noted that Young County and the City of Newcastle currently have no repetitive loss properties.

Table 13-8. Repetitive Loss and Severe Repetitive Loss Properties

JURISDICTION	BUILDING TYPE	NUMBER OF STRUCTURES	NUMBER OF LOSSES
City of Graham	Non-Residential	1	2
City of Graham	Other Residential	1	2
City of Graham	Single Family	7	23
City of Olney	Non-Residential	1	2

[5] Source: Texas Water Development Board

SECTION 14: WINTER STORM

Hazard Description 1
Location 3
Extent 3
Historical Occurrences 4
Significant Events 6
Probability of Future Events 6
Vulnerability and Impact 6
Assessment of Impacts 9

HAZARD DESCRIPTION



A severe winter storm event is identified as a storm with snow, ice, or freezing rain. This type of storm can cause significant problems for area residents. Winter storms are associated with freezing or frozen precipitation such as freezing rain, sleet, snow, and the combined effects of winter precipitation and strong winds. Wind chill is a function of temperature and wind. Low wind chill is a product of high winds and freezing temperatures.

Winter storms that threaten Young County planning area usually begin as powerful cold fronts that push south from central Canada. Although the county is at risk to ice hazards, extremely cold temperatures, and snow, the effects and frequencies of winter storm events are generally mild and short-lived. As indicated in Figure 14-1, on average, the Young County planning area, including all participating jurisdictions, and Graham ISD typically experience approximately 18-24 extreme cold days a year, meaning up to 24 days are at or around freezing temperatures. During times of ice and snow accumulation, response times will increase until public works road crews are able to make major roads passable. Table 14-1 describes the types of winter storms possible to occur in the Young County planning area, including all participating jurisdictions, and Graham ISD.

Figure 14-1. Extreme Cold Days, 1960-2003[1]

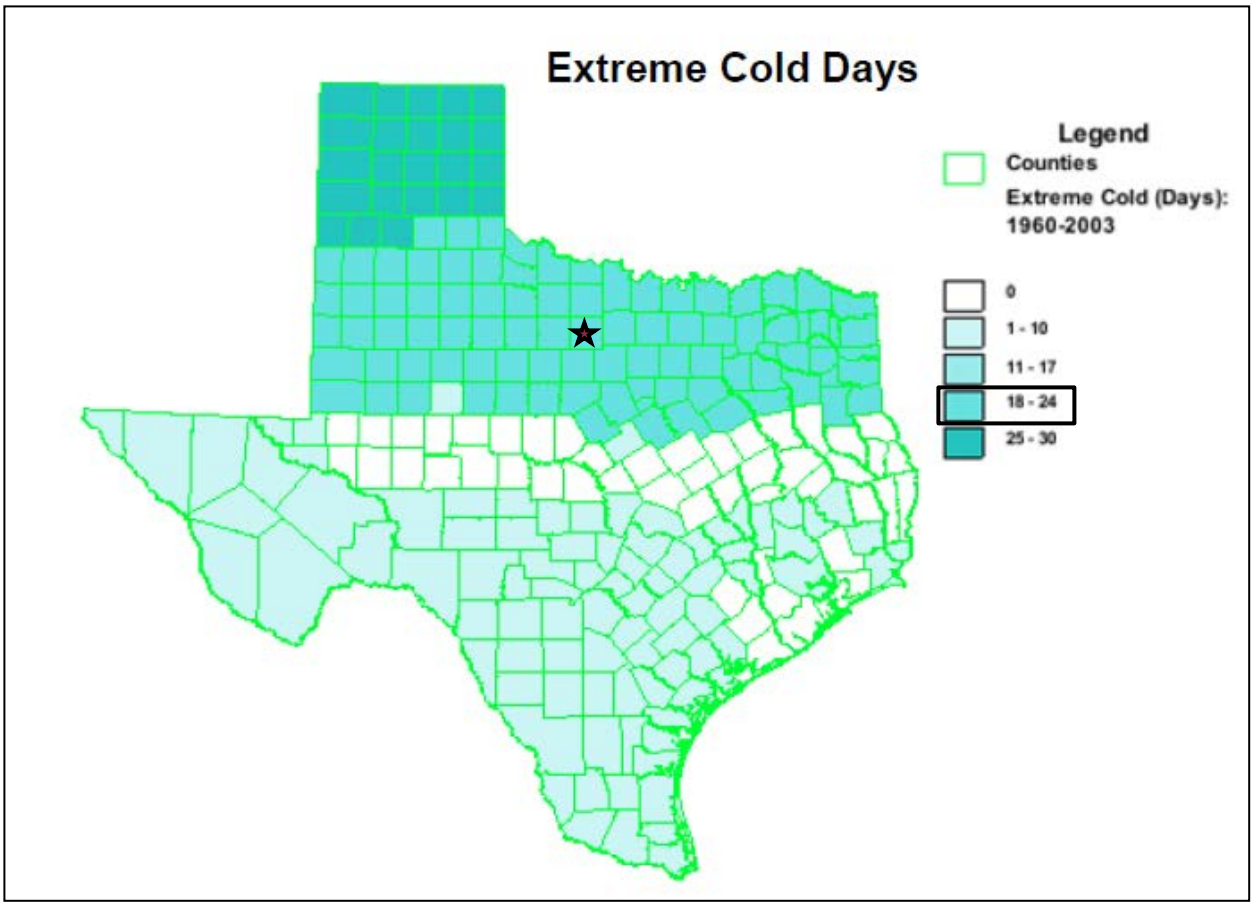


Table 14-1. Types of Winter Storms

TYPE OF WINTER STORM	DESCRIPTION
Winter Weather Advisory	This alert may be issued for a variety of severe conditions. Weather advisories may be announced for snow, blowing or drifting snow, freezing drizzle, freezing rain, or a combination of weather events.
Winter Storm Watch	Severe winter weather conditions may affect your area (freezing rain, sleet, or heavy snow may occur separately or in combination).
Winter Storm Warning	Severe winter weather conditions are imminent.
Freezing Rain or Freezing Drizzle	Rain or drizzle is likely to freeze upon impact, resulting in a coating of ice glaze on roads and all other exposed objects.

[1] Source: National Weather Service. Young County indicated by star.

TYPE OF WINTER STORM	DESCRIPTION
Sleet	Small particles of ice usually mixed with rain. If enough sleet accumulates on the ground, it makes travel hazardous.
Blizzard Warning	Sustained wind speeds of at least 35 mph are accompanied by considerable falling or blowing snow. This alert is the most perilous winter storm with visibility dangerously restricted.
Frost/Freeze Warning	Below freezing temperatures are expected and may cause significant damage to plants, crops, and fruit trees.
Wind Chill	A strong wind combined with a temperature slightly below freezing can have the same chilling effect as a temperature nearly 50 degrees lower in a calm atmosphere. The combined cooling power of the wind and temperature on exposed flesh is called the wind-chill factor.

LOCATION

Winter storm events are not confined to specific geographic boundaries. Therefore, all existing and future buildings, facilities, and populations in the Young County planning area, including all participating jurisdictions, and the Graham ISD are considered to be exposed to a winter storm hazard and could potentially be impacted.

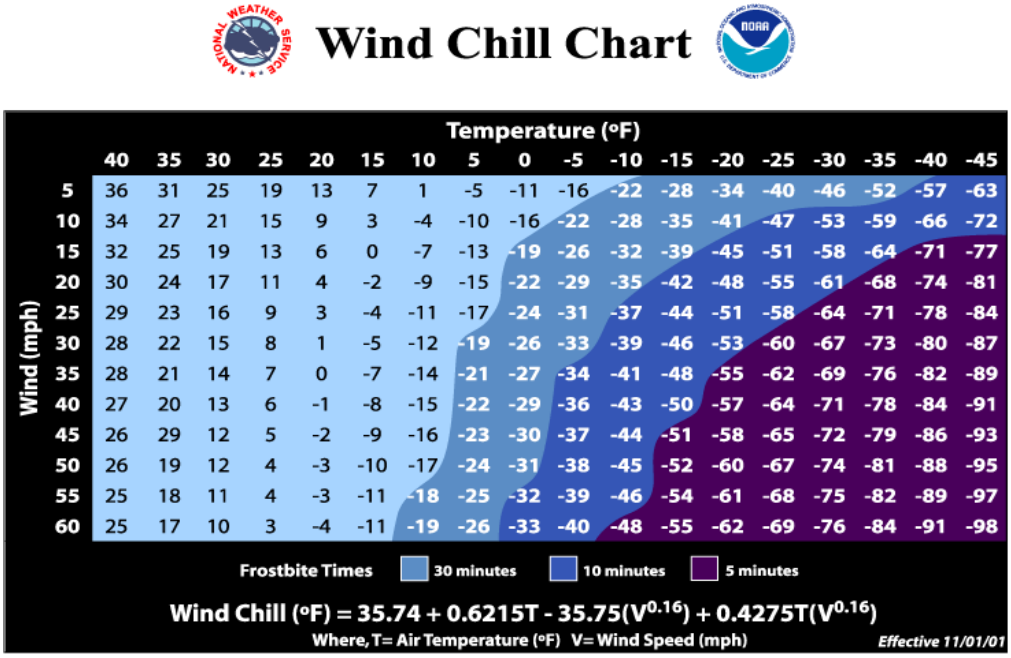
EXTENT

The extent or magnitude of a severe winter storm is measured in intensity based on the temperature and level of accumulations as shown in Table 14-2. Table 14-2 should be read in conjunction with the wind-chill factor described in Figure 14-2 to determine the intensity of a winter storm. The chart is not applicable when temperatures are over 50°F or winds are calm. This is an index developed by the National Weather Service.

Table 14-2. Magnitude of Severe Winter Storms

INTENSITY	TEMPERATURE RANGE (Fahrenheit)	EXTENT DESCRIPTION
Mild	40° – 50°	Winds less than 10 mph and freezing rain or light snow falling for short durations with little or no accumulations
Moderate	30° – 40°	Winds 10 – 15 mph and sleet and/or snow up to 4 inches
Significant	25° – 30°	Intense snow showers accompanied with strong gusty winds between 15 and 20 mph with significant accumulation
Extreme	20° – 25°	Wind driven snow that reduces visibility, heavy winds (between 20 to 30 mph), and sleet or ice up to 5 millimeters in diameter
Severe	Below 20°	Winds of 35 mph or more and snow and sleet greater than 4 inches

Figure 14-2. Wind Chill Chart



Wind chill temperature is a measure of how cold the wind makes real air temperature feel to the human body. Since wind can dramatically accelerate heat loss from the body, a blustery 30°F day would feel just as cold as a calm day with 0°F temperatures. The Young County planning area, including all participating jurisdictions, and Graham ISD has never experienced a blizzard, but based on 32 previous occurrences recorded from 1996 through August 2019, it has been subject to winter storm watches, warnings, freezing rain, sleet, snow, and wind chill.

The average number of cold days is similar for the entire planning area, including all participating jurisdictions and Graham ISD. Therefore, the intensity or extent of a winter storm event to be mitigated for the area ranges from mild to extreme according to the definitions at Table 14-2. The entire Young County planning area can expect anywhere between 0.1 to 4.0 inches of ice and snow during a winter storm event and temperatures between 20 and 50 degrees with winds ranging from 0 to 20 mph.

HISTORICAL OCCURRENCES

Table 14-3 shows historical occurrences for Young County from January 1996 through August 2019 provided by the NCEI database. There have been 32 recorded winter storm events in Young County, including the Graham ISD and all participating jurisdictions. Historical winter storm information, as provided by the NCEI, identifies winter storm activity across a multi-county forecast area for each event. The appropriate percentage of the total property and crop damage reported for the entire forecast area has been allocated to each county impacted by the event. Historical winter storm data for the county, all participating jurisdictions and Graham ISD are provided on a County-wide basis per the NCEI database. Table 14-3 shows historical incident information for the planning area.

Table 14-3. Historical Winter Storm Events, 1996-2019[2]

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	3/26/1996	0	0	$0	$0
Young County	4/5/1996	0	0	$0	$0
Young County	11/24/1996	0	0	$0	$0
Young County	1/12/1997	0	0	$0	$0
Young County	12/22/1998	0	0	$0	$0
Young County	1/25/2000	0	0	$0	$0
Young County	12/12/2000	0	0	$0	$0
Young County	12/25/2000	0	0	$0	$0
Young County	12/31/2000	0	0	$0	$0
Young County	1/1/2001	0	0	$0	$0
Young County	1/18/2001	0	0	$0	$0
Young County	11/27/2001	0	0	$0	$0
Young County	3/2/2002	0	0	$0	$0
Young County	2/24/2003	0	0	$0	$0
Young County	12/22/2004	0	0	$0	$0
Young County	11/29/2006	0	0	$0	$0
Young County	1/13/2007	0	0	$18,685	$0
Young County	1/17/2007	0	0	$0	$0
Young County	2/1/2007	0	0	$0	$0
Young County	1/27/2009	0	0	$23,884	$0
Young County	12/24/2009	0	0	$175,143	$0
Young County	2/11/2010	0	0	$23,267	$0
Young County	2/1/2011	0	0	$227,868	$0
Young County	12/5/2013	0	0	$0	$0

[2] Values are in 2019 dollars.

JURISDICTION	DATE	DEATHS	INJURIES	PROPERTY DAMAGE	CROP DAMAGE
Young County	2/2/2014	0	0	$5,370	$0
Young County	11/24/2014	0	0	$0	$0
Young County	1/1/2015	0	0	$0	$0
Young County	2/23/2015	0	0	$3,223	$0
Young County	2/27/2015	0	0	$0	$0
Young County	3/4/2015	0	0	$0	$0
Young County	3/4/2015	0	0	$0	$0
Young County	3/4/2015	0	0	$0	$0
TOTALS		**0**	**0**	**$477,440**	

Significant Events

December 24, 2009 – Young County

An average of seven to eight inches of snow fell across the county as reported by local law enforcement and COOP observers. Strong winds created near blizzard conditions across the county during the afternoon hours. The peak wind reported at the automated weather station in Graham (KRPH) was 39 mph. Snow drifts as high as 4 feet were reported in some locations. Several roads during the day became impassable because of the snow and icy roadways. At night, the snow froze on the roadways, creating icy roads and treacherous travel conditions across the county through Christmas morning.

February 1, 2011 – Young County

Five to seven inches of snow was reported across the county; which did not include the freezing rain and sleet that had occurred. Most of the vehicle incidents reported were due to stuck vehicles or vehicles that had slid off the roadway. The prolonged cold that settled in after the ice storm kept the roads treacherous for the next four days and many schools and businesses were closed for those four days.

PROBABILITY OF FUTURE EVENTS

According to historical records, the planning area experiences approximately one winter storm event each year. Hence, the probability of a future winter storm event affecting the Young County planning area, including all participating jurisdictions is highly likely, with a winter storm likely to occur within the next year.

VULNERABILITY AND IMPACT

During periods of extreme cold and freezing temperatures, water pipes can freeze and crack, and ice can build up on power lines, causing them to break under the weight or causing tree limbs to fall on the lines. These events can disrupt electric service for long periods.

An economic impact may occur due to increased consumption of heating fuel, which can lead to energy shortages and higher prices. House fires and resulting deaths tend to occur more frequently from increased and improper use of alternate heating sources. Fires during winter storms also present a greater danger because water supplies may freeze and impede firefighting efforts.

All populations, buildings, critical facilities, and infrastructure in the entire Young County planning area, including all participating jurisdictions are vulnerable to severe winter events.

The following critical facilities would be vulnerable to Winter Storm events in each participating jurisdiction:

Table 14-4. Critical Facilities by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

People and animals are subject to health risks from extended exposure to cold air. Elderly people are at greater risk of death from hypothermia during these events, especially in the rural areas of the county where populations are sparse, icy roads may impede travel, and there are fewer neighbors to check in on the elderly. According to the U.S. Center for Disease Control, every year hypothermia kills about 600 Americans, half of whom are 65 years of age or older. In addition, populations living below the poverty level may not be able to afford to run air-conditioning on a regular basis

Population over 65 in the entire Young County planning area is estimated at 19.7% of the total population or an estimated total of 3,583[3] potentially vulnerable residents in the planning area based on age. An estimated 16.5% of the planning area population live below the poverty level (Table 14-5). Graham ISD populations are reported under the City of Graham.

[3] US Census Bureau 2017 data for Young County

Table 14-5. Population at Greater Risk by Jurisdiction

JURISDICTION	POPULATION 65 AND OLDER	POPULATION BELOW POVERTY LEVEL
Young County[4]	3,583	2,997
City of Graham	1,589	1,641
City of Newcastle	103	134
City of Olney	717	528

The Graham Independent School District is also at risk from winter storm events. Power outages at schools without emergency generators could make the schools unsafe for students to attend. The Graham ISD will also have to consider the safety of the students during the transportation to and from the schools, if roadways are closed, unsafe, or obstructed. There is also a risk as sporting events and practices at the ISD athletic fields where events are typically held outside during late fall or early winter when temperatures begin to lower. Ice storms during the school day can lead to early school closings often combined with hazardous driving conditions. The risk of injury to students and faculty will be elevated along walkways and parking lots as well as access and secondary roads. In addition, the Graham ISD employs 91 people who frequently work outdoors and may be at greater risk during winter storm events.

Historic loss, in 2019 dollars, is estimated at $477,440 in damages over the 24-year recording period giving an approximate loss of $19,893 in damages annually (Table 14-6). The potential severity of impact for the Young County planning area, including all participating jurisdictions are “Limited” meaning injuries are treatable with first aid, shutdown of facilities and services for 24 hours or less, and less than 10% of property destroyed or with major damage.

Annualized losses are not included for Graham ISD as there have not been events or losses to affect either Independent School District separate and apart from a historical occurrence for the City of Graham. The Graham ISD has no recorded losses, injuries or fatalities as a result of winter storms.

Table 14-6. Potential Annualized Losses for Young County Planning Area

JURISDICTION	PROPERTY & CROP LOSS	ANNUAL LOSS ESTIMATES
Young County	$477,440	$19,893

[4] County totals includes all incorporated jurisdictions and unincorporated areas.

Assessment of Impacts

The greatest risk from a winter storm hazard is to public health and safety. Potential impacts for the planning area may include:

- Vulnerable populations, particularly the elderly and infants, can face serious or life-threatening health problems from exposure to extreme cold including hypothermia and frostbite.
- Loss of electric power or other heat source can result in increased potential for fire injuries or hazardous gas inhalation because residents burn candles for light or use fires or generators to stay warm.
- Response personnel, including utility workers, public works personnel, debris removal staff, tow truck operators, and other first responders, are subject to injury or illness resulting from exposure to extreme cold temperatures.
- Response personnel would be required to travel in potentially hazardous conditions, elevating the life safety risk due to accidents and potential contact with downed power lines.
- Operations or service delivery may experience impacts from electricity blackouts due to winter storms.
- Power outages are possible throughout the planning area due to downed trees and power lines and/or rolling blackouts.
- Critical facilities without emergency backup power may not be operational during power outages.
- Emergency response and service operations may be impacted by limitations on access and mobility if roadways are closed, unsafe, or obstructed.
- Hazardous road conditions will likely lead to increases in automobile accidents, further straining emergency response capabilities.
- Depending on the severity and scale of damage caused by ice and snow events, damage to power transmission and distribution infrastructure can require days or weeks to repair.
- A winter storm event could lead to tree, shrub, and plant damage or death.
- Severe cold and ice could significantly damage agricultural crops.
- Schools may be forced to shut early due to treacherous driving conditions.
- Exposed water pipes may be damaged by severe or late season winter storms at both residential and commercial structures, causing significant damages.

The economic and financial impacts of winter weather on the community will depend on the scale of the event, what is damaged, and how quickly repairs to critical components of the economy can be implemented. The level of preparedness and pre-event planning done by businesses and citizens will also contribute to the overall economic and financial conditions in the aftermath of a winter storm event.

SECTION 15: EARTHQUAKE

Hazard Description 1
Location 2
Extent 4
Historical Occurrences 7
Probability of Future Events 7
Vulnerability and Impact 7

HAZARD DESCRIPTION

An earthquake is the sudden movement of the Earth's surface cause by the release of stress accumulated within or along the edge of the Earth's tectonic plates, volcanic eruption, or by a manmade explosion. The majority of earthquakes occur along faults; however earthquakes can occur within plate interiors. Over geologic time, plates move and plate boundaries change, pushing weaken boundary regions to the interior part of the plates. These areas of weakness within the continents can cause earthquakes in response to stresses that originate at the edges of the plate or in the deeper crust.

Earthquakes' locations are described by their focal depth and geographic position of the epicenter. The focal depth of an earthquake is the depth from the Earth's surface to the region where an earthquake's energy originates (the focus or hypocenter). The epicenter is the point on the Earth's surface directly above the hypocenter. Earthquakes usually occur without warning, with their effects impacting great distances away from the epicenter.

According to the U.S. Geological Society (USGS) Earthquake Hazards Program, an earthquake hazard is anything associated with an earthquake that may influence an individual's normal activities. Table 15-1 describes definition of examples.

Table 15-1. Definitions of Earthquake Hazards[1]

HAZARD	DESCRIPTION
Surface Faulting	Displacement that reaches the earth's surface during slip along a fault. Commonly occurs with shallow earthquakes, those with an epicenter less than 20 kilometers.

[1] Source: USGS, 2012

HAZARD	DESCRIPTION
Ground Motion (shaking)	The movement of the earth's surface from earthquakes or explosions. Ground motion or shaking is produced by waves that are generated by sudden slip on a fault or sudden pressure at the explosive source and travel through the earth and along its surface.
Landslide	A movement of surface material down a slope.
Liquefaction	A process by which water-saturated sediment temporarily loses strength and acts as a fluid, like when you wiggle your toes in the wet sand near the water at the beach. This effect can be caused by earthquake shaking.
Tectonic Deformation	A change in the original shape of a material due to stress and strain.
Tsunami	A sea wave of local or distant origin that results from large-scale seafloor displacements associated with large earthquakes, major submarine slides, or exploding volcanic islands.
Seiche	The sloshing of a closed body of water from earthquake shaking

LOCATION

Earthquake hazard areas are mapped by the US Geological Survey from lowest hazard to highest hazard areas. Figure 15-1 shows major earthquake hazard areas. An Earthquake Hazard Map, also known as a Percent Peak Ground Accelerations (%PGA) Map. The map shows the %PGA values with a 2% chance of being exceeded over 50 years. %PGA is an earthquake measurement that displays three things: the geographic area affected (all colored areas on the map), the probability of an earthquake of each given level of severity (2% chance in 50 years), and the strength of ground movement (severity) shown as percent of the acceleration force of gravity (%g) (the PGA is indicated by color). The Young County Planning Area including the Graham ISD, and all participating jurisdictions, is identified in Table 15-1, is located in a low hazard area of 4-8%g peak ground acceleration.

Figure 15-1. U.S. Map of Peak Ground Acceleration

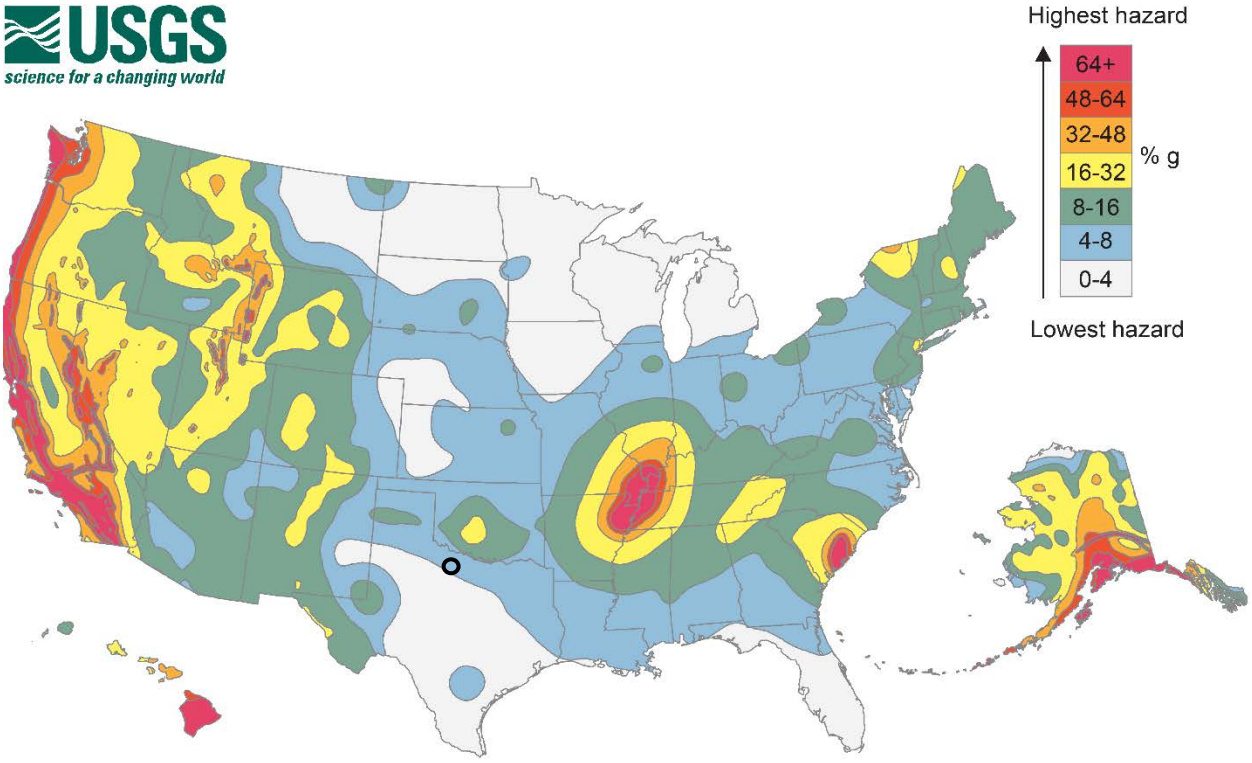
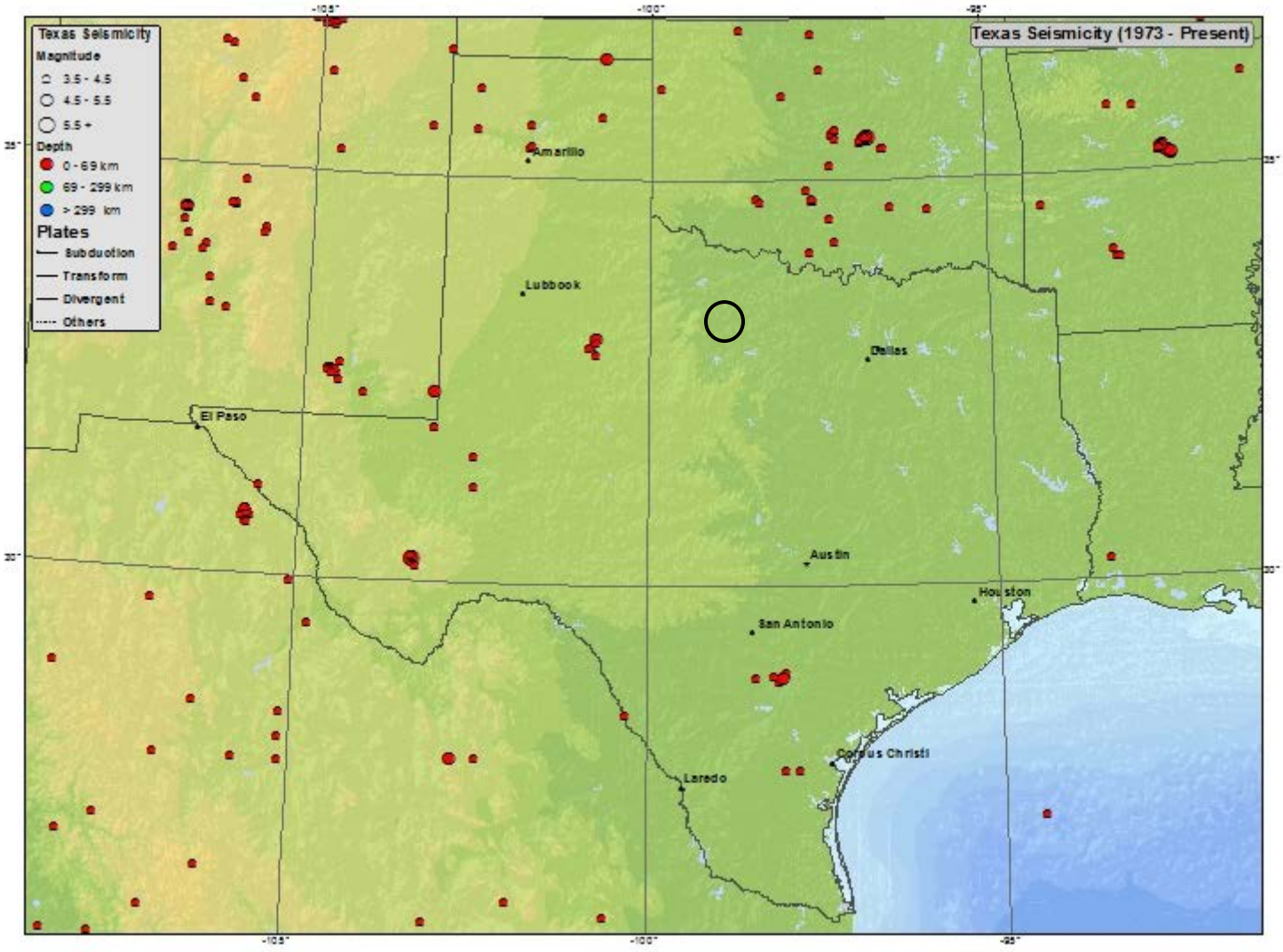


Figure 15-2 maps historic earthquake epicenters across Texas between 1973 and 2012.

Figure 15-2. Historic Earthquake Epicenters in Texas, 1973-2012



EXTENT

The magnitude, or intensity of an earthquake, is a recorded value of the amplitude of seismic waves. The Richter scale is the most commonly used scale that measures the magnitude of earthquakes. It has no upper limit and is not used to describe damage (Table 15-2).

Table 15-2. Richter Scale

RICHTER MAGNITUDES	EARTHQUAKE EFFECTS
2.5 or LESS	Usually not felt, but can be recorded by seismograph
2.5-5.4	Often felt, but only causes minor damage
5.5-6.0	Slight damage to buildings and other structures
6.1 TO 6.9	May cause a lot of damage in very populated areas
7.0 TO 7.9	Major earthquake; serious damage
8 OR GREATER	Great earthquake; can totally destroy communities near the epicenter

The intensity of an earthquake is expressed by the Modified Mercalli Scale, based on the effects of ground shaking on people, buildings, and natural features, and is location dependent. The Modified Mercalli Scale gives the intensity of the earthquake in values ranging from I to XII. Table 15-3 summarizes earthquake intensity as described by the Modified Mercalli Scale, and provides a comparison between the Richter and Modified Mercalli Intensity Scales.

Table 15-3. Modified Mercalli Intensity (MMI) Scale

SCALE	INTENSITY	DESCRIPTION OF EFFECTS	CORRESPONDING RICHTER MAGNITUDE
I	INSTRUMENTAL	Not Felt except by a very few under especially favorable conditions	
II	FEEBLE	Felt only by a few persons at rest, especially on upper floors of buildings	< 4.2
III	SLIGHT	Felt quite noticeably by persons indoors, especially on upper floors of buildings. Many people do not recognize it as an earthquake. Standing motor cars may rock slightly. Vibrations similar to the passing of a truck. Duration Estimated	
IV	MODERATE	Felt indoors by many, outdoors by few during the day. At night, some awakened. Dishes, windows, doors, disturbed; walls make cracking sound. Sensation like heavy truck striking building. Standing motor cars rocked noticeably.	

SCALE	INTENSITY	DESCRIPTION OF EFFECTS	CORRESPONDING RICHTER MAGNITUDE
V	SLIGHTLY STRONG	Felt by nearly everyone; many awakened. Some dishes, windows broken. Unstable objects overturned. Pendulum clocks may stop.	< 4.8
VI	STRONG	Felt by all, many frightened. Some heavy furniture moved; a few instances of fallen plaster. Damage slight.	< 5.4
VII	VERY STRONG	Damage negligible in buildings of good design and construction; slight to moderate in well-built ordinary structures; considerable damage in poorly built or badly designed structures; some chimneys broken	< 6.1
VIII	DESTRUCTIVE	Damage slight in specially designed structures; considerable damage in ordinary substantial buildings with partial collapse. Damage great in poorly built structures. Fall of chimneys, factory stacks, columns, monuments, walls. Heavy furniture overturned	
IX	RUINOUS	Damage considerable in specially designed structures; well-designed frame structures thrown out of plumb. Damage great in substantial buildings, with partial collapse. Buildings shifted off foundations.	< 6.9
X	DISASTROUS	Some well-built wooden structures destroyed; most masonry and frame structures destroyed with foundations. Rails bent.	< 7.3
XI	VERY DISASTROUS	Few, if any (masonry) structures remain standing. Bridges destroyed. Rails bent greatly.	< 8.1
XII	CATASTROPHIC	Few, if any (masonry) structures remain standing. Bridges destroyed. Rails bent greatly.	> 8.1

Table 15-4 lists the Modified Mercalli Intensity (MMI) with the corresponding Acceleration (%g) (PGA), as well as the perceived shaking and potential damage expected.

Table 15-4. Modified Mercalli Intensity (MMI) and PGA Equivalents

MMI	ACCELERATION (%g) (PGA)	PERCEIVED SHAKING	POTENTIAL DAMAGE
I	<.17	Not Felt	None
II	.17-1.4	Weak	None
III	.17-1.4	Weak	None
IV	1.4-3.9	Light	None
V	3.9-9.2	Moderate	Very Light
VI	9.2-18	Strong	Light
VII	18-34	Very Strong	Moderate

Taking into consideration the possible extent of an earthquake for the area, by reviewing Tables 15-2 through 15-4 in conjunction with previous occurrences as depicted in Figure 15-2, Young County Planning Area, including Graham ISD, and all participating jurisdictions, experience on average less than 2.5 Richter Scale or Level IV or instrumental impact based on the Modified Mercalli intensity scale. This is the greatest extent the entire planning area can anticipate in the future.

HISTORICAL OCCURRENCES

According to USGS, and the National Geophysical Data Center (NGDC), there are no “significant” earthquakes on record for the state of Texas and the entire Young County Planning Area from 2150 B.C. to present. A significant earthquake, as defined by NGDC, is one that has caused at least moderate damage (approximately $1 million or more), has resulted in 10 or more deaths, has registered as a magnitude 7.5 or greater, has registered as Modified Mercalli Intensity (MMI) Scale X or greater, or generated a tsunami. None of these criteria have been met by any seismic activity known to have impacted the Young County Planning Area, including Graham ISD, and all participating jurisdictions.

PROBABILITY OF FUTURE EVENTS

Earthquake Hazard Maps show the distribution of earthquake shaking levels that have a certain probability of occurring over a given period. According to the USGS, the entire Planning Area 5 has a PGA of 4-8%g for earthquakes with a 2-percent probability of occurring within 50 years. Based on historical records, the probability of an earthquake affecting the Young County Planning Area, including Graham ISD, and all participating jurisdictions, is unlikely, meaning that an event is probable in the next ten years.

VULNERABILITY AND IMPACT

Little warning is usually associated with earthquakes, and can impact areas a great distance away from the epicenter. The amount of damage depends on the density of population and buildings, and infrastructure construction in the affected area. Some places may be more vulnerable than others

based on soil type, building age, and building codes in the Young County Planning Area, including Graham ISD, and all participating jurisdictions.

Table 15-5 includes the critical facilities that would be vulnerable to Earthquake events in each participating jurisdiction:

Table 15-5. Critical Facilities by Jurisdiction

JURISDICTION	CRITICAL FACILITIES
Young County	3 Government Facilities, 1 Communications Facility, 3 Fire Stations, 2 Police Stations, 3 EMS Service Sites, 5 Water/Wastewater Treatment Facilities, 2 EOC Facilities, 1 Hospital, 3 ISDs, 1 Electric Service Provider, 1 Airport, 2 Highway Transportation Facilities
City of Graham	1 Government Facility, 1 Police Station/EOC, 1 Fire Station, 1 EMS, 2 Water/Wastewater Treatment Facilities, 5 shelters, 1 Hospital, 1 Airport, 1 Public Works Facility, 5 Schools
Graham ISD	9 structures including 5 Schools
City of Newcastle	1 Government Facility, 1 Fire Station, 1 School, 1 Wastewater Treatment Facility, 1 Water Standpipe
City of Olney	2 Government Facility, 1 Police Station, 1 Fire Station, 1 Evacuation Center, 21 Utility Operations Facilities, 1 Airport, 1 Hospital, 1 Medical Facility, 4 Schools, 5 Emergency Communications sites

With no historical events recorded, annualized loss-estimates for earthquakes are not available; neither is a breakdown of potential dollar losses of critical facilities and infrastructure. The potential severity of impact from an earthquake for the entire Young County Planning Area, including all participating jurisdictions, is classified as “limited”, meaning that less than 10 percent of infrastructure would be damaged with critical facilities being shut down for less than 24 hours.

SECTION 16: MITIGATION STRATEGY

Mitigation Goals 1
Goal 1 1
Goal 2 2
Goal 3 2
Goal 4 2
Goal 5 3

MITIGATION GOALS

Based on the results of the risk and capability assessments, the Planning Team developed and prioritized the mitigation strategy. At the Mitigation Strategy Workshop in January 2019, Planning Team members refined the Plan's mitigation strategy. The following goals and objectives were identified.

Goal 1

Protect public health and safety.

OBJECTIVE 1.1

Advise the public about health and safety precautions to guard against injury and loss of life from hazards.

OBJECTIVE 1.2

Maximize utilization of the latest technology to provide adequate warning, communication, and mitigation of hazard events.

OBJECTIVE 1.3

Reduce the danger to, and enhance protection of, high risk areas during hazard events.

OBJECTIVE 1.4

Protect critical facilities and services.

Goal 2



Build and support local capacity and commitment to continuously become less vulnerable to hazards.

OBJECTIVE 2.1

Build and support local partnerships to continuously become less vulnerable to hazards.

OBJECTIVE 2.2

Build a cadre of committed volunteers to safeguard the community before, during, and after a disaster.

OBJECTIVE 2.3

Build hazard mitigation concerns into county, city, and ISD planning and budgeting processes.

Goal 3

Increase public understanding, support, and demand for hazard mitigation.

OBJECTIVE 3.1

Heighten public awareness regarding the full range of natural and man-made hazards the public may face.

OBJECTIVE 3.2

Educate the public on actions they can take to prevent or reduce the loss of life or property from all hazards and increase individual efforts to respond to potential hazards.

OBJECTIVE 3.3

Publicize and encourage the adoption of appropriate hazard mitigation measures.

Goal 4

Protect new and existing properties.

OBJECTIVE 4.1

Reduce repetitive losses to the National Flood Insurance Program (NFIP).

OBJECTIVE 4.2

Use the most cost-effective approach to protect existing buildings and public infrastructure from hazards.

OBJECTIVE 4.3

Enact and enforce regulatory measures to ensure that future development will not put people in harm's way or increase threats to existing properties.

Goal 5

Maximize the resources for investment in hazard mitigation.

OBJECTIVE 5.1

Maximize the use of outside sources of funding.

OBJECTIVE 5.2

Maximize participation of property owners in protecting their properties.

OBJECTIVE 5.3

Maximize insurance coverage to provide financial protection against hazard events.

OBJECTIVE 5.4

Prioritize mitigation projects, based on cost-effectiveness and sites facing the greatest threat to life, health, and property.

SECTION 17: MITIGATION ACTIONS

Summary 1
Young County – County-Wide Actions 3
City of Graham 8
Graham ISD 31
City of Newcastle 36
City of Olney 54

SUMMARY

As discussed in Section 2, at the mitigation workshop the planning team and stakeholders met to develop mitigation actions for each of the natural hazards included in the Plan. Each of the actions in this section were prioritized based on FEMA's Social, Technical, Administrative, Political, Legal, Economic, and Environmental (STAPLEE) criteria necessary for the implementation of each action.

As part of the economic evaluation of the STAPLEE analysis, jurisdictions analyzed each action in terms of the overall costs, measuring whether the potential benefit to be gained from the action outweighed costs associated with it. As a result of this exercise, priority was assigned to each mitigation action by marking them as High (H), Moderate (M), or Low (L). An action that is ranked as "High" indicates that the action will be implemented as soon as funding is received. A "Moderate" action is one that may not be implemented right away depending on the cost and number of citizens served by the action. Actions ranked as "Low" indicate that they will not be implemented without first seeking grant funding and after "High" and "Moderate" actions have been completed.

All mitigation actions created by Planning Team members are presented in this section in the form of Mitigation Action Worksheets. More than one hazard is sometimes listed for an action, if appropriate. Actions presented in this section represent a comprehensive range of mitigation actions per current State and FEMA Guidelines, including two actions, per hazard, and of two different types for each participating jurisdiction. The county-wide actions refer to Young County, the City of Graham, the City of Newcastle, and the City of Olney.

Table 17-1. Young County Mitigation Action Matrix

TYPE OF ACTION	
Action #1 – Plans/Regulations (Blue)	Action #4 – Structural (Orange)
Action #2 – Education/Awareness (Red)	Action #5 – Preparedness/Response (Black)
Action #3 – Natural Resources (Green)	

Jurisdiction	Drought	Extreme Heat	Hail	Lightning	Thunderstorm Wind	Tornado	Wildfire	Dam Failure	Flood	Winter Storm	Earthquake
Young County	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
City of Graham	xxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxxx	xxxx	xxxx
Graham ISD	xx	xx	xx	xx	xxx	xxx	xx	xx	xx	xx	xx
City of Newcastle	xxx	xxx	xxxx	xxxx	xxxx	xxxx	xxxxx	xxxx	xxxxx	xxxx	xxx
City of Olney	xxxxx	xxxxx	xxxx	xxxx	xxxx	xxxx	xxxxx	N/A	xxxxx	xxxx	xxxx

YOUNG COUNTY – COUNTY-WIDE ACTIONS

	Young County-Wide – Action #1
Proposed Action:	Implement education and awareness program utilizing media, social media, bulletins, flyers, etc. to educate citizens of hazards that can threaten the area and mitigation measures to reduce injuries, fatalities, and property damages.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Promote hazard awareness and protect citizens from potential injuries and damages.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure (Young County, City of Graham, and City of Newcastle only), Drought, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds (staff time), State and Federal Grants
Lead Agency/Department Responsible:	Young County EMC, City of Graham EMC, City of Newcastle EMC, and City of Olney EMC
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	Young County-Wide – Action #2
Proposed Action:	Acquire and install generators with hard wired quick connections at all critical facilities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney, critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Provide power for critical facilities during power outages and ensure continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure (Young County, City of Graham, and City of Newcastle only), Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	County Public Works, City of Graham Administrator, City of Newcastle Administrator, City of Olney Engineer
Implementation Schedule:	Within 12-24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

		Young County-Wide – Action #3
	Proposed Action:	Upgrade critical facilities to include drought mitigation measures protection such as drought tolerant landscaping, installation of a sprinkler system with regular watering schedule.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney, critical facilities
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages at critical facilities
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Drought
Effect on New/Existing Buildings:	Reduce risk to new and existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	County Public Works, City of Graham Administrator, City of Newcastle Administrator, City of Olney Engineer
Implementation Schedule:	Within 12-24 months of plan adoption
Incorporation into Existing Plans:	Capital Improvement Plan (applicable jurisdictions)

COMMENTS

	Young County-Wide – Action #4
Proposed Action:	Harden / retrofit critical facilities to hazard-resistant levels.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney, critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages at critical facilities; Ensure continuity of critical services during and after event; Reduce risk of injury to emergency and critical personnel.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure (Young County, City of Graham, and City of Newcastle only), Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	Reduce risk to existing structures
Priority (High, Moderate, Low):	High
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	County Public Works, City of Graham Administrator, City of Newcastle Administrator, City of Olney Engineer
Implementation Schedule:	Within 12-24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan; Capital Improvement Plan (applicable jurisdictions)

COMMENTS

	Young County-Wide – Action #5
Proposed Action:	Implement training and education program utilizing multiple sources to educate First Responders of ICS and hazards that can threaten the area and mitigation measures to reduce injuries, fatalities, and property damages.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Promote emergency response and hazard awareness to protect First Responders and citizens from potential injuries and damages.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness – Preparedness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure (Young County, City of Graham, and City of Newcastle only), Drought, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds (staff time), State and Federal Grants
Lead Agency/Department Responsible:	Young County EMC, City of Graham EMC, City of Newcastle EMC, and City of Olney EMC
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS
Emergency response and training is key to success for mitigation and safety.

	Young County-Wide – Action #6
Proposed Action:	Build safe room shelters throughout the jurisdiction (including in schools) so that residents can reach shelter in less than five minutes.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, Graham ISD, City of Newcastle, and City of Olney
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by providing shelter in high risk areas during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Young County EMC, City of Graham EMC, City of Newcastle EMC, City of Olney EMC, and ISD Administration
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan; Capital Improvement Plan (applicable jurisdictions)

COMMENTS

	Young County-Wide – Action #7
Proposed Action:	Develop and implement a safe room rebate program for individual safe rooms in single-family residences.
BACKGROUND INFORMATION	
Jurisdiction/Location:	County-wide, including City of Graham, City of Newcastle, and City of Olney
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by providing in-home safe rooms in high risk areas during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000 per safe room
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Young County EMC, City of Graham EMC, City of Newcastle EMC, and City of Olney EMC
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

CITY OF GRAHAM

	City of Graham – Action #1
Proposed Action:	Acquire and distribute NOAA weather radios.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens through improved communications and early warning.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Graham – Action #2
Proposed Action:	Obtain certification in the National Weather Service StormReady Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by educating the public on how to prepare for hazards and disasters.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Winter Storm, Tornado, Hail
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds (staff time), State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Graham – Action #3
Proposed Action:	Relocate critical facilities out of high hazard areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to structures; Ensure continuity of critical services; Reduce risk of injuries to critical service employees.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire, Dam Failure
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$2,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Graham – Action #4
Proposed Action:	Restrict future development in high risk areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to new structures and infrastructure through building restrictions in high risk areas.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire, Dam Failure
Effect on New/Existing Buildings:	Reduce risk to new structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,500
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Graham – Action #5
Proposed Action:	Adopt and implement a routine tree trimming program that clears tree limbs near power lines and / or hanging in right-of-way; Remove dead trees from right-of-way and drainage systems on a scheduled basis.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Hail, Lightning, Tornado, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator/Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Maintenance Plan, Drainage Plan

COMMENTS

	City of Graham – Action #6
Proposed Action:	Adopt on-site retention basin program in conjunction with development to address excessive stormwater / firefighting water source.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Requiring developers to implement on-site retention basin for new developments will prevent downstream impacts, reduce impacts to floodplain, and provide additional potential water sources for firefighting uses.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Graham – Action #7
Proposed Action:	Incorporate higher standards for hazard resistance in local application of the building code.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to structures through improved construction techniques; Reduce recovery efforts for the community after an event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	Reduce risk to new structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

	City of Graham – Action #8
Proposed Action:	Develop alternative evacuation routes / plans and designate emergency thoroughfares, particularly in areas with limited capacity. Educate citizens on evacuation routes and procedures.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to residents through improved evacuation alternatives and awareness efforts.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Wildfire, Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Graham – Action #9
Proposed Action:	Require “safe rooms” to be added when constructing new schools, daycares, rest homes and critical care facilities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by providing shelter in new critical facilities during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Tornado, Thunderstorm Wind
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

	City of Graham – Action #10
Proposed Action:	Evaluate access and road conditions for response vehicles. Develop and implement options to improve access and / or add redundant access routes in high risk areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through maintained and redundant access routes in high risk areas; Improve response time for emergency services; Reduce risk of injury or damages; Provide additional ingress / egress routes through high risk areas to prevent loss of life and avoid rescue efforts.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire, Flood
Effect on New/Existing Buildings:	Reduce risk to new or existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500, 000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

City of Graham – Action #11	
Proposed Action:	Require standard tie-downs of propane tanks.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of hazardous material release and potential fires; Reduce risk of injuries or fatalities; Reduce risk of flood water contamination.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Dam Failure, Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Graham – Action #12
Proposed Action:	Adopt and implement a program for clearing debris from bridges, drains and culverts.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages caused by flooding by maintaining or restoring drainage capacity.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000 (annually)
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

City of Graham – Action #13	
Proposed Action:	Upgrade undersized stormwater drains and culverts.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide drainage system
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages through improved drainage capacity; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan, Drainage Plan

COMMENTS

	City of Graham – Action #14
Proposed Action:	Educate community on the dangers of low water crossings through the installation of warning signs and promotion of "Turn Around, Don't Drown" Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of injuries, fatalities, and damages through education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Graham – Action #15
Proposed Action:	Increase drainage capacity; Add stormwater detention and / or retention basins as deemed necessary to reduce flood risk.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide, including Shawnee Park
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk through improved drainage capacity; Reduce risk of damages and injuries; Reduce emergency response demands.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000,000
Potential Funding Sources:	Local Funds, HMGP, CDBG, Other State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 24-48 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

City of Graham – Action #16	
Proposed Action:	Flood-proof sewage treatment plants in flood hazard / low-lying areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood water contamination; Reduce risk of surface water infiltration and sewage backup; Ensure continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Dam Failure
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$250,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Wastewater Management Plan

COMMENTS

	City of Graham – Action #17
Proposed Action:	Acquire and preserve open spaces adjacent to floodplain areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide flood risk fringe areas
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk to structures and infrastructure in and near the floodplain; Reduce downstream impacts associated with development in the floodplain; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

		City of Graham – Action #18
	Proposed Action:	Adopt and implement routine fire hydrant maintenance plan.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through routine maintenance of fire hydrants; Reduce risk of injury or damages.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new or existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Graham – Action #19
Proposed Action:	Implement a community education program regarding fire dangers for identified risk areas; Distribute pamphlets through neighborhood associations or insert flyers in water bills to make residents aware of wildfire hazard areas and fire protection measures for homes and yards.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Graham – Action #20
Proposed Action:	Educate citizens on mitigation measures to prevent frozen pipes; Educate homeowners on carbon monoxide monitors / alarms.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages and injuries through mitigation education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Emergency Manager
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Graham – Action #21
Proposed Action:	Run second main water line to increase and maximize capacity.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk through improved drainage capacity; Reduce risk of damages and injuries; Reduce emergency response demands.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, HMGP, CDBG, Other State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 24-48 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

GRAHAM ISD

	Graham ISD – Action #1
Proposed Action:	Implement education and awareness program utilizing classrooms, social media, bulletins, flyers, etc. to educate students, parents, and area residents of hazards that can threaten the area and mitigation measures to reduce injuries, fatalities, and property damages.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Throughout Graham ISD
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Promote hazard awareness and protect students, parents and citizens from potential injuries and damages.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Drought, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$1,000 (staff time)
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Graham ISD Administration
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	Graham ISD – Action #2
Proposed Action:	Acquire and distribute NOAA weather radios to all campus locations and administrative office locations.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Graham ISD campus locations and administrative office locations
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to students and faculty through improved communications and early warning.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$25,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Graham ISD Administration
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Operations Plan

COMMENTS

	Graham ISD – Action #3
Proposed Action:	Acquire and install generators with hard wired quick connections at all campus locations.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Graham ISD campus locations
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Provide power for school facilities during power outages and ensure safety of students and faculty, and continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Graham ISD Administration
Implementation Schedule:	Within 12-24 months of plan adoption
Incorporation into Existing Plans:	Operations Plan

COMMENTS

	Graham ISD – Action #4
Proposed Action:	Upgrade ISD campuses to include drought mitigation measures such as greywater reuse systems, and drought tolerant landscaping.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Graham ISD campus locations
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce water usage at school campuses; Reduce water costs (greywater reuse).
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Drought
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Low
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Graham ISD Administration
Implementation Schedule:	Within 12-24 months of plan adoption
Incorporation into Existing Plans:	Maintenance Plan

COMMENTS

	Graham ISD – Action #5
Proposed Action:	Adopt an ordinance to require "safe rooms" to be added when constructing new schools.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Graham ISD
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to students and faculty by providing shelter in new school sites during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Tornado, Thunderstorm Wind
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Graham ISD Administrative Board with participation from the City Administrators
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

CITY OF NEWCASTLE

	City of Newcastle – Action #1
Proposed Action:	Acquire and distribute NOAA weather radios.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens through improved communications and early warning.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Dam Failure, Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Newcastle – Action #2
Proposed Action:	Obtain certification in the National Weather Service StormReady Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by education the public on how to prepare for hazards and disasters.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Winter Storm, Tornado, Hail
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds (staff time), State and Federal Grants
Lead Agency/Department Responsible:	Emergency Manager
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Newcastle – Action #3
Proposed Action:	Adopt and implement a routine tree trimming program that clears tree limbs near power lines and / or hanging in right-of-way; Remove dead trees from right-of-way and drainage systems on a scheduled basis.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Hail, Lightning, Tornado, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Maintenance Plan, CWPP, Drainage Plan

COMMENTS

	City of Newcastle – Action #4
Proposed Action:	Adopt ordinance requiring tie-downs for mobile homes; Require manufactured housing be securely anchored to permanent foundations.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of injuries or fatalities.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Newcastle – Action #5
Proposed Action:	Require standards for burial of electrical, telephone, cable lines and other utilities in new developments.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of critical services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Dam Failure, Flood, Hail, Lightning, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

City of Newcastle – Action #6	
Proposed Action:	Adopt and implement a program for clearing debris from bridges, drains and culverts.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages caused by flooding by maintaining or restoring drainage capacity.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000 (annually)
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Newcastle – Action #7
Proposed Action:	Identify flood-prone and repetitive loss properties through the Texas Water Development Board. Identify and implement actions to reduce or eliminate flooding at identified properties.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide high flood risk properties and repetitive loss properties
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages or injuries through flood mitigation at high risk structures; Reduce the need for emergency response in high risk areas; Reduce repetitive flood losses / claims; Reduce community recovery efforts and costs.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Floodplain Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Newcastle – Action #8
Proposed Action:	Educate community on the dangers of low water crossings through the installation of warning signs and promotion of "Turn Around, Don't Drown" Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of injuries, fatalities and damages through education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

City of Newcastle – Action #9	
Proposed Action:	Provide how-to information to residents for installing backflow valves to prevent reverse-flow floods.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damage impact on residents after a flood event; Reduce risk of sewage back-up in structures; Reduce risk of injury or illness to residents.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

City of Newcastle – Action #10	
Proposed Action:	Retain and maintain natural vegetation in stormwater channels.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages due to erosion or scour during flood events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

		City of Newcastle – Action #11
	Proposed Action:	Implement stream restoration / channelization program to ensure adequate drainage / diversion of stormwater.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages through improved drainage capacity / stormwater diversion; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

	City of Newcastle – Action #12
Proposed Action:	Conduct public education program on fire risks and wildland fire mitigation, with the assistance of the Texas Forest Service.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Fire Chief
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	CWPP

COMMENTS

City of Newcastle – Action #13	
Proposed Action:	Work with state and local agencies to determine locations to reduce fuel on public and private lands. Implement fuels reduction program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through targeted fuels reduction programs.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Fire Chief
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	CWPP

COMMENTS

	City of Newcastle – Action #14
Proposed Action:	Install fire danger rating / burn ban signs.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Fire Chief/Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	CWPP

COMMENTS

	City of Newcastle – Action #15
Proposed Action:	Implement a community education program regarding fire dangers for identified risk areas; Distribute pamphlets through neighborhood associations or insert flyers in water bills to make residents aware of wildfire hazard areas and fire protection measures for homes and yards.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Fire Chief
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	CWPP

COMMENTS

	City of Newcastle – Action #16
Proposed Action:	Install warning signs at hazardous bridges and roadways subject to ice.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages and injuries on roadways and bridges during winter storm event through education and awareness programs; Reduce demand on emergency response during winter storms.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Newcastle – Action #17
Proposed Action:	Educate citizens on mitigation measures to prevent frozen pipes; Educate homeowners on carbon monoxide monitors / alarms.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages and injuries through mitigation education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

City of Newcastle – Action #18	
Proposed Action:	Adopt and implement program to insulate outdoor pipes at public buildings.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community public facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages at public buildings resulting from freezing temperatures; Ensure continuity of public services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	Reduce risk to existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

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	City of Olney – Action #1
Proposed Action:	Acquire and distribute NOAA weather radios.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens through improved communications and early warning.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Olney – Action #2
Proposed Action:	Obtain certification in the National Weather Service StormReady Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by educating the public on how to prepare for hazards and disasters.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Winter Storm, Tornado, Hail
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds (staff time), State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Olney – Action #3
Proposed Action:	Relocate critical facilities out of high hazard areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to structure; Ensure continuity of critical services; Reduce risk of injuries to critical service employees.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$2,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan; Capital Improvement Plan

COMMENTS

	City of Olney – Action #4
Proposed Action:	Require new public buildings to be sited on low risk parcels.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community (future) public facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to public structures by locating buildings outside of known hazard areas; Ensure continuity of public services following a significant event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,500
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #5
Proposed Action:	Restrict future development in high risk areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to new structures and infrastructure through building restrictions in high risk areas.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,500
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #6
Proposed Action:	Adopt and implement a routine tree trimming program that clears tree limbs near power lines and / or hanging in right-of-way; Remove dead trees from right-of-way and drainage systems on a scheduled basis.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Thunderstorm Wind, Hail, Lightning, Tornado, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator/Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Maintenance Plan, Drainage Plan

COMMENTS

	City of Olney – Action #7
Proposed Action:	Adopt on-site retention basin program in conjunction with development to address excessive stormwater / firefighting water source.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Requiring developers to implement on-site retention basin for new developments will prevent downstream impacts, reduce impacts to floodplain and provide additional potential water sources for firefighting uses.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #8
Proposed Action:	Incorporate higher standards for hazard resistance in local application of the building code.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to structures through improved construction techniques; Reduce recovery efforts for the community after an event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Earthquake, Extreme Heat, Flood, Hail, Lightning, Thunderstorm Wind, Tornado, Wildfire, Winter Storm
Effect on New/Existing Buildings:	Reduce risk to new structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

	City of Olney – Action #9
Proposed Action:	Prohibit animal shelters in known hazard areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to structures and animals by requiring development outside of hazardous areas; reduce burden on emergency response during hazardous events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,500
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #10
Proposed Action:	Provide tax incentives for development of low-hazard land parcels.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk in high hazard areas by promoting and incentivizing development in low risk areas.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #11
Proposed Action:	Implement and enhance an area-wide telephone Emergency Notification System (“Reverse 911”).
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens through improved communication and early warning.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Earthquake, Flood, Thunderstorm Wind, Winter Storm, Tornado, Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Response Plan

COMMENTS

	City of Olney – Action #12
Proposed Action:	Develop alternative evacuation routes / plans and designate emergency thoroughfares, particularly in areas with limited capacity. Educate citizens on evacuation routes and procedures.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk residents through improved evacuation alternatives and awareness efforts.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire, Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan

COMMENTS

	City of Olney – Action #13
Proposed Action:	Provide / construct additional means of access into single-entry neighborhoods; Update subdivision codes for a higher level of ingress and egress.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to residents through improved evacuation alternatives; Improve firefighting capabilities through improved access alternatives.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$250,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances; Capital Improvement Plan

COMMENTS

	City of Olney – Action #14
Proposed Action:	Adopt smart growth initiatives. Incorporate a formal hazard mitigation plan in long-term community development planning activities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk in high hazard areas by promoting and incentivizing development in low risk areas; Build resiliency within the community; Reduce risk of damages through improved planning and construction practices.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Wildfire, Drought, Extreme Heat
Effect on New/Existing Buildings:	Reduce risk to new structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #15
Proposed Action:	Adopt a landscape ordinance (selection and planting guidelines).
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce impact on groundwater; Minimize impacts of expansive soils; Reduce rainfall runoff volume and risk of flooding; Reduce risk and spread of wildfire.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Drought, Flood, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

City of Olney – Action #16	
Proposed Action:	Install irrigation systems and adopt / implement watering schedule at public buildings and critical facilities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community public buildings and critical facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to structures and infrastructure by maintaining adequate soil moisture; Reduce risk and spread of wildfire.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$200,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

City of Olney – Action #17	
Proposed Action:	Equip sewer manholes with watertight covers and inflow guards.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood water contamination; Reduce risk of surface water infiltration and sewage backup; Ensure continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$100,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Wastewater Management Plan

COMMENTS

	City of Olney – Action #18
Proposed Action:	Raise electrical components of sewage lift stations above the Base Flood Elevation (BFE).
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood water contamination; Reduce risk of surface water infiltration and sewage backup; Ensure continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$250,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Wastewater Management Plan

COMMENTS

	City of Olney – Action #19
Proposed Action:	Adopt an ordinance that will limit aerial extensions to water, sewer, gas and electrical lines.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of critical services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations; Reduce risk of sewer infiltration and flood water contamination.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Flood, Hail, Lightning, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #20
Proposed Action:	Adopt architectural design standards for optimal wind conveyance.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages to structures and infrastructure; Reduce risk of injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #21
Proposed Action:	Require “safe rooms” to be added when constructing new schools, daycares, rest homes and critical care facilities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by providing shelter in new critical facilities during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Tornado, Thunderstorm Wind
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

	City of Olney – Action #22
Proposed Action:	Build safe room shelters at manufactured home parks so that all park residents can reach shelter in less than five minutes.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community manufactured home parks
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk to citizens by providing shelter in high risk areas during extreme weather events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Tornado, Thunderstorm Wind
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Low
Estimated Cost:	$500,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 48 months of plan adoption
Incorporation into Existing Plans:	Emergency Management Plan; Capital Improvement Plan

COMMENTS

	City of Olney – Action #23
Proposed Action:	Adopt ordinance requiring tie-downs for mobile homes; Require manufactured housing be securely anchored to permanent foundations.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of injuries or fatalities.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #24
Proposed Action:	Strengthen building codes to mandate the use of steel connectors in new and existing construction.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of injuries or fatalities.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #25
Proposed Action:	Implement measures to secure traffic lights and traffic controls from high wind damage.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of injuries or fatalities.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator/Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #26
Proposed Action:	Require standards for burial of electrical, telephone, cable lines and other utilities in new developments.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of critical services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Flood, Hail, Lightning, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #27
Proposed Action:	Bury existing utility lines.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to infrastructure; Ensure continuity of critical services during and after event; Reduce damages associated with power outages; Reduce risk of injuries or fatalities to vulnerable populations.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Flood, Hail, Lightning, Winter Storm, Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Capital Improvement Plan

COMMENTS

		City of Olney – Action #28
	Proposed Action:	Evaluate access and road conditions for response vehicles. Develop and implement options to improve access and / or add redundant access routes in high risk areas.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through maintained and redundant access routes in high risk areas; Improve response time for emergency services; Reduce risk of injury or damages; Provide additional ingress / egress routes through high risk areas to prevent loss of life and avoid rescue efforts.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire, Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500, 000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Capital Improvement Plan

COMMENTS

	City of Olney – Action #29
Proposed Action:	Establish, adopt and implement a "green infrastructure" program for parks, nature preserves, greenbelts, etc.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce impacts of flood through expanded greenspace and restoration of floodplains and wetlands; Reduce impacts of drought through green infrastructure that works to replenish groundwater reserves; Reduce impacts of Urban Island Heat effect in densely populated areas through tree planting.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood, Drought, Extreme Heat
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

City of Olney – Action #30	
Proposed Action:	Require standard tie-downs of propane tanks.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages to structures and infrastructure; Reduce risk of hazardous material release and potential fires; Reduce risk of injuries or fatalities; Reduce risk of flood water contamination.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Thunderstorm Wind, Tornado, Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #31
Proposed Action:	Adopt and implement a program for clearing debris from bridges, drains and culverts.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damages caused by flooding by maintaining or restoring drainage capacity.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$50,000 (annually)
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #32
Proposed Action:	Identify flood-prone and repetitive loss properties through the Texas Water Development Board. Identify and implement actions to reduce or eliminate flooding at identified properties.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide high flood risk properties and repetitive loss properties
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages or injuries through flood mitigation at high risk structures; Reduce the need for emergency response in high risk areas; Reduce repetitive flood losses / claims; Reduce community recovery efforts and costs.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #33
Proposed Action:	Undertake a comprehensive study of flood risk and reduction alternatives, with the assistance of the U.S. Army Corps of Engineers. Implement feasible alternatives for flood reduction.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide flood hazard areas
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Improve risk assessment; Reduce risk of damages or injuries through drainage improvements; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure Local Plans and Regulations (for unmapped areas)

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

	City of Olney – Action #34
Proposed Action:	Develop a land acquisition program in flood hazard areas. Acquire and demolish repetitive loss properties. Acquire high risk vacant land and maintain as open space.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide flood risk areas
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Eliminate risk of flood damages to high risk structures and prevent future losses in high risk flood hazard areas; Reduce downstream impacts associated with development in the floodplain; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure Natural Systems Protection (vacant land)

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #35
Proposed Action:	Join the Community Rating System program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood insurance premiums for local residents; Reduce flood risk and build resiliency.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #36
Proposed Action:	Add thick vegetation on public lands along river banks.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of erosion or scour due to flooding; Reduce damages to infrastructure including roadways, sidewalks, bridges, and culverts; Reduce demands on emergency response during high water events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$20,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #37
Proposed Action:	Adopt wetlands development regulations; Implement a Comprehensive Watershed Ordinance for new development.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Preserve / restore the natural function of the floodplain; Reduce flood damages and risk of injuries or fatalities through comprehensive development standards.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Flood Damage Prevention Ordinance

COMMENTS

		City of Olney – Action #38
	Proposed Action:	Increase freeboard requirements for permitting structures in the SFHA; Adopt a "no-rise" in BFE in the 100-year floodplain; Update local flood ordinance to prohibit granting of variance in SFHA; Include "cumulative damage" provisions in local floodplain management ordinance.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood damages through development restrictions and improved construction requirements in flood-prone areas.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Flood Damage Prevention Ordinance

COMMENTS

	City of Olney – Action #39
Proposed Action:	Require erosion / sedimentation controls for new construction; Include on-site sediment retention as a development requirement.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages due to erosion or scour during flood events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Flood Damage Prevention Ordinance

COMMENTS

	City of Olney – Action #40
Proposed Action:	Undertake an initiative to increase the number of flood insurance policies.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk and build resiliency; Increase flood risk awareness; Reduce damage impact on residents after a flood event; Reduce the burden on state and federal resources.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #41
Proposed Action:	Upgrade undersized stormwater drains and culverts.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide drainage system
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages through improved drainage capacity; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan, Drainage Plan

COMMENTS

	City of Olney – Action #42
Proposed Action:	Implement a flood awareness program by providing FEMA / NFIP materials to mortgage lenders, real estate agents, and insurance agents and place them in local libraries.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk through education and awareness; Increase flood insurance coverage.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$3,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #43
Proposed Action:	Educate community on the dangers of low water crossings through the installation of warning signs and promotion of "Turn Around, Don't Drown" Program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of injuries, fatalities and damages through education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #44
Proposed Action:	Provide how-to information to residents for installing backflow valves to prevent reverse-flow floods.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce damage impact on residents after a flood event; Reduce risk of sewage back-up in structures; Reduce risk of injury or illness to residents.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$2,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	Local Floodplain Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #45
Proposed Action:	Increase drainage capacity; Add stormwater detention and / or retention basins as deemed necessary to reduce flood risk.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk through improved drainage capacity; Reduce risk of damages and injuries; Reduce emergency response demands.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000,000
Potential Funding Sources:	Local Funds, HMGP, CDBG, Other State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24-48 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

	City of Olney – Action #46
Proposed Action:	Retain and maintain natural vegetation in stormwater channels.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages due to erosion or scour during flood events.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Flood Damage Prevention Ordinance, Local Ordinance

COMMENTS

	City of Olney – Action #47
Proposed Action:	Implement stream restoration / channelization program to ensure adequate drainage / diversion of stormwater.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood damages through improved drainage capacity / stormwater diversion; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$3,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Drainage Plan

COMMENTS

	City of Olney – Action #48
Proposed Action:	Flood-proof sewage treatment plants in flood hazard / low-lying areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of flood water contamination; Reduce risk of surface water infiltration and sewage backup; Ensure continuity of critical services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$250,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Wastewater Management Plan

COMMENTS

	City of Olney – Action #49
Proposed Action:	Adopt regulations to limit amount of impervious cover in conjunction with new development.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood damages and risk of injuries or fatalities through regulated development; Reduce the amount of stormwater runoff in densely developed areas during flood events; Reduce the risk of downstream flooding.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Flood Damage Prevention Ordinance

COMMENTS

	City of Olney – Action #50
Proposed Action:	Acquire and preserve open spaces adjacent to floodplain areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide flood risk fringe areas
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce flood risk to structures and infrastructure in and near the floodplain; Reduce downstream impacts associated with development in the floodplain; Reduce risk of injuries to citizens; Reduce burden on emergency services during and after a flood event.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Flood
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$1,000,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Floodplain Management Plan

COMMENTS

	City of Olney – Action #51
Proposed Action:	Conduct public education program on fire risks and wildland fire mitigation, with the assistance of the Texas Forest Service.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #52
Proposed Action:	Work with state and local agencies to determine locations to reduce fuel on public and private lands. Implement fuels reduction program.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through targeted fuels reduction programs.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

		City of Olney – Action #53
	Proposed Action:	Adopt and implement routine fire hydrant maintenance plan.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through routine maintenance of fire hydrants; Reduce risk of injury or damages.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new or existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #54
Proposed Action:	Cut firebreaks into public wooded areas according to risk factors.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through targeted firebreaks.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Natural Systems Protection

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #55
Proposed Action:	Allow no vegetation in easements or require fire-resistant landscaping.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through improved development practices and building requirements / restrictions.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #56
Proposed Action:	Install a network of dry hydrants in stock ponds, creeks, and small lakes to increase the supply of water for fire protection.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire by increasing water access and firefighting capabilities.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to existing structures and infrastructure
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$500,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #57
Proposed Action:	Restrict hillside development in wildfire areas; Implement density and setback requirements for structures located in wildfire hazard areas.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through improved development practices and building requirements/restrictions.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

		City of Olney – Action #58
	Proposed Action:	Adopt construction regulations for fire-resistant roofing materials, smoke alarm systems, sprinkler systems, cisterns, escape roads, fuels management requirements, and boxing of eaves, overhangs, and decks; Require fire extinguishers for all homes and businesses; Require large side yards between adjacent buildings in residential and commercial areas.
	BACKGROUND INFORMATION	
	Jurisdiction/Location:	Community-wide
	Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of wildfires and the spread of wildfire through improved construction practices and building requirements.
	Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	Reduce risk to new and existing structures and infrastructure
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds (staff time)
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes

COMMENTS

City of Olney – Action #59	
Proposed Action:	Install fire danger rating / burn ban signs.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #60
Proposed Action:	Implement a community education program regarding fire dangers for identified risk areas; Distribute pamphlets through neighborhood associations or insert flyers in water bills to make residents aware of wildfire hazard areas and fire protection measures for homes and yards.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk and spread of wildfires through education and awareness programs; Reduce risk of damages and injuries.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Wildfire
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Fire Department
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #61
Proposed Action:	Install warning signs at hazardous bridges and roadways subject to ice.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages and injuries on roadways and bridges during winter storm events through education and awareness programs; Reduce demand on emergency response during winter storms.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	High
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 12 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #62
Proposed Action:	Educate citizens on mitigation measures to prevent frozen pipes; Educate homeowners on carbon monoxide monitors / alarms.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community-wide
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages and injuries through mitigation education and awareness.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Education and Awareness

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	N/A
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$5,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator
Implementation Schedule:	Within 24-36 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

	City of Olney – Action #63
Proposed Action:	Adopt and implement program to insulate outdoor pipes at public buildings.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community public facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages at public buildings resulting from freezing temperatures; Ensure continuity of public services.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure Local Plans and Regulations

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	Reduce risk to existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$10,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	Local Building Codes / Ordinances

COMMENTS

	City of Olney – Action #64
Proposed Action:	Add building insulation to walls and attics and wrap / insulate pipes at public facilities.
BACKGROUND INFORMATION	
Jurisdiction/Location:	Community public facilities
Risk Reduction Benefit *(Current Cost/Losses Avoided)***:**	Reduce risk of damages at public buildings resulting from freezing temperatures; Reduce energy consumption and costs during extreme temperatures.
Type of Action *(Local Plans and Regulations, Structure and Infrastructure projects, Natural Systems Protection, or Education and Awareness)*	Structure and Infrastructure

MITIGATION ACTION DETAILS	
Hazard(s) Addressed:	Winter Storm
Effect on New/Existing Buildings:	Reduce risk to existing structures
Priority (High, Moderate, Low):	Moderate
Estimated Cost:	$250,000
Potential Funding Sources:	Local Funds, State and Federal Grants
Lead Agency/Department Responsible:	City Administrator, Public Works
Implementation Schedule:	Within 24 months of plan adoption
Incorporation into Existing Plans:	N/A

COMMENTS

SECTION 18: PLAN MAINTENANCE

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PLAN MAINTENANCE PROCEDURES

The following is an explanation of how the participating jurisdictions within Young County, and the general public will be involved in implementing, evaluating, and enhancing the Plan over time. When the plan is discussed in all maintenance procedures it includes mitigation actions and hazard assessments. The sustained hazard mitigation planning process consists of four main parts:

- Incorporation
- Monitoring and Evaluation
- Updating
- Continued Public Involvement

INCORPORATION

Participating jurisdictions within Young County will be responsible for further development and implementation of mitigation actions. Each action has been assigned to a specific department within the participating jurisdictions. The following describes the process by which participating jurisdictions will incorporate elements of the mitigation plan into other planning mechanisms.

Process of Incorporation

Once the Plan is adopted, participating jurisdictions within Young County will implement actions based on priority and the availability of funding. The Planning Area currently implements policies and programs to reduce loss to life and property from hazards. The mitigation actions developed for this Plan enhance this ongoing effort and will be implemented through other program mechanisms where possible.

The potential funding sources listed for each identified action may be used when the jurisdiction seeks funds to implement actions. An implementation time period or a specific implementation date has been assigned to each action as an incentive for completing each task and gauging whether actions are implemented in a timely manner.

Participating jurisdictions within Young County will integrate implementation of their mitigation actions with other plans and policies such as construction standards and emergency management plans, and ensure that these actions, or proposed projects, are reflected in other planning efforts. Coordinating and integrating components of other plans and policies into goals and objectives of the Plan will further maximize funding and provide possible cost-sharing of key projects, thereby reducing loss of lives and property and mitigating hazards affecting the area.

Upon formal adoption of the Plan, planning team members from each participating jurisdiction will work to integrate the hazard mitigation strategies into other plans and codes as they are developed. Participating team members will conduct periodic reviews of plans and policies, once per year at a minimum, and analyze the need for amendments in light of the approved Plan. The planning team will review all comprehensive land use plans, capital improvement plans, annual budget reviews, emergency operations or management plans, and transportation plans to guide and control development (applicable jurisdictions). Participating jurisdictions will ensure that capital improvement planning in the future will also contribute to the goals of this hazard mitigation Plan to reduce the long-term risk to life and property from all hazards (applicable jurisdictions). Within one year of formal adoption of the hazard mitigation Plan, existing planning mechanisms will be reviewed by each jurisdiction.

Young County is committed to supporting the cities, communities, and all participating jurisdictions as they implement their mitigation actions. Planning team members will review and revise, as necessary, the long-range goals and objectives in strategic plan and budgets to ensure that they are consistent with this mitigation action plan. Additionally, the Planning Area will work to advance the goals of this hazard mitigation plan through its routine, ongoing, long-range planning, budgeting, and work processes.

Table 18-1 identifies types of planning mechanisms and examples of methods for incorporating the Plan into other planning efforts. The team members, listed in Table 18-2 below, will be responsible for the review of these planning mechanisms and their incorporation of the plan, with the exception of the Floodplain Management Plans; the jurisdictions who have a Floodplain Administrator on staff will be responsible for incorporating the plan when floodplain management plans are updated or new plans are developed.

Table 18-1. Methods of Incorporation of the Plan

PLANNING MECHANISM	DEPARTMENT / TITLE RESPONSIBLE	INCORPORATION OF PLAN
Annual Budget Review	Young County: EMC City of Graham: EMC Graham ISD: Superintendent City of Newcastle: Mayor City of Olney: EMC	Various departments and key personnel that participated in the planning process for participating jurisdictions within Young County will review the Plan and mitigation actions therein when

PLANNING MECHANISM	DEPARTMENT / TITLE RESPONSIBLE	INCORPORATION OF PLAN
		conducting their annual budget review. Allowances will be made in accordance with grant applications sought, and mitigation actions that will be undertaken, according to the implementation schedule of the specific action.
Capital Improvement Plans	City of Olney: EMC	The City of Olney has a Capital Improvement Plan (CIP) in place. Prior to any revisions to the CIP, City departments will review the risk assessment and mitigation strategy sections of the HMAP, as limiting public spending in hazardous zones is one of the most effective long-term mitigation actions available to local governments.
Grant Applications	Young County: EMC City of Graham: EMC Graham ISD: Superintendent City of Newcastle: Mayor City of Olney: Mayor	The Plan will be evaluated by participating jurisdictions within Young County when grant funding is sought for mitigation projects. If a project is not in the Plan, an amendment may be necessary to include the action in the Plan.
Regulatory Plans	Young County: EMC City of Graham: EMC Graham ISD: Superintendent City of Newcastle: Mayor City of Olney: Mayor	Currently, participating jurisdictions within Young County have regulatory plans in place, such as Emergency Management Plans, Economic Development, and Evacuation Plans. The Plan will be consulted when County and City departments review or revise their current regulatory planning mechanisms, or in the development of regulatory plans that are not currently in place.

MONITORING AND EVALUATION

Periodic revisions of the Plan are required to ensure that goals, objectives, and mitigation actions are kept current. When the plan is discussed in these sections it includes the risk assessment and mitigation actions as a part of the monitoring, evaluating, updating and review process. Revisions may be required to ensure the Plan is in compliance with federal and state statutes and regulations. This section outlines the procedures for completing Plan revisions, updates, and review. Table 18-2 indicates the department and title of the party responsible for Plan monitoring, evaluating, updating, and review of the Plan.

Table 18-2. Team Members Responsible for Plan Monitoring, Evaluating, Updating, and Review of the Plan

JURISDICTION	TITLE
Young County	Emergency Management Coordinator
City of Graham	Emergency Management Coordinator
Graham ISD	Superintendent
City of Newcastle	Mayor
City of Olney	Emergency Management Coordinator

Monitoring

Designated Planning Team members are responsible for monitoring, evaluating, updating, and reviewing the Plan, as shown in Table 18-2. Individuals holding the title listed in Table 18-2 will be responsible for monitoring the Plan on an annual basis. Plan monitoring includes reviewing and incorporating into the Plan other existing planning mechanisms that relate or support goals and objectives of the Plan; monitoring the incorporation of the Plan into future updates of other existing planning mechanisms as appropriate; reviewing mitigation actions submitted and coordinating with various County, City and ISD departments to determine if mitigation actions need to be re-evaluated and updated; evaluating and updating the Plan as necessary; and monitoring plan maintenance to ensure that the process described is being followed, on an annual basis, throughout the planning process. The Planning Team will develop a brief report that identifies policies and actions in the plan that have been successfully implemented and any changes in the implementation process needed for continued success. A summary of meeting notes will report the particulars involved in developing an action into a project. In addition to the annual monitoring, the Plan will be similarly reviewed immediately after extreme weather events including but not limited to state and federally declared disasters.

Evaluation

As part of the evaluation process, the Planning Team will assess changes in risk; determine whether the implementation of mitigation actions is on schedule; determine whether there are any implementation problems, such as technical, political, legal, or coordination issues; and identify changes in land development or programs that affect mitigation priorities for each respective department or organization.

The Planning Team will meet on an annual basis to evaluate the Plan and identify any needed changes, and assess the effectiveness of the plan achieving its stated purpose and goals. The team will evaluate the number of mitigation actions implemented along with the loss-reduction associated with each action. Actions that have not been implemented will be evaluated to determine if any social, political or financial barriers are impeding implementation and if any changes are necessary to improve the viability of an action. The team will evaluate changes in land development and/or programs that affect mitigation priorities in their respective jurisdictions. The annual evaluation process will help to

determine if any changes are necessary. In addition, the Plan will be similarly evaluated immediately after extreme weather events including but not limited to state and federally declared disasters.

UPDATING

Plan Amendments

At any time, minor technical changes may be made to update the Young County Hazard Mitigation Action Plan 2020. Material changes to mitigation actions or major changes in the overall direction of the Plan or the policies contained within it, must be subject to formal adoption by the participating jurisdictions.

The participating jurisdictions within Young County will review proposed amendments and vote to accept, reject, or amend the proposed change. Upon ratification, the amendment will be transmitted to TDEM.

In determining whether to recommend approval or denial of a Plan amendment request, participating jurisdictions will consider the following factors:

- Errors or omissions made in the identification of issues or needs during the preparation of the Plan;
- New issues or needs that were not adequately addressed in the Plan; and
- Changes in information, data, or assumptions from those on which the Plan was based.

Five (5) Year Review

The Plan will be thoroughly reviewed by the Planning Team at the end of three years from the approval date, to determine whether there have been significant changes in the planning area that necessitate changes in the types of mitigation actions proposed. Factors that may affect the content of the Plan include new development in identified hazard areas, increased exposure to hazards, disaster declarations, increase or decrease in capability to address hazards, and changes to federal or state legislation.

The Plan review process provides the participating jurisdictions within Young County an opportunity to evaluate mitigation actions that have been successful, identify losses avoided due to the implementation of specific mitigation measures, and address mitigation actions that may not have been successfully implemented as assigned.

It is recommended that the full Executive and Advisory Planning Team (Section 2, Tables 2-1 and 2-2) meet to review the Plan at the end of three years because grant funds may be necessary for the development of a five-year update. Reviewing planning grant options in advance of the five-year Plan update deadline is recommended considering the timelines for grant and planning cycles can be in excess of a year.

Following the Plan review, any revisions deemed necessary will be summarized and implemented according to the reporting procedures and Plan amendment process outlined herein. Upon completion of the review, update, and amendment process the revised Plan will be submitted to TDEM for final review and approval in coordination with FEMA.

CONTINUED PUBLIC INVOLVEMENT

Public input was an integral part of the preparation of this Plan and will continue to be essential for Plan updates. The Public will be directly involved in the annual evaluation, monitoring, reviewing and cyclical updates. Changes or suggestions to improve or update the Plan will provide opportunities for additional public input.

The public can review the Plan on the participating jurisdictions' websites, where officials and the public are invited to provide ongoing feedback, via email.

The Planning Team may also designate voluntary citizens from the planning area or willing stakeholder members from the private sector businesses that were involved in the Plan's development to provide feedback on an annual basis. It is important that stakeholders and the immediate community maintain a vested interest in preserving the functionality of the planning area as it pertains to the overall goals of the mitigation plan. The Planning team is responsible for notifying stakeholders and community members on an annual basis and maintaining the Plan.

Media, including local newspaper and radio stations, will be used to notify the public of any maintenance or periodic review activities during the implementation, monitoring, and evaluation phases. Additionally, local news media will be contacted to cover information regarding Plan updates, status of grant applications, and project implementation. Local and social media outlets, such as Facebook and Twitter, will keep the public and stakeholders apprised of potential opportunities to fund and implement mitigation projects identified in the Plan.

APPENDIX A: PLANNING TEAM

Planning Team Members 1

Stakeholders 2

PLANNING TEAM MEMBERS

The Young County Hazard Mitigation Action Plan 2020 was organized using a direct representative model. An Executive Planning Team from the participating jurisdictions, shown in Table A-1, was formed to coordinate planning efforts and request input and participation in the planning process. Table A-2 reflects the Advisory Planning Team, consisting of area organizations and departments that participated throughout the planning process. Table A-3 is comprised of stakeholders who were invited to provide Plan input. Public outreach efforts and meeting documentation is provided in Appendix E.

Table A-1. Executive Planning Team

ORGANIZATION / DEPARTMENT	TITLE
Nortex Regional Planning Commission	Emergency Planning Director
Nortex Regional Planning Commission	Emergency Planner
Nortex Regional Planning Commission	Executive Director
Young County	County Judge
Young County	Emergency Management Coordinator
City of Graham	Emergency Management Coordinator
City of Graham	Emergency Management Coordinator Assistant
Graham ISD	Superintendent
City of Newcastle	Mayor
City of Olney	Mayor
City of Olney	Emergency Management Coordinator

Table A-2. Advisory Planning Team

ORGANIZATION / DEPARTMENT	TITLE
Young County	Sergeant
Young County	Sheriff

ORGANIZATION / DEPARTMENT	TITLE
Young County	Judge's Assistant
Young County	County Commissioner – Precinct 1
Young County	County Commissioner – Precinct 2
Young County	County Commissioner – Precinct 3
Young County	County Commissioner – Precinct 4
City of Graham	City Manager
City of Graham	Mayor
City of Graham	Police Chief
City of Graham	EMS Director
City of Graham	Fire Chief
City of Newcastle	City Secretary
City of Newcastle	Public Works
City of Olney	Police Department
City of Olney	City Administrator
City of Olney	Water Plant
City of Olney	Fire WWTP
City of Olney	EMS Director

STAKEHOLDERS

The following groups listed in Table A-3 represent a list of organizations invited to stakeholder meetings, public meetings, and workshops throughout the planning process and include: non-profit organizations, private businesses, universities, and legislators. The public were also invited to participate via e-mail throughout the planning process. Many of the invited organizations and stakeholders participated and were integral to providing comments and data for the Plan. For a list of attendees at meetings, please see Appendix E[1].

[1] Information contained in Appendix E is exempt from public release under the Freedom of Information Act (FOIA).

Table A-3. Stakeholders

AGENCY	TITLE
Archer County	County Judge
Archer County	Emergency Management Coordinator
Baylor County	County Judge
Baylor County	Emergency Management Coordinator
Clay County	County Judge
Clay County	Emergency Management Coordinator
Cottle County	County Judge / EMC
Foard County	County Judge
Graham Fire Department	Fire Chief
Graham Leader News	Reporter
Graham Regional Hospital	EMS Director
Hamilton Hospital	EMS Director
Hamilton Hospital	Chief Nursing Officer
Hardeman County	County Judge
Hardeman County	Emergency Management Coordinator
Jack County	County Judge
Jack County	Emergency Management Coordinator
Montague County	County Judge
Montague County	Emergency Management Coordinator
Newcastle ISD	Superintendent
City of Olney	Council Member
City of Olney	Council Member
City of Olney	Council Member
Olney ISD	Superintendent
Olney VFD	Fire Chief
Texas Division of Emergency Management	District Coordinator

AGENCY	TITLE
Wilbarger County	County Judge
Wilbarger County	Emergency Management Coordinator
Woodson ISD	Superintendent
Young County Rural VFD – Station 1 (Newcastle)	Fire Chief
Young County Rural VFD – Station 2 (Loving)	Fire Chief
Young County Rural VFD – Station 3 (Murray)	Fire Chief
Young County Rural VFD – Station 4 (Eliasville)	Fire Chief
Young County Rural VFD – Station 5 (Graham)	Fire Chief

APPENDIX B: PUBLIC SURVEY RESULTS

Overview 1

Public Survey Results 2

OVERVIEW

The NRPC prepared a public survey that requested public opinion on a wide range of questions relating to natural hazards. The survey was made available via their websites to all of the participating jurisdictions, which has been split into three planning groups, as seen in Table B-1. This survey link was also distributed at public meetings and stakeholder events throughout the planning process.

A total of 184 surveys were collected, the results of which are analyzed in Appendix B. The purpose of the survey was twofold: 1) to solicit public input during the planning process, and 2) to help the jurisdictions identify any potential actions or problem areas.

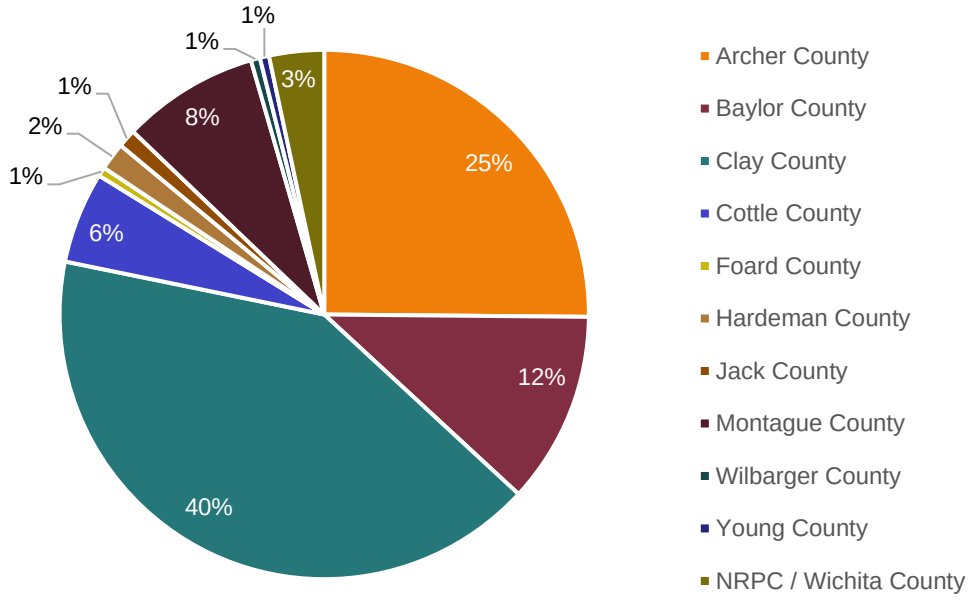
The following survey results depict the percentage of responses for each answer. Similar responses have been summarized for questions that did not provide a multiple-choice answer or that required an explanation.

Table B-1. Participating Jurisdictions by Planning Group

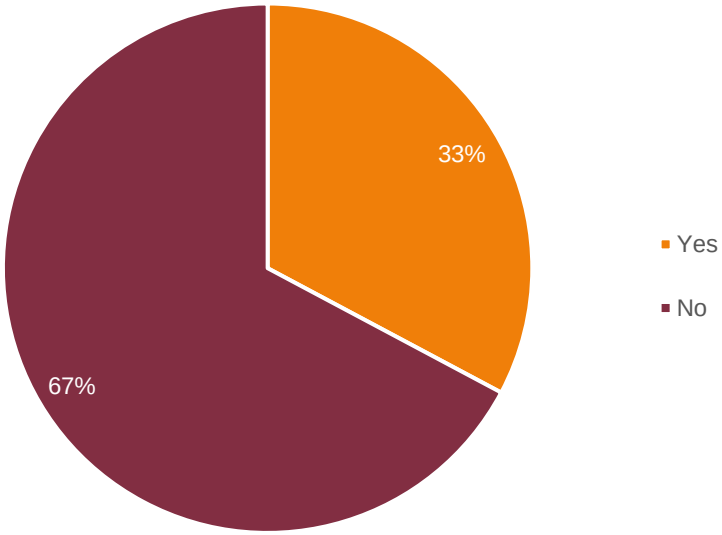
Eastern Group	Central Group	Western Group
Clay County	Archer County	Cottle County
Bellevue ISD	City of Holliday	City of Paducah
City of Henrietta	Holliday ISD	Paducah ISD
Henrietta ISD	Town of Lakeside City	Foard County
Midway ISD	Town of Megargel	City of Crowell
Jack County	City of Scotland	Crowell ISD
City of Bryson	Town of Windthorst	Hardeman County
City of Jacksboro	Baylor County	City of Chillicothe
Montague County	City of Seymour	City of Quanah
City of Bowie	Young County	Wilbarger County
Bowie ISD	City of Graham	City of Vernon
City of Nocona	Graham ISD	
Prairie Valley ISD	City of Newcastle	
City of Saint Jo	City of Olney	

PUBLIC SURVEY RESULTS

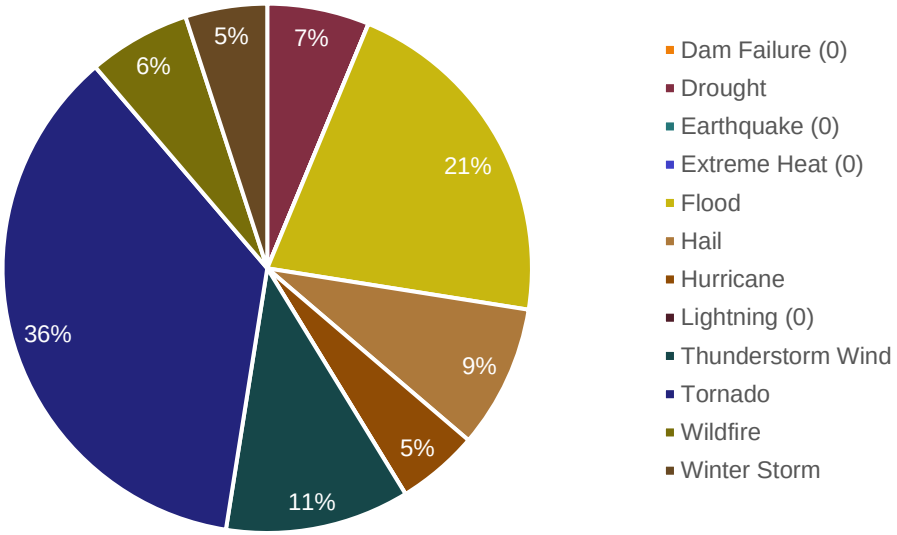
1. Please state the jurisdiction (city or community) where you reside.



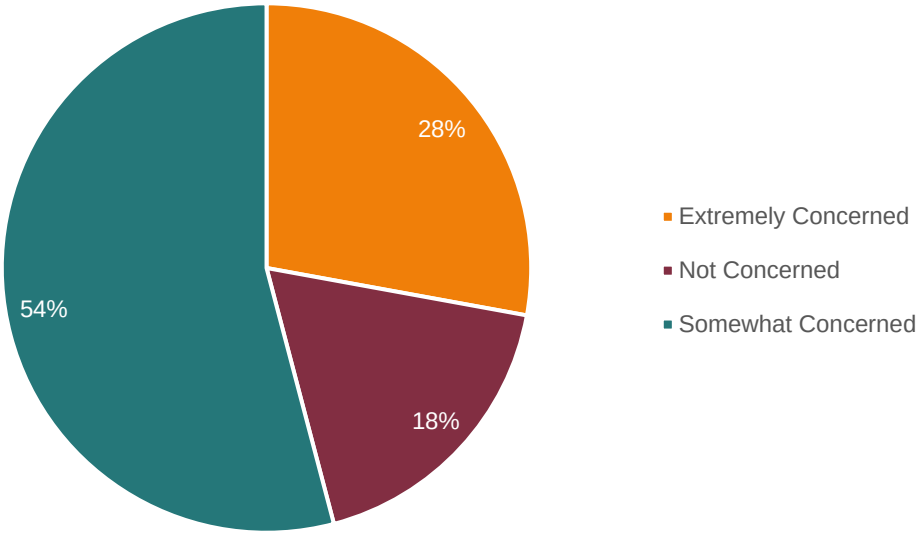
2. A. Have you ever experienced or been impacted by a disaster?



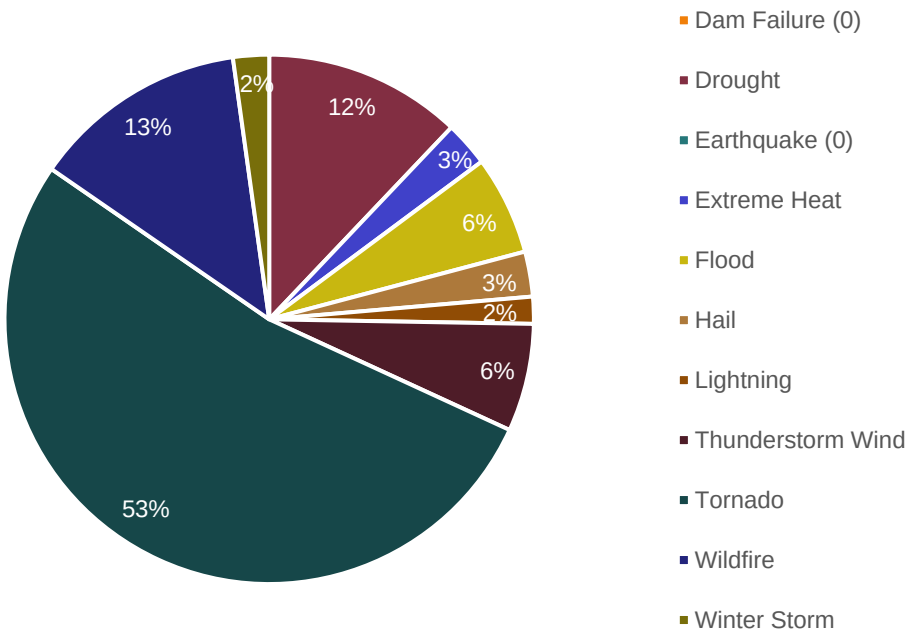
2. B. If “Yes”, please explain:



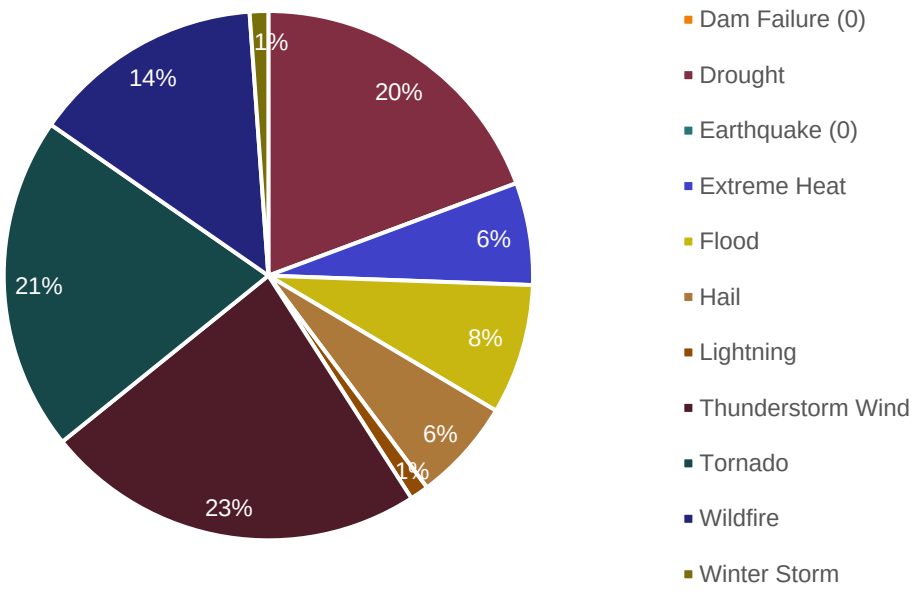
3. How concerned are you about the possibility of your community being impacted by a disaster?



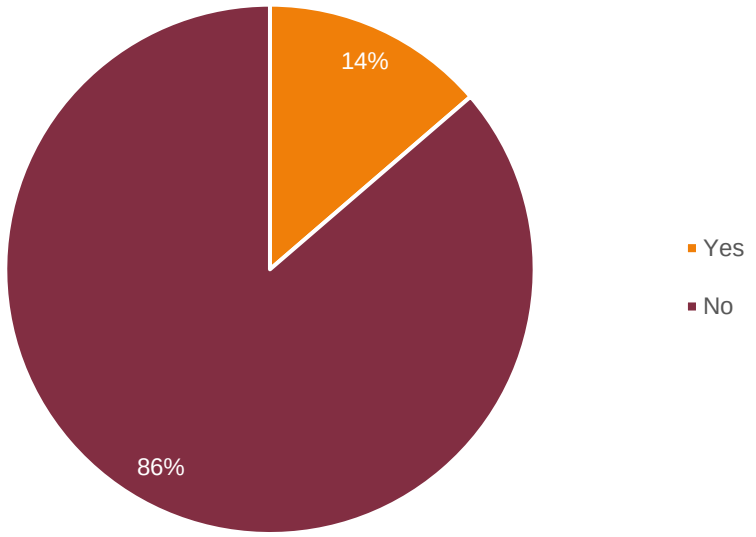
4. Please select the one hazard you think is the highest threat to your neighborhood:



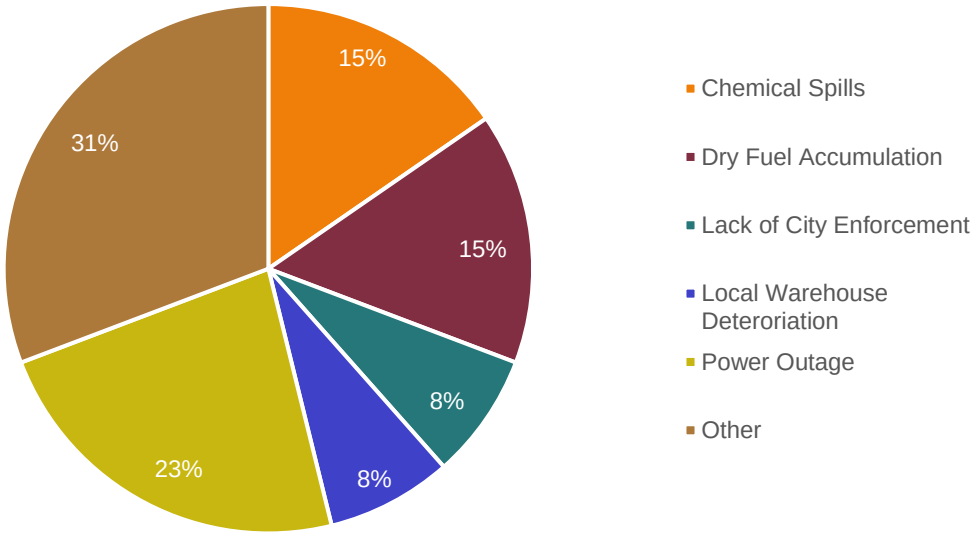
5. Please select the one hazard you think is the second highest threat to your neighborhood:



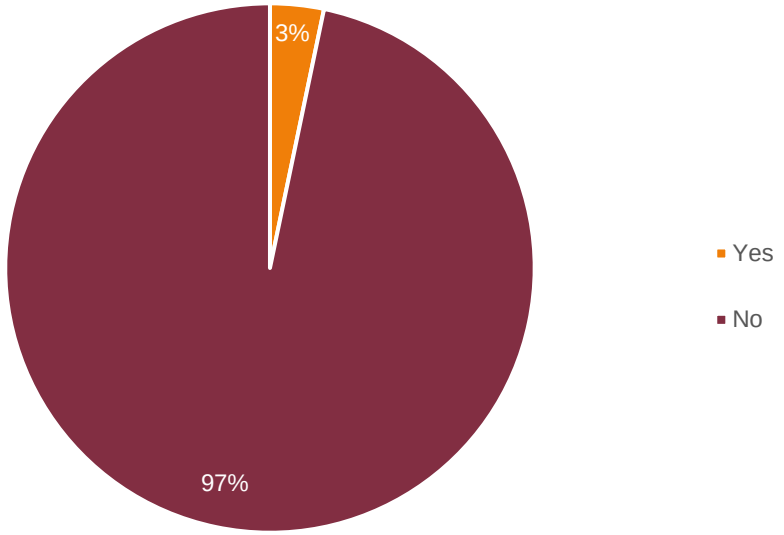
6. A. Is there another hazard not listed above that you think is a wide-scale threat to your neighborhood?



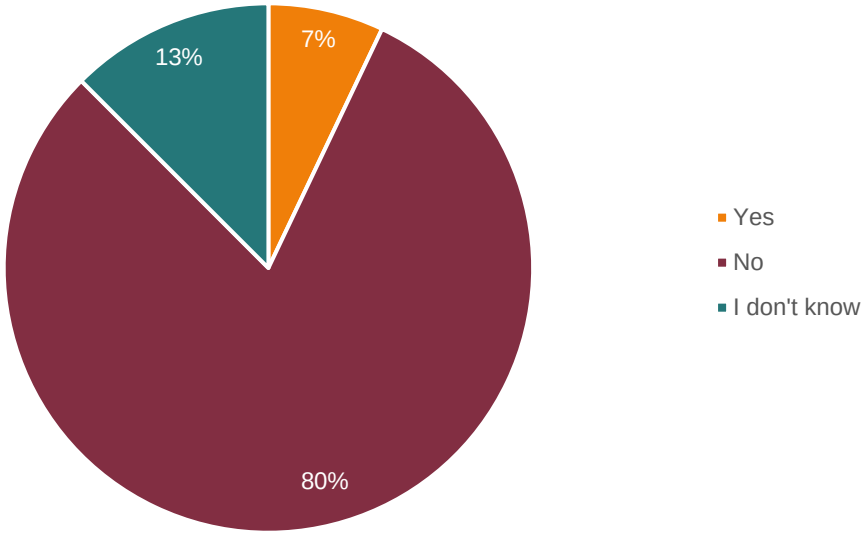
6. B. If “Yes”, please explain:



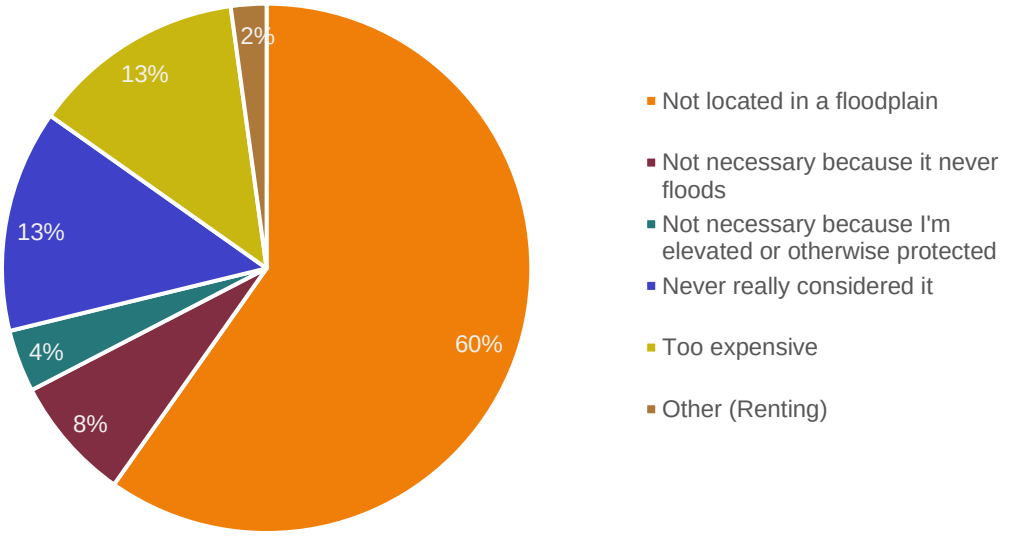
7. Is your home located in a floodplain?



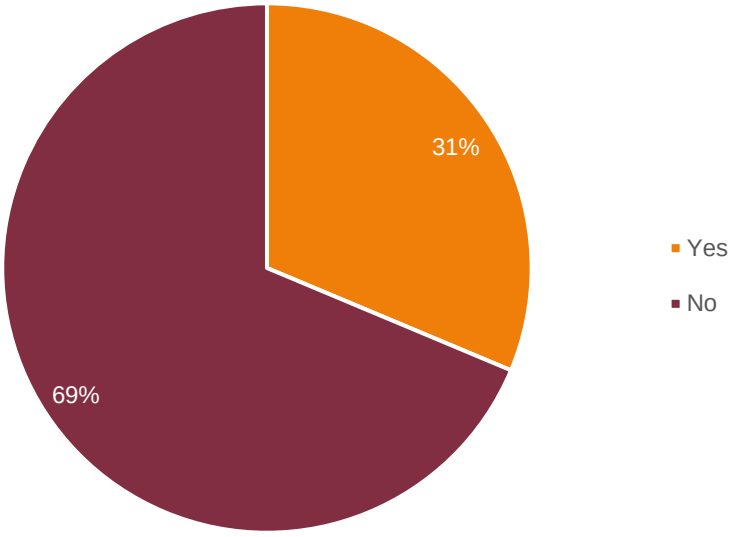
8. Do you have flood insurance?



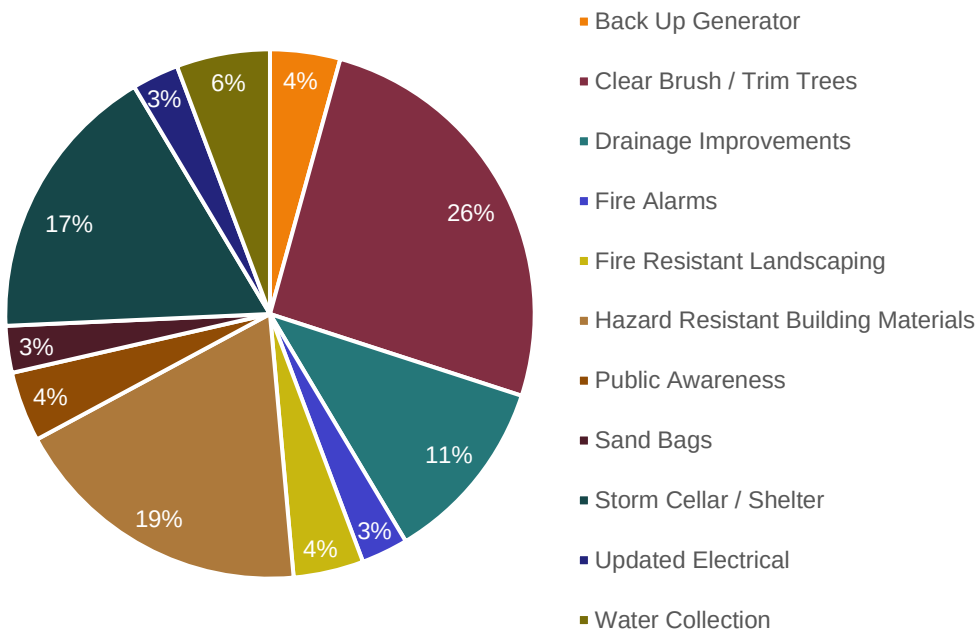
9. If you do not have flood insurance, why not?



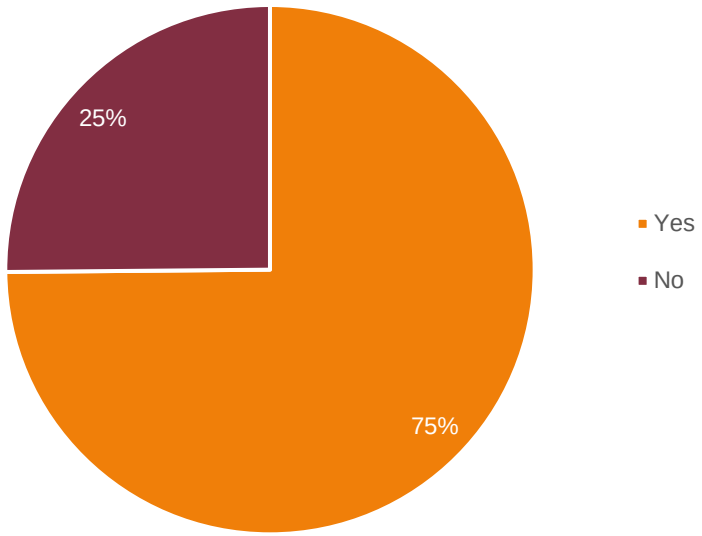
10. A. Have you taken any actions to make your home or neighborhood more resistant to hazards?



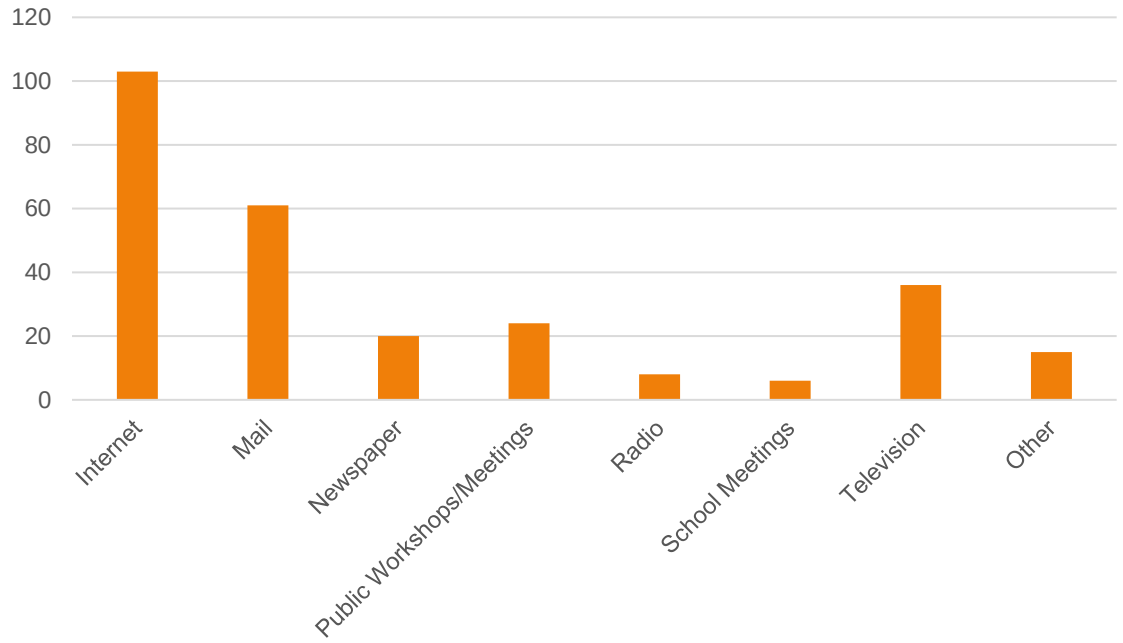
10. B. If “Yes”, please explain:



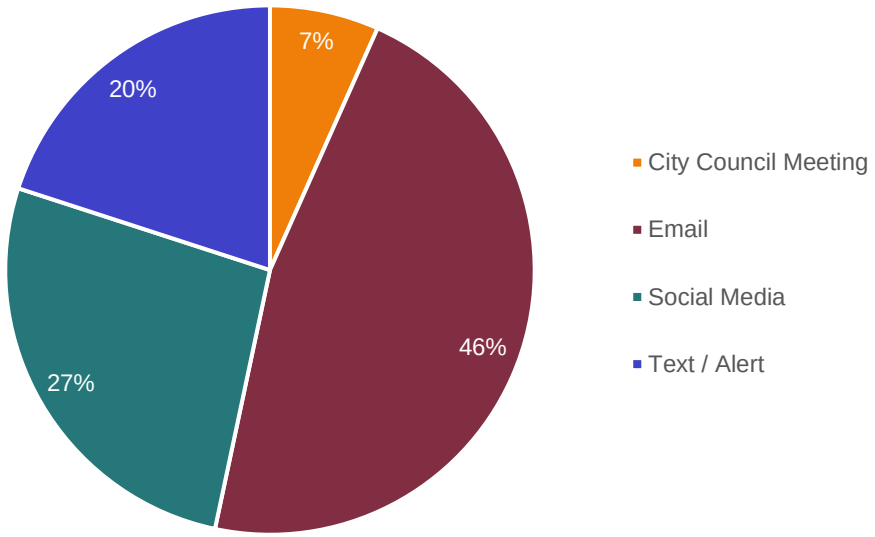
11. Are you interested in making your home or neighborhood more resistant to hazards?



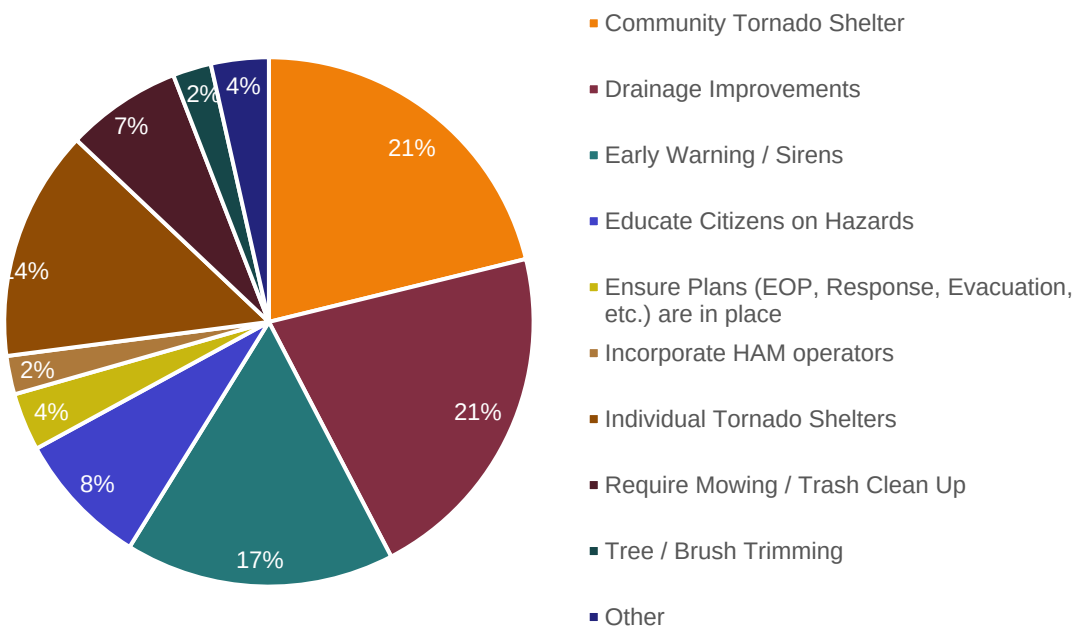
12. A. What is the most effective way for you to receive information about how to make your home and neighborhood more resistant to hazards?



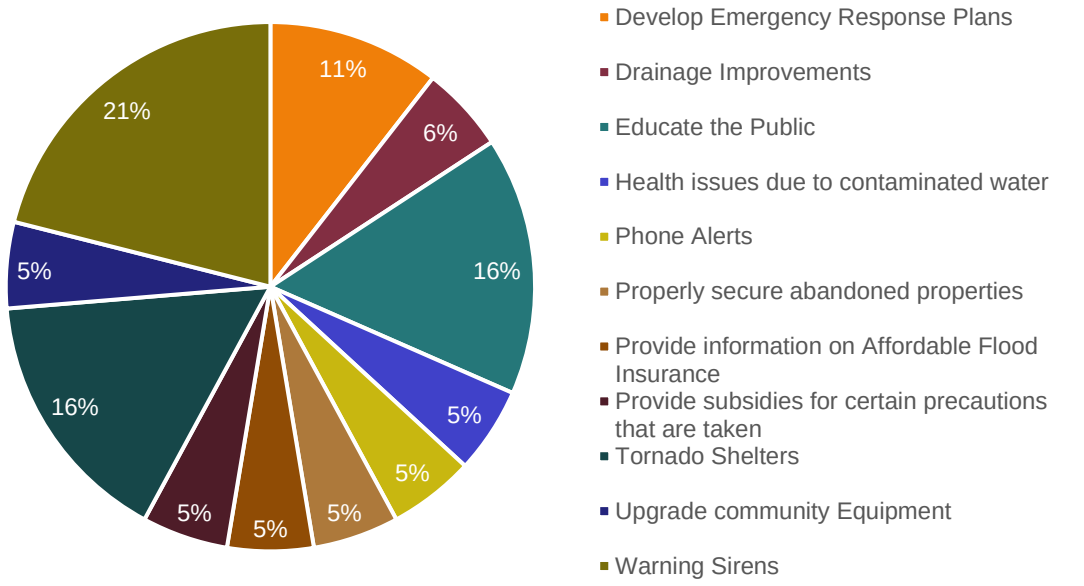
12. B. If “other”, please explain:



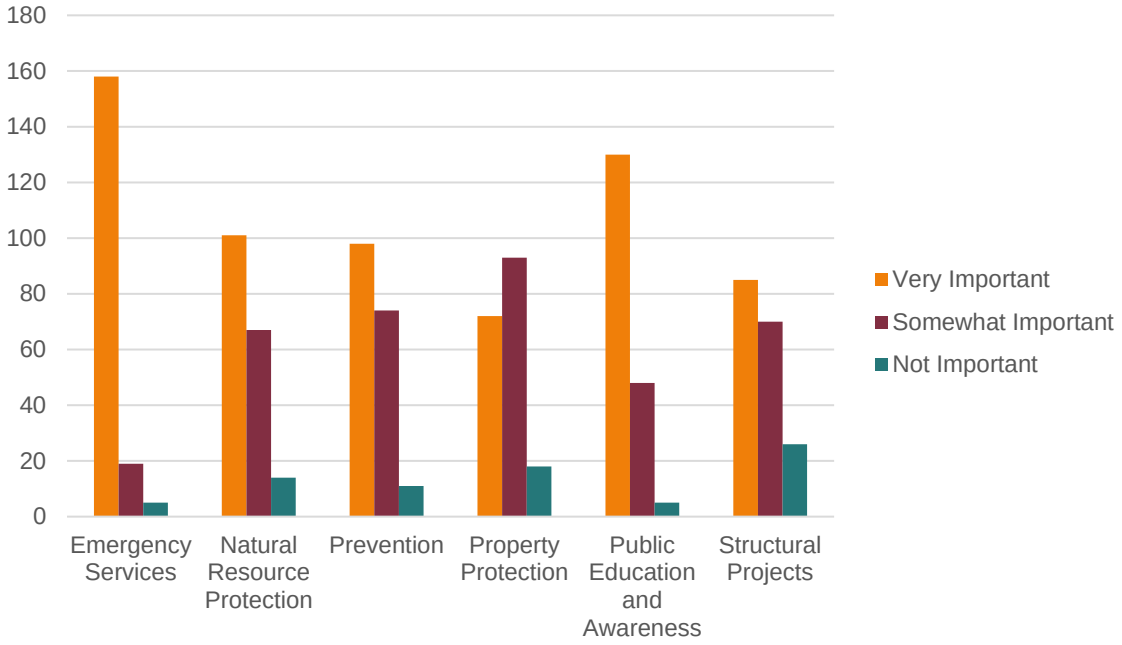
13. In your opinion, what are some steps your local government could take to reduce or eliminate the risk of future hazard damages in your neighborhood?



14. Are there any other issues regarding the reduction of risk and loss associated with hazards or disasters in the community that you think are important?



15. A number of community-wide activities can reduce our risk from hazards. In general, these activities fall into one of the following six broad categories. Please tell us how important you think each one is for your community to consider pursuing.



Emergency Services - Actions that protect people and property during and immediately after a hazard event. Examples include warning systems, evacuation planning, emergency response training, and protection of critical facilities or systems.

Natural Resource Protection - Actions that, in addition to minimizing hazard losses, also preserve or restore the functions of natural systems. Examples include floodplain protection, habitat preservation, slope stabilization, riparian buffers, and forest management.

Prevention / Local Plans & Regulations - Administrative or regulatory actions that influence the way land is developed and buildings are built. Examples include planning and zoning, building codes, open space preservation, and floodplain regulations.

Property Protection - Actions that involve the modification of existing buildings to protect them from a hazard or removal from the hazard area. Examples include acquisition, relocation, elevation, structural retrofits, and storm shutters.

Public Education and Awareness - Actions to inform citizens about hazards and techniques they can use to protect themselves and their property. Examples include outreach projects, school education programs, library materials, and demonstration events.

Structural Projects - Actions intended to lessen the impact of a hazard by modifying the natural progression of the hazard. Examples include dams, levees, seawalls detention / retention basins, channel modification, retaining walls, and storm sewers.

APPENDIX C: CRITICAL FACILITIES

Overview 1

Critical Facilities 1

OVERVIEW

This Appendix is **For Official Use Only (FOUO)** and may be exempt from public release under FOIA. Figures C-1 through C-5 locate all critical facilities that were included in the risk assessment. Mapped facilities were provided by Planning Team members. Tables C-1 through C-5 note the critical facilities by type.

CRITICAL FACILITIES

Figure C-1. Critical Facilities in Young County

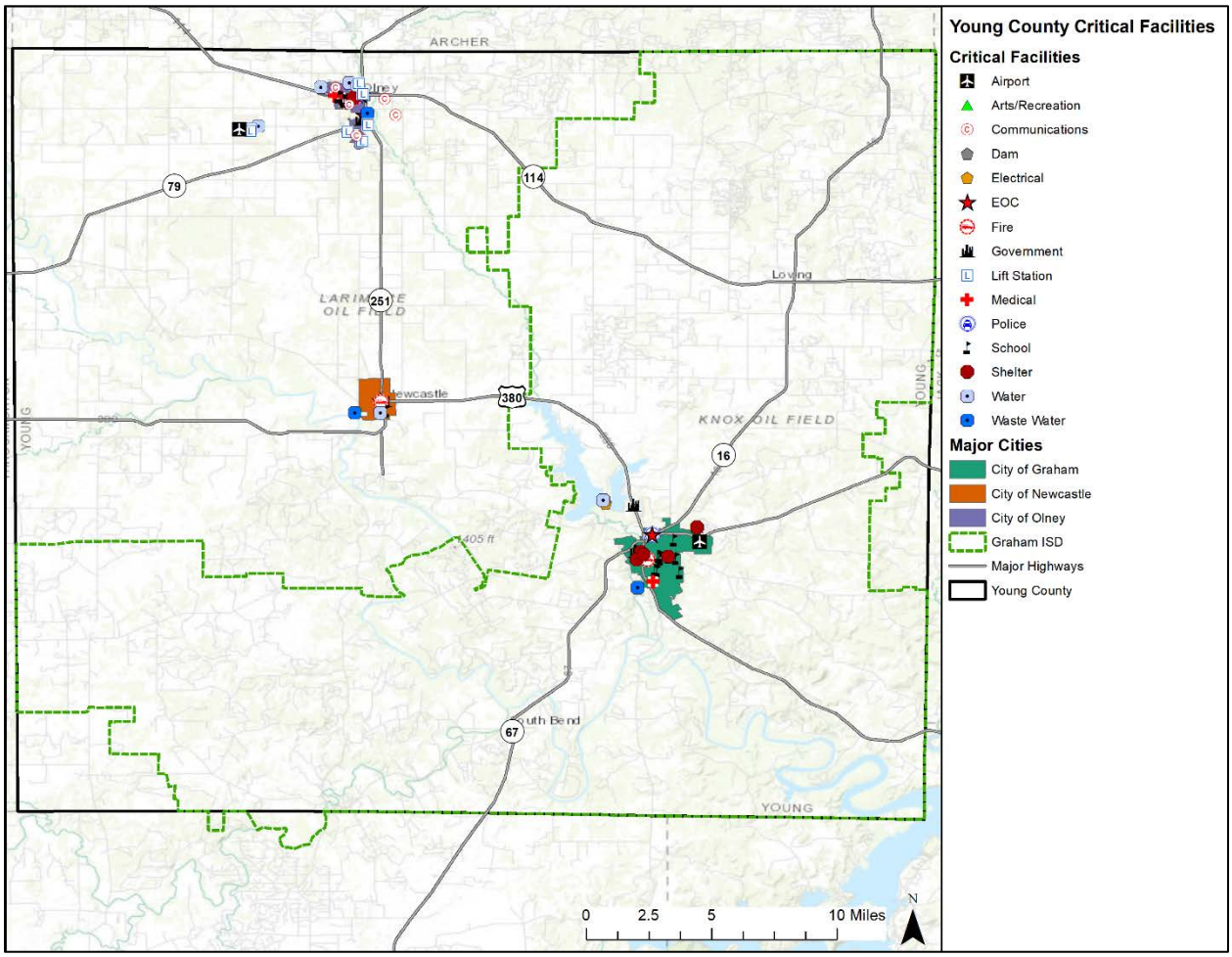


Table C-1. Critical Facilities by Type in Young County

TYPE	NUMBER
Communications	1
Courthouse	1
TXDOT	2
Utility – Electric	1
Volunteer Fire Department	1

Figure C-2. Critical Facilities in the City of Graham

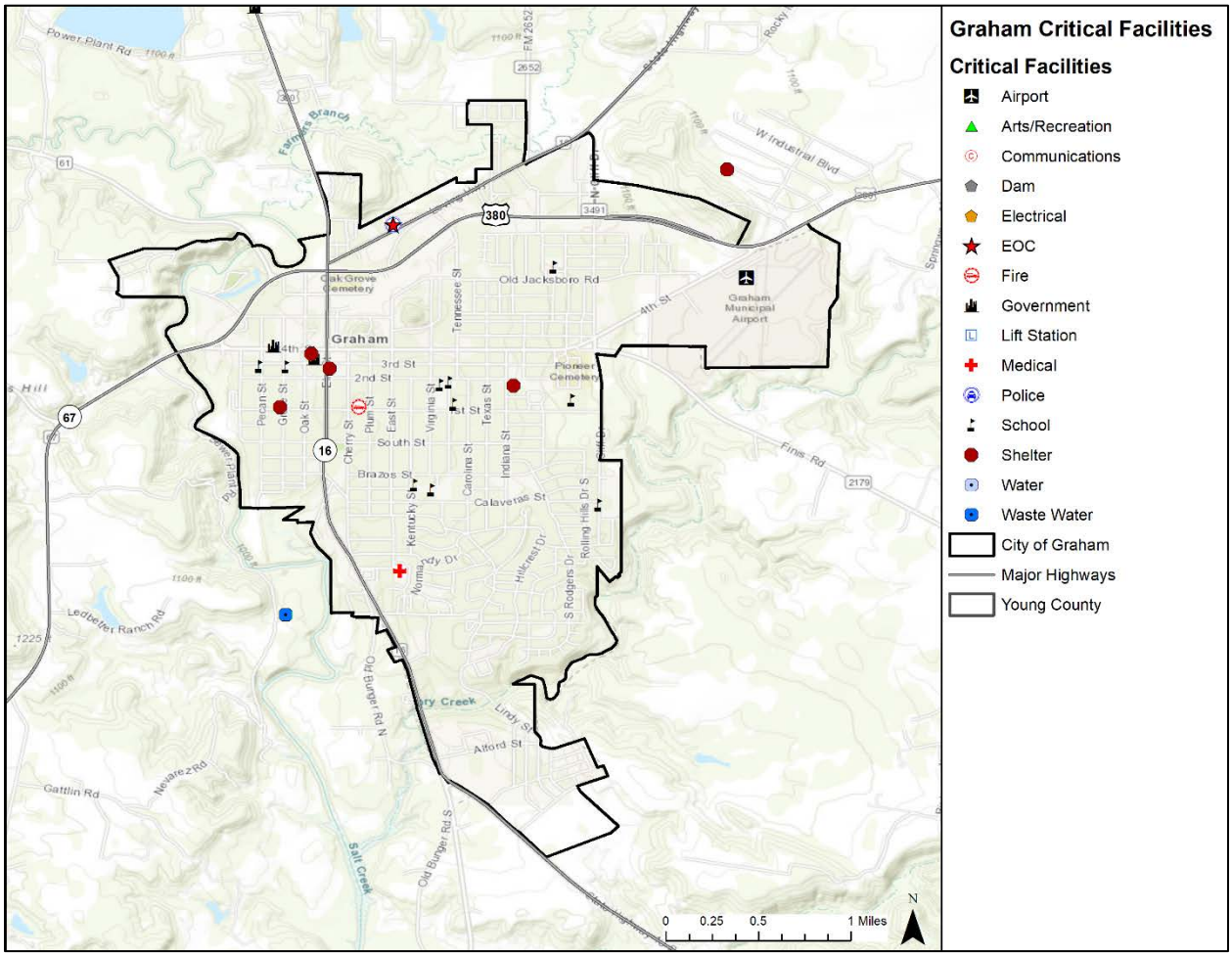


Table C-2. Critical Facilities by Type in the City of Graham

TYPE	NUMBER
Airport	1
City Hall	1
Fire Department	1
Hospital	1
Medical – EMS	1
Police Department / EOC	1
Public Works Building	1
School	5

TYPE	NUMBER
Shelter	5
Waste Water Plant	1
Water Plant	1

Figure C-3. Critical Facilities in the Graham ISD

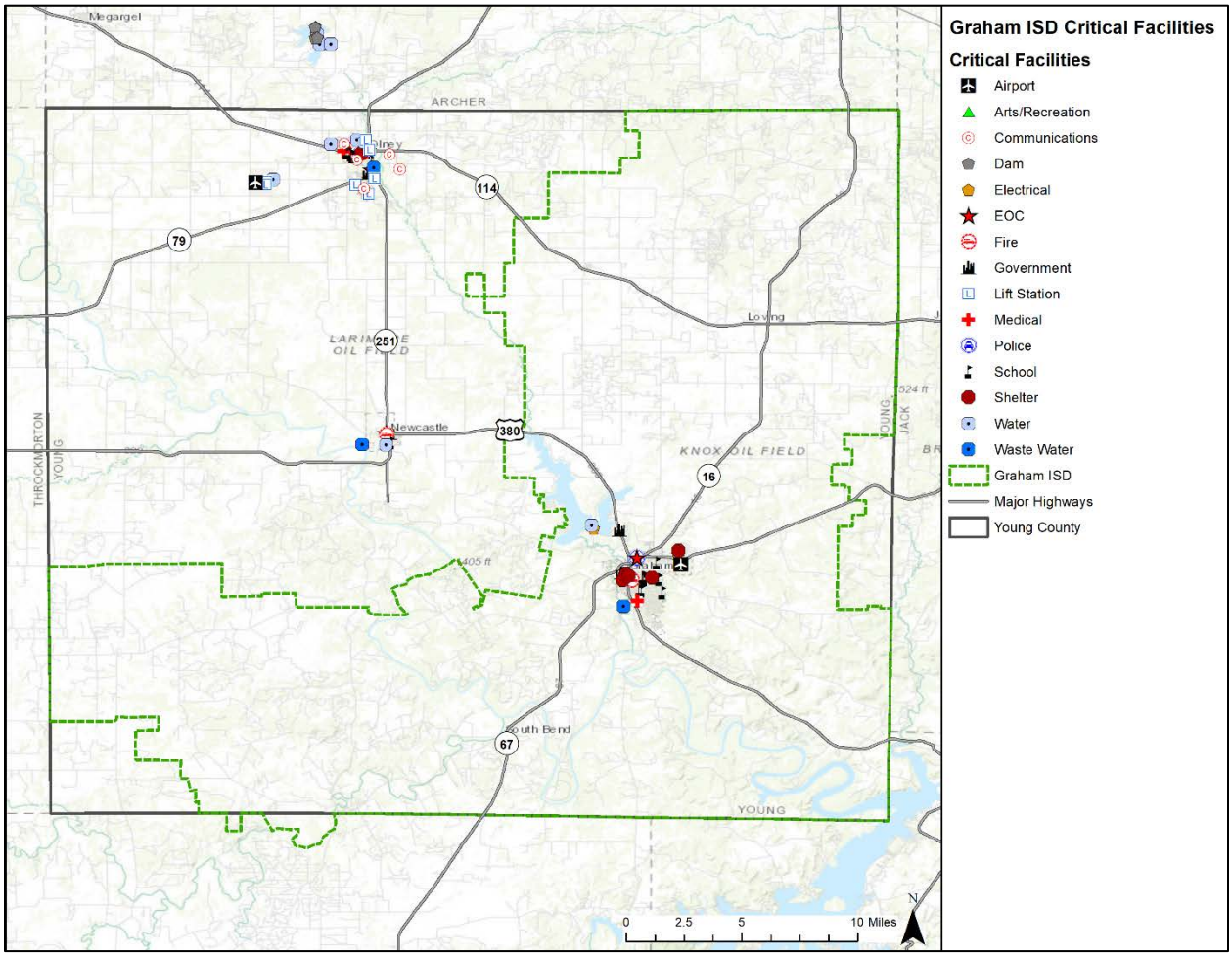


Table C-3. Critical Facilities by Type in the Graham ISD

TYPE	NUMBER
Administration Building	1
Bus Barn	1
Crestview Elementary	1
Disciplinary Alternative Education Program (DAEP)	1
High School	1
Junior High	1
Pioneer Elementary	1
Special Education	1

TYPE	NUMBER
Woodland Elementary	1

Figure C-4. Critical Facilities in the City of Newcastle

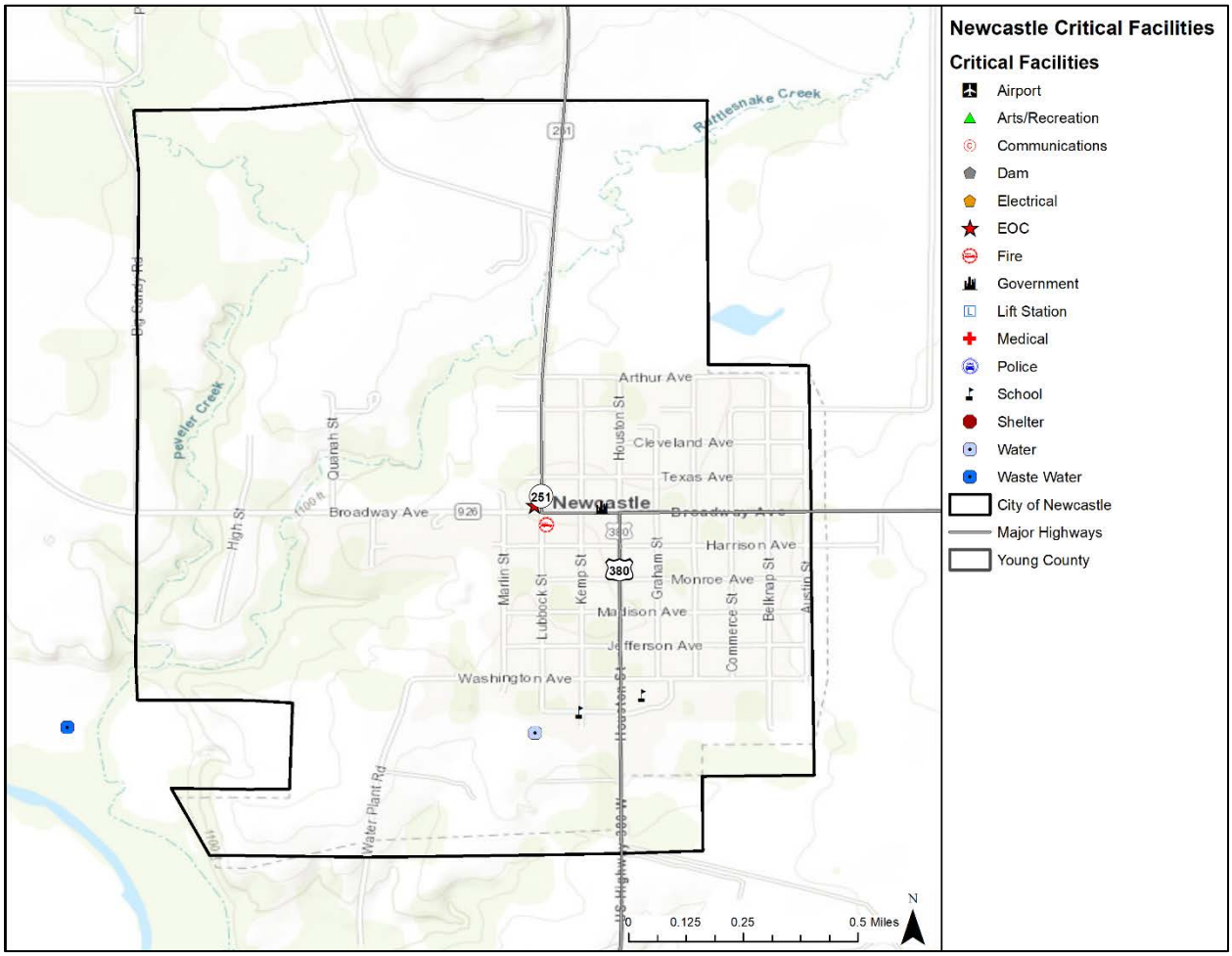


Table C-4. Critical Facilities by Type in the City of Newcastle

TYPE	NUMBER
City Hall	1
School	1
Volunteer Fire Department	1
Waste Water Plant	1
Water Standpipe	1

Figure C-5. Critical Facilities in the City of Olney

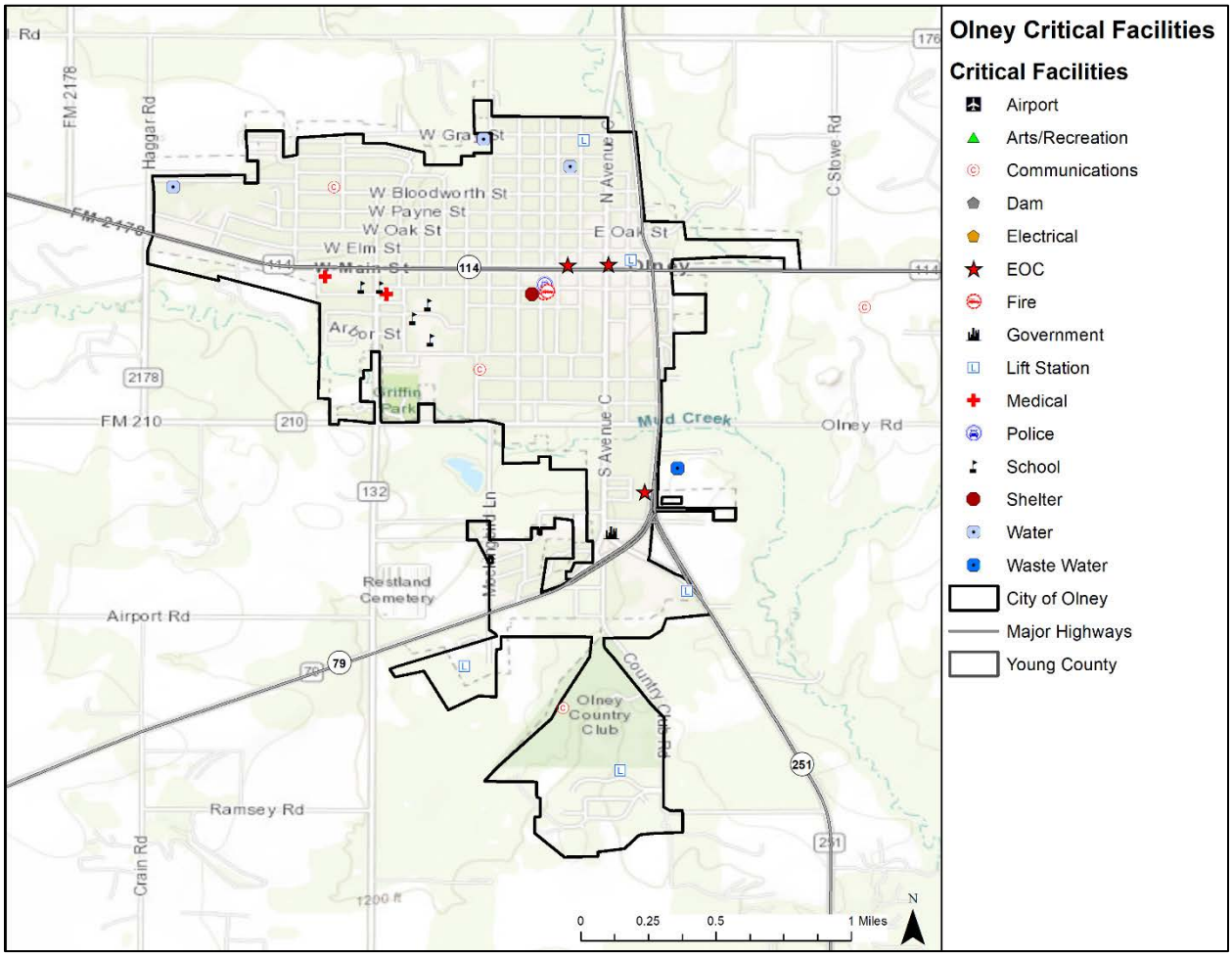


Table C-5. Critical Facilities by Type in the City of Olney

TYPE	NUMBER
Airport	1
City Hall	1
Civil Defense Siren	3
Clinic	1
Communication Tower	2
Dam / Spillway	4
Emergency Operations Center	1
Evacuation Center	1

TYPE	NUMBER
Fire Department	1
Hospital	1
Police Department	1
School	4
Sewage Lift Station	7
Utilities – Water Intake, Towers, Storage Tanks, etc.	8
Waste Water Plant	1
Water Plant	1

APPENDIX D: DAM LOCATIONS

Overview 1

Dam Locations 1

OVERVIEW

Appendix D is **For Official Use Only (FOUO)** and may be exempt from public release under the Freedom of Information Act (FOIA).

DAM LOCATIONS

Table D-1 below reflects all dams that are located in the participating jurisdictions within the Young County Hazard Mitigation Action Plan 2020. This list includes High, Significant, and Low Hazard Dams. Section 12 of the Plan doesn't profile dams that were deemed to pose no past, current, or future risk to the planning area as no loss of life or impact to critical facilities or infrastructure is expected in the event of a breach. The asterisk denotes those that were profiled in the hazard assessment.

Table D-1. List of Dam Locations and Storage Capacities

JURISDICTION	LATITUDE	LONGITUDE	HEIGHT (Feet)	STORAGE (Acre Feet)
Young County	32.960242	-98.767153	13	560
Young County	32.988332	-98.676667	25	270
Young County	33.000545	-98.712458	19	684
Young County	33.169007	-98.686978	12	145
Young County	33.103601	-98.795616	38	456
Young County	33.395807	-98.677282	16	190
Young County	33.275062	-98.510686	20	160
Young County	33.321268	-98.605721	20	272
Young County	33.124825	-98.797837	15	156
Young County	33.383026	-98.579476	18	264
Young County	33.058288	-98.468332	45	150
City of Graham	33.097708	-98.53349	16	190
City of Graham*	33.128745	-98.621502	82	105,000
City of Graham*	33.131101	-98.608551	57	35,000

JURISDICTION	LATITUDE	LONGITUDE	HEIGHT (Feet)	STORAGE (Acre Feet)
City of Newcastle*	33.177291	-98.739153	31	1,093
City of Newcastle*	33.179341	-98.748252	34	310

APPENDIX E: MEETING DOCUMENTATION

Workshop Documentation 1

Public Meeting Documentation 20

Public Notices 23

WORKSHOP DOCUMENTATION

Appendix E is **For Official Use Only (FOUO)** and may be exempt from public release under the Freedom of Information Act (FOIA).

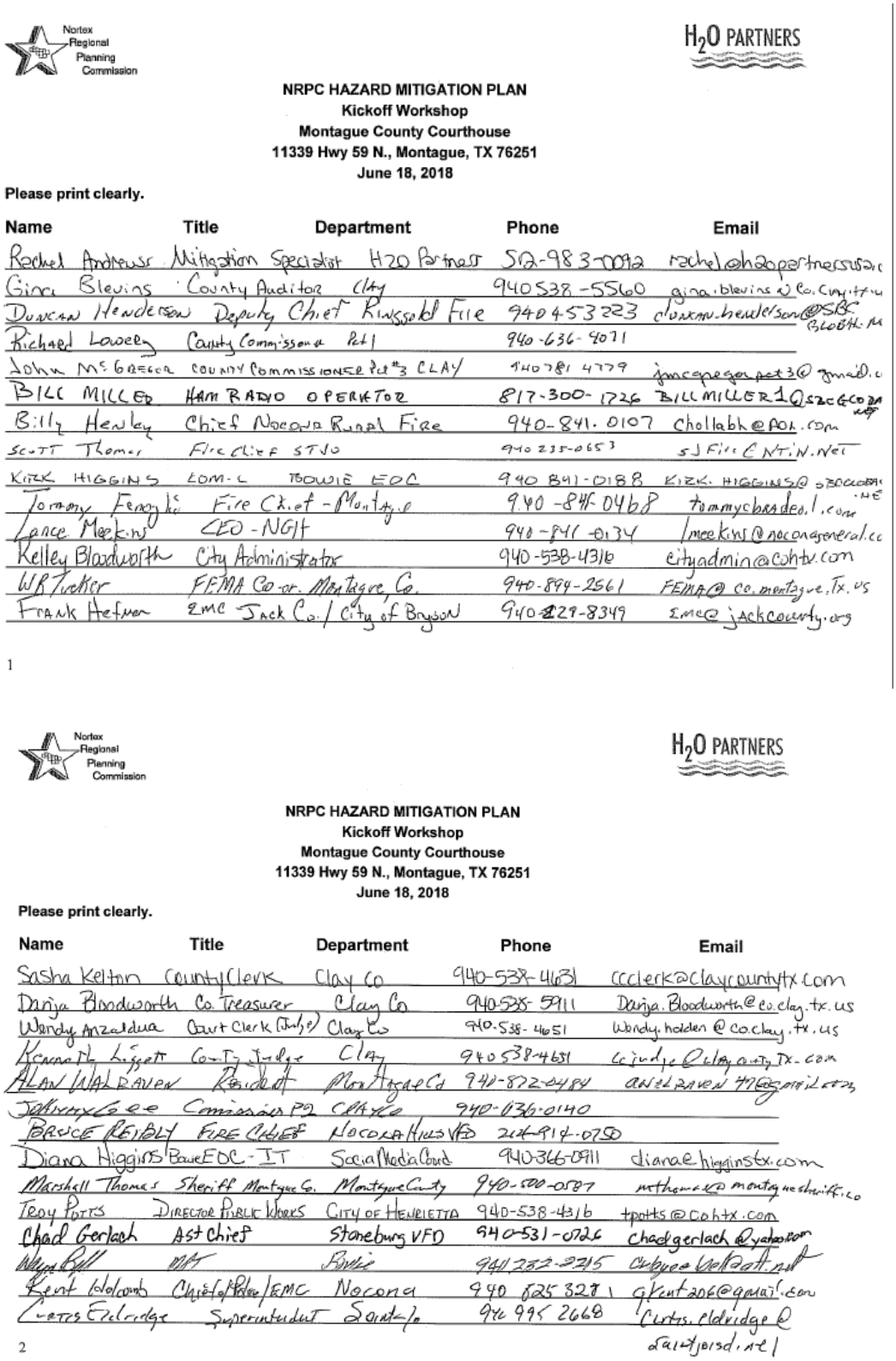
The Nortex Regional Planning Commission held a series of Planning Team workshops in each of the three Planning Groups, as seen in Table E-1. If participants were unable to attend a workshop in their Planning Group, they were encouraged to attend one of the other Planning Group's workshops. Kickoff Workshops were held between June 18 and June 19, 2018; Risk Assessment Workshops were held between October 22 and October 23, 2018; Mitigation Strategy Workshops were held between January 22 and January 23, 2019.

At each of these workshops members of the Planning Team were informed of the planning process, expressed opinions, and volunteered information. NRPC hosted a public meeting after each of the workshops. The sign-in sheets for each workshop and public meeting are included below. For more details on the workshops and planning process, see Section 2.

Table E-1. Participating Jurisdictions by Planning Group

Eastern Group	Central Group	Western Group
Clay County	Archer County	Cottle County
Bellevue ISD	City of Holliday	Town of Paducah
City of Henrietta	Holliday ISD	Paducah ISD
Henrietta ISD	Town of Lakeside City	Foard County
Midway ISD	Town of Megargel	City of Crowell
Jack County	City of Scotland	Crowell ISD
City of Bryson	Town of Windthorst	Hardeman County
City of Jacksboro	Baylor County	City of Chillicothe
Montague County	City of Seymour	City of Quanah
City of Bowie	Young County	Wilbarger County
Bowie ISD	City of Graham	City of Vernon
City of Nocona	Graham ISD	
Prairie Valley ISD	City of Newcastle	
City of Saint Jo	City of Olney	

Figure E-1. Eastern Group Kickoff Workshop, June 18, 2018



Nortex Regional Planning Commission

H_2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Montague County Courthouse
11339 Hwy 59 N., Montague, TX 76251
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Rachel Andrews	Mitigation Specialist	H2O Partners	512-983-0092	rachel@h2opartnerstx.com
Gina Blevins	County Auditor	Clay	940538-5560	gina.blevins@co.clay.tx.us
Duncan Henderson	Deputy Chief	Rivesville Fire	9404533223	duncan.henderson@SBCGLOBAL.NET
Richard Lowery	County Commissioner	Pct 1	940-636-4071	
John McGregor	County Commissioner	Pct #3 CLAY	9407814779	jmcgregorpct3@gmail.com
Bill Miller	Ham Radio Operator		817-300-1726	BillMiller1@sbcglobal.net
Billy Henley	Chief	Nocona Rural Fire	940-841-0107	chollabk@aol.com
Scott Thomas	Fire Chief	STJO	940 235-0653	SJFire@NTIN.NET
Kirk Higgins	EOM-C	Bowie EOC	940 841-0188	KIRK.HIGGINS@BOWIETX.NET
Tommy Fennell	Fire Chief - Montague		940-841-0468	tommycbrad@aol.com
Lance Meekins	CEO - NGH		940-841-0134	lmeekins@noconageneral.com
Kelley Bloodworth	City Administrator		940-538-4316	cityadmin@cohtx.com
WR Tucker	FEMA Co-or.	Montague, Co.	940-894-2561	FEMA@co.montague.Tx.us
Frank Hefner	EMC	Jack Co. / City of Bryson	940-229-8349	emc@jackcounty.org

1

Nortex Regional Planning Commission

H_2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Montague County Courthouse
11339 Hwy 59 N., Montague, TX 76251
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Sasha Kelton	County Clerk	Clay Co	940-538-4631	ccclerk@claycountytx.com
Darija Bloodworth	Co. Treasurer	Clay Co	940-538-5911	Darija.Bloodworth@co.clay.tx.us
Wendy Anzaldua	Court Clerk (Judge)	Clay Co	940-538-4651	Wendy.holden@co.clay.tx.us
Kenneth Liggett	County Judge	Clay	9405384631	cojudge@claycounty.tx.com
Alan Walraven	Resident	Montague Co	940-872-2484	awalraven47@gmail.com
Johnny Coe	Commissioner Pct 2	Clay Co	940-636-0140	
Bruce Reibly	Fire Chief	Nocona Hills VFD	214-914-0750	
Diana Higgins	Bowie EOC - IT	Social Media Coord	940-366-0911	diana@higginstx.com
Marshall Thomas	Sheriff Montague Co.	Montague County	940-500-0587	mthomas@montaguesheriff.com
Troy Potts	Director Public Works	City of Henrietta	940-538-4316	tpotts@cohtx.com
Chad Gerlach	Ast Chief	Stoneburg VFD	940-531-0726	chadgerlach@yahoo.com
Wayne Bell	MAT	Bowie	940 252-2215	Cubpoo@verizon.net
Kent Holcomb	Chief/Mayor/EMC	Nocona	940 825 3281	gkent206@gmail.com
Curtis Eldridge	Superintendent	Santo	940 995 2668	Curtis.eldridge@saintjoisd.net

2

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Montague County Courthouse
11339 Hwy 59 N., Montague, TX 76251
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
MARK ELGIN	CHIEF DEPUTY	CLAY CO SHERIFF	940-538-5611	MARK.ELGIN@CO.CLAY.TX.US
Guy Green	Chief of Police	Bowie P.D.	940-872-2251	ggreen@bowiepd.com
Rickey Langford	EDC Director	City of Henrietta	940-538-4316	rlangford@cohtx.com
Steve Kinder	Asst EMC	City of Jacksboro	940-229-4498	skinder@cityofjacksboro.com
Robert A Fenley Jr.	Mayor Nocona		940 8410609	Robert@Fenley-Post.Co
Jennifer Essary	Auditor	County Auditor	940 894-1090	jessanymore@gmail.com
Scott Harris	Public Works	Saint J	940-995-2339	
Sandy Page	City Sec.	Bowie	940-867-2588	spage@cityofbowietx.com
DONNIS WILDE	EXECUTIVE DIR	NORTEX RPC	940-322-5281	dwilde@nortexrpc.org

3

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
~~Hardeman County EMS~~
~~220~~ Mercer, ~~Quanah~~, TX 79252
June 18, 2018

Please print clearly. Montague

Name	Title	Department	Phone	Email
Carla Hennessey	Superintendent	Montague ISD	940-894-2811	carla.hennessey@esc9.net
Sydney Nowell	Tax Assessor-Coll	Montague Co	940-894-3861	MontagueCountyTac@windstream.net
Glenda Henson	County Clerk	Montague Co	940-894-2401	mcclerk@windstream.net
Ray Darden	Comm Precinct 1	Montague Co.	940-366-0050	rdardenpct1@gmail.com
Steven Monkres	Supt.	Bowie ISD	940 627-2900	Steven.Monkres@bowieisd.net
Christie Walker	Asst Sup	Bowie ISD	940 841 1282	christie.walker@bowieisd.net
DONNA Culpepper	EXEC DIR	EOC Nocona	825-3150	NOCONAEOC@Nocona.OK.US

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Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
~~Archer County Courthouse~~
~~100 South Center, Archer City~~, TX 76351
June ~~19~~ 18, 2018 Montague

Please print clearly.

Name	Title	Department	Phone	Email
Kenny Lemons	Sheriff	Clay County	538-5641	Kenny.lemons@co.clay.tx.us
David Rainey	Code Admin.	City of Bowie	872-1114	bowie.code@cityofbowietx.com
BEAT Cunningham	City Manager	City of Bowie	872-7141	~~City Manager, Bowie, TX~~ ~~bowie.manager@cityofbowietx.com~~
MARK Murphey	Commissioner #3	Montague County	841-0679	murphey3@gmail.com
Lesia Darden	District Clerk	Montague Co.	841-1513	mdc97@windstream.net
Doug Page	Fire Chief/EMC	City of Bowie	872-2122	bowiefire@cityofbowietx.com
Charley Lanier	Sec/Treas	Forestburg Water Supply	214-449-8737	charleylanier@yahoo.com
Ginger Wall	Election Admin	Montague Co.	894-7540	votemontague@gmail.com
Brady Dill	Fire Chief	Forestburg VFD	727-8035	FLAMINGDILLWELDING@NTIN.NET
Mitchell Davenport	Judge	Jack County	940 567 2241	county.judge@jackcountytx.org

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Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Archer County Courthouse
~~100 South Center, Archer City~~, TX 76351
~~June 19, 2018~~ Montague

Please print clearly.

Name	Title	Department	Phone	Email
JAY EVANS	SUPERVISOR	ELECTRIC	940-841-2980	bowieelectric@cityofbowietx.com
Kenneth Koontz	President	Nocona City, Fire	940-872-7170	ztrucker@yahoo.com
RANDY BANDERA	CAPTAIN	SUNSET VFD	940-841-1160	R.BANDERA1949@CENTURYLINK.NET
Mickie Mayfield	Commissioner	County	940-531-8205	Mayfield.Mickie@att.net
Randy Mosley	Fire Dept	Forestburg	(940)841-0204	RbMosley@gmail.com

3

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
~~**Hardeman County EMS**~~
~~**220 Mercer, Quanah, TX 79252**~~
June 18, 2018 Montague

Please print clearly.

Name	Title	Department	Phone	Email
Biff Huddleston	Chief	Sunset	940-577-1057	Biff h fire marc@
Lance Lizatte	Disaster Coordinator	TDEM	940-888-4030	lance.lizatte@txdem.texas.gov
Garrett Darden	Citizen	Bowie	940 366 4466	gdarden@tln 2ocular.com
Roger Ellis	Superintendent	Gold-Burg	940-872-3562	roger.ellis@esc9.net

3

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
~~**Hardeman County EMS**~~ Montague
~~**220 Mercer, Quanah, TX 79252**~~
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Lynn Henley	City Manager		940-825 3282	Lhenley@cityofnocona.com
Tim West	Superintendent	Prairie Valley ISD	940 825 4425	tim.west@esc9.net
Angela Kleinman	Principal	Montague ISD	940 894 3811	angela.kleinman@esc9.net
MARY THUMPSON			940-964-2425	thompson@ntin.net
Doyle Thompson			940-964-2425	" " "

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Nortex Regional Planning Commission

H2O PARTNERS

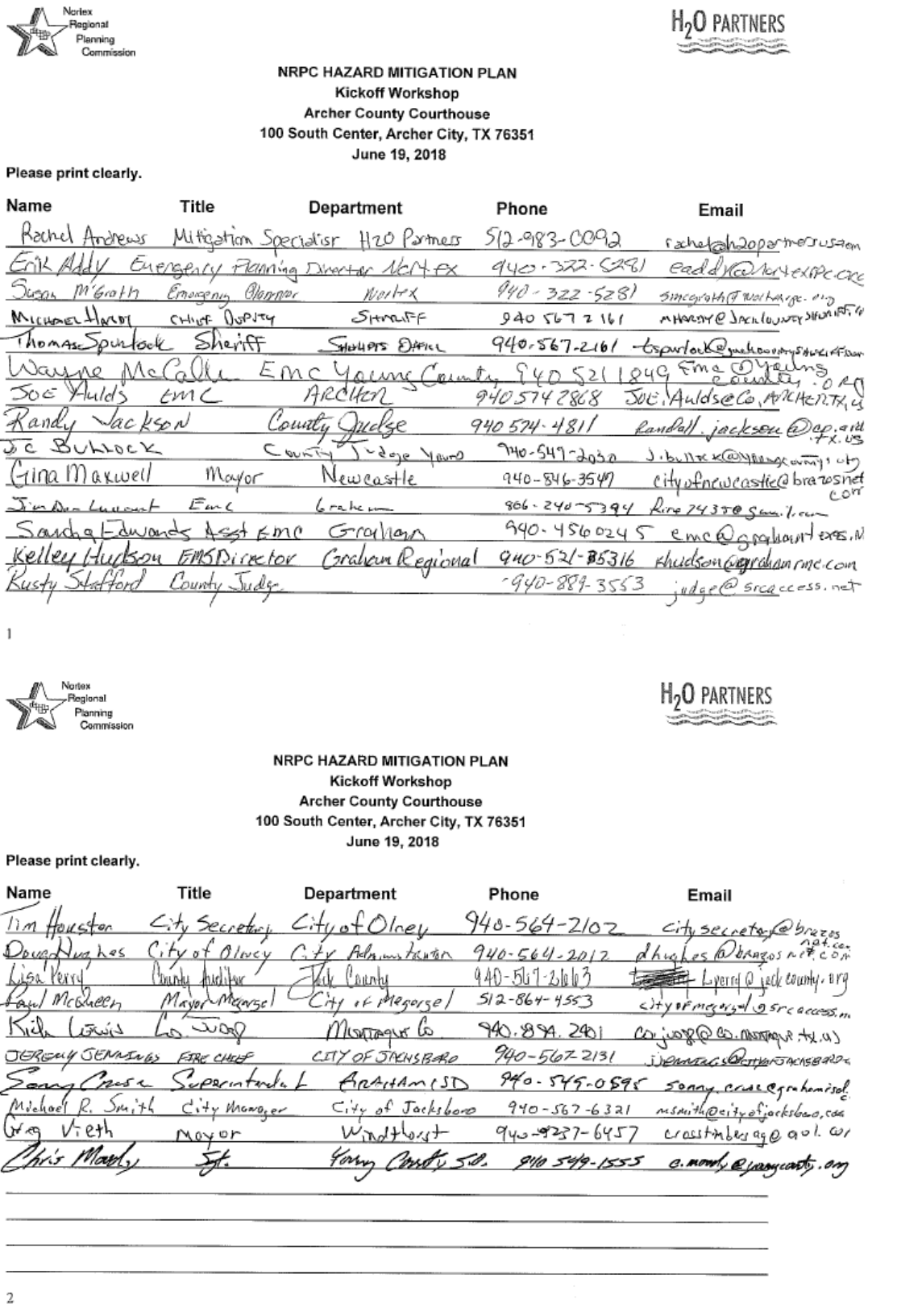
NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
~~Archer County Courthouse~~
~~100 South Center, Archer City, TX 76351~~ Montague
June 19, 2018

Please print clearly.

Name	Title	Department	Phone	Email
GAYLYNN BURRUS	MAYOR	CITY BOWIE	9403890707	MAYOR@CITYOFBOWIETX.COM
Wes Edwards	Ems Director	city Nocona	940-825-3235	wedwards@nocona general.com
William CARLTON	Emc ClayCounty	EMC	940-538-4052	B.lly.Carlton@Co.clay.tx.us
LaVonda Langford	Montague Co.	Chief Deputy Treasurer	940-894-2161	mcatasst°windstream.net
John Metzler	Superintendent	Forestburg ISD	940-964-2223	john.metzler@forestburgisd.net
Bob Lyle	County Comm #4	Montague	940-531-0380	Langford MCTX@gmail
Michael Morris	Public works	City of Saint Jo	940 368 6450	Mike morris3/36@gmail
Doug Tillman	Asst Fire Chief	Forestburg VFD	940736 8308	dangerousdoug78@gmail.com
Sidney K. Horton	Constable	Clay Co. Constable	940-264-1314	Sidney.horton@co.clay.tx.us
Rick Lewis	County Judge	Montague	940-894-2401	r.lewis@co.montague.tx.us
Erik Addy	Dir Emerge Planning	Nortex	940-322-5281	eaddy@nortexrpc.org
Susan M'Grath	Emergency Planner	Nortex	940-322-5281	smcgrath@nortexrpc.org

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Figure E-2. Central Group Kickoff Workshop, June 19, 2018



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Archer County Courthouse
100 South Center, Archer City, TX 76351
June 19, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Rachel Andrews	Mitigation Specialist	H2O Partners	512-983-0092	rachel@h2opartnerstexas.com
Erik Addy	Emergency Planning Director	NCTCOG	940-322-5281	eaddy@nctcog.org
Susan M'Grath	Emergency Manager	Nortex	940-322-5281	smcgrath@nortexrpc.org
Michael Handy	Chief Deputy	Sheriff	940 567 2161	mhandy@jacksheriff.org
Thomas Spurlock	Sheriff	Shelby's Office	940-567-2161	tspurlock@jacksheriff.com
Wayne McCall	EMC	Young County	940 521 1849	Emc@youngcounty.org
Joe Aulds	EMC	Archer	940 574 2868	joe.aulds@co.archer.tx.us
Randy Jackson	County Judge		940 574-4811	randall.jackson@cp.archer.tx.us
JC Bullock	County Judge Young		940-549-2030	j.bullock@youngcounty.org
Gina Maxwell	Mayor	Newcastle	940-846-3547	cityofnewcastle@brazosnet.com
Jim Dan Lamont	Emc	Graham	806-240-5394	fire7435@sam.net
Sandra Edwards	Asst EMC	Graham	940-4560245	emc@graham.texas.net
Kelley Hudson	EMS Director	Graham Regional	940-521-85316	khudson@grahamrmc.com
Rusty Stafford	County Judge		940-889-3553	judge@srcaccess.net

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Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Archer County Courthouse
100 South Center, Archer City, TX 76351
June 19, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Tim Houston	City Secretary	City of Olney	940-564-2102	citysecretary@brazos.net
Doug Hughes	City of Olney	City Administration	940-564-2012	dhughes@brazos.net
Lisa Perry	County Auditor	Jack County	940-567-2616	Lperry@jackcounty.org
Paul McQueen	Mayor Megarsel	City of Megarsel	512-864-4553	cityofmegarsel@srcaccess.net
Kirk Lewis	Co. Judge	Montague Co.	940.894.2401	cojudge@co.montague.tx.us
Jeremy Jennings	Fire Chief	City of Jacksboro	940-567-2131	jfd@cityofjacksboro.com
Sonny Crase	Superintendent	Graham ISD	940-549-0595	sonny.crase@grahamisd.net
Michael R. Smith	City Manager	City of Jacksboro	940-567-6321	msmith@cityofjacksboro.com
Greg Vieth	Mayor	Windthorst	940-937-6457	crosstimbers@aol.com
Chris Manly	Fire	Young County ESD	940 549-1555	c.manly@youngcounty.org

2

Nortex Regional Planning Commission

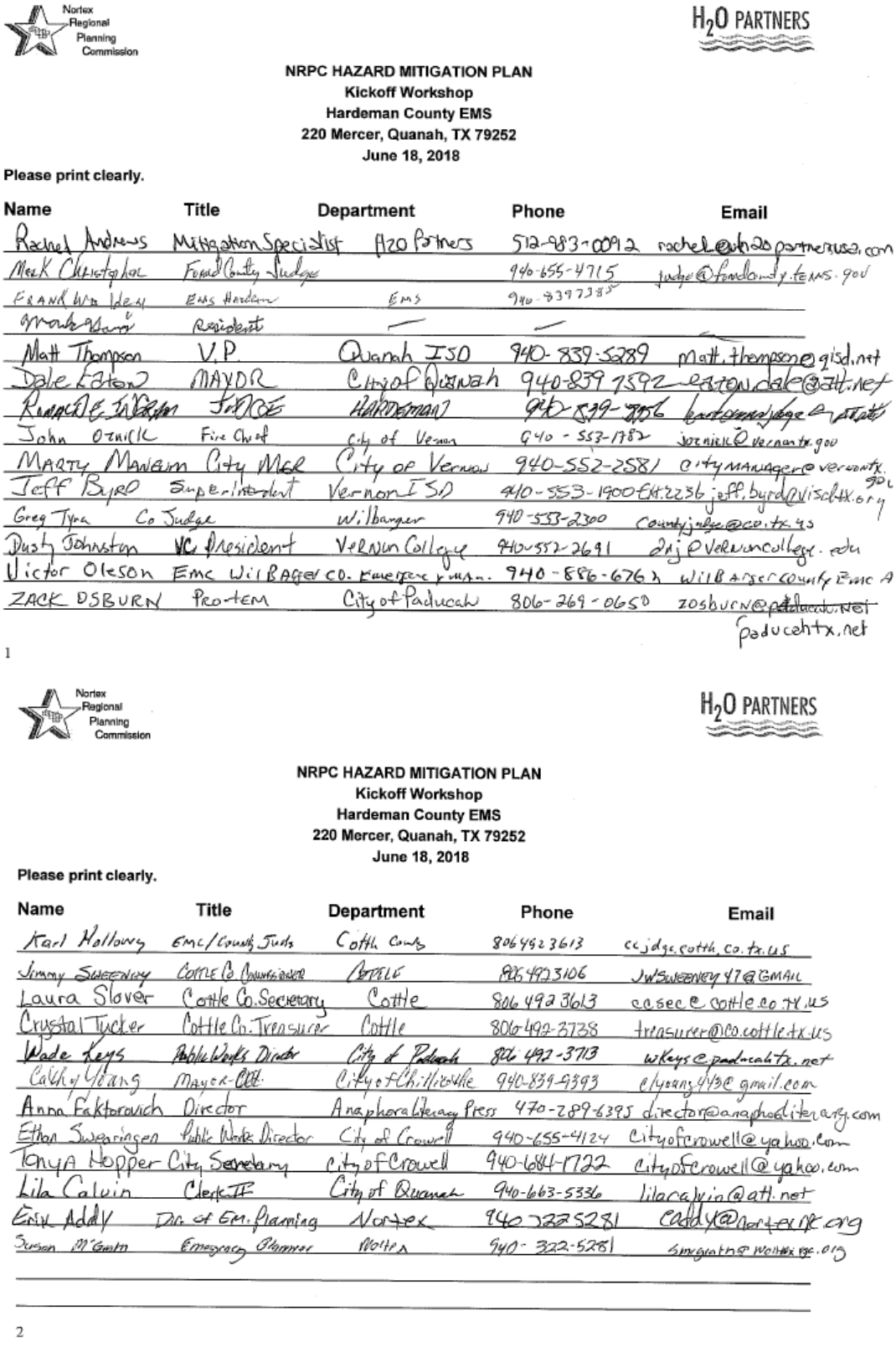
H_2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Archer County Courthouse
100 South Center, Archer City, TX 76351
June 19, 2018

Please print clearly.

Name	Title	Department	Phone	Email
John Hostas	EMC	EMS Baylor	9403893333	BaylorTxEmc@yahoo.com
Les Hems	Fire Chief	Seymour Vol Fire Dept	940-889-3148	l_hems@hotmail.com
STEVE BIEDERMANN	CITY ADMINISTRATOR	CITY HALL/ADMIN	940-889-3148	sbiedermann@cityofseymour.org
Greg Ranch	Superintendent	Olney ISD	940-564-3517	granch@olneyisd.net
Samantha Isbell	CNO	Hamilton Hospital	940-524-8125	SIsbell@olneyhh.com
Keith Umphress	EMC	Jack Co EMC	940-229-4305	bku@att.net
LaFonda Huffman	Clerk	City of Archer City	574-4570	lhoegger@cityofarchercity.tx.gov
Sam Bounds	city Administrator		(940)691-6603	cityadministrator@lakeside.tx.org

Figure E-3. Western Group Kickoff Workshop, June 18, 2018



Nortex Regional Planning Commission

H_2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Hardeman County EMS
220 Mercer, Quanah, TX 79252
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Rachel Andrews	Mitigation Specialist	H2O Partners	512-983-0092	rachel@h2opartnersusa.com
Mark Christopher	Foard County Judge		940-655-4715	judge@foardcounty.texas.gov
FRANK Wm Ideal	EMS Hardeman	EMS	940-839-7385	
[illegible]	Resident	—	—	
Matt Thompson	V.P.	Quanah ISD	940-839-5289	matt.thompson@qisd.net
Dale Eaton	MAYOR	City of Quanah	940-839-7592	eatondale@att.net
Randall Wilson	Judge	Hardeman	940-539-4806	hardemanjudge@[illegible]
John Oneill	Fire Chief	City of Vernon	940-553-1782	joneill@vernontx.gov
Marty Manaem	City Mgr	City of Vernon	940-552-2581	citymanager@vernontx.gov
Jeff Byrd	Superintendent	Vernon ISD	940-553-1900 Ext 2236	jeff.byrd@visdtx.org
Greg Tyra	Co Judge	Wilbarger	940-553-2300	countyjudge@co.tx.us
Dusty Johnston	VC President	Vernon College	940-552-2691	2nj@vernoncollege.edu
Victor Oleson	Emc Wilbarger	Co. Emergency Mgmt.	940-886-6762	wilbargercountyemc@
ZACK OSBURN	Pro-Tem	City of Paducah	806-269-0650	zosburn@paducah.net paducahtx.net

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Nortex Regional Planning Commission

H_2O PARTNERS

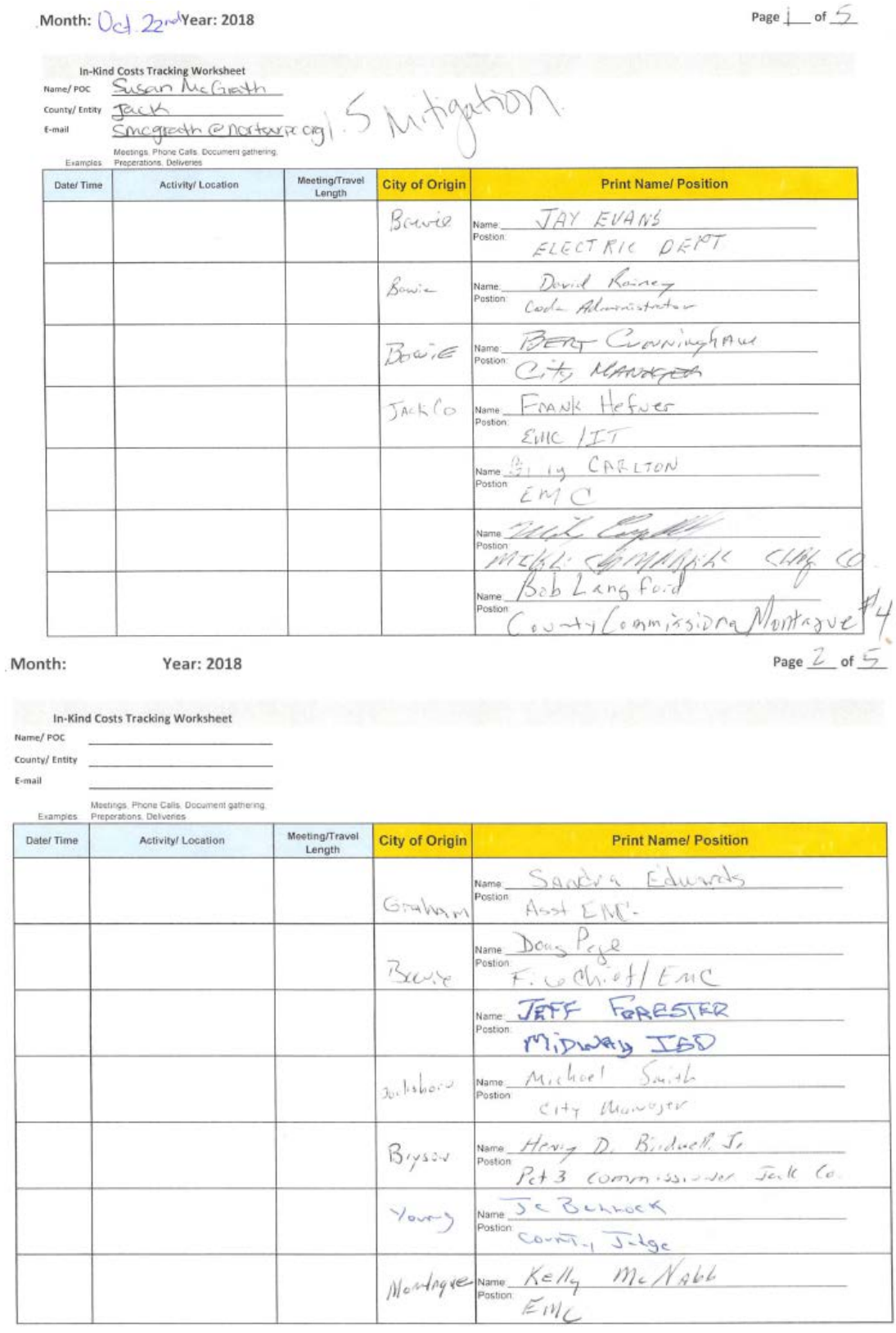
NRPC HAZARD MITIGATION PLAN
Kickoff Workshop
Hardeman County EMS
220 Mercer, Quanah, TX 79252
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Karl Mallory	EMC/County Judge	Cottle County	8064923613	ccjudge.cottle.co.tx.us
Jimmy Sweeney	Cottle Co Commissioner	Cottle	8064923106	JWSweeney47@GMAIL
Laura Slover	Cottle Co. Secretary	Cottle	806 492 3613	co.sec@cottle.co.tx.us
Crystal Tucker	Cottle Co. Treasurer	Cottle	806-492-3738	treasurer@co.cottle.tx.us
Wade Keys	Public Works Director	City of Paducah	806 492-3713	wkeys@paducahtx.net
Calvin Young	Mayor-Elect	City of Childress	940-839-4393	cjyoung443@gmail.com
Anna Faktorovich	Director	Anaphora Literary Press	470-289-6395	director@anaphoraliterary.com
Ethan Swearingen	Public Works Director	City of Crowell	940-655-4124	cityofcrowell@yahoo.com
Tonya Hopper	City Secretary	City of Crowell	940-684-1722	cityofcrowell@yahoo.com
Lila Calvin	Clerk II	City of Quanah	940-663-5336	lilacalvin@att.net
Erik Addy	Dir of Em. Planning	Nortex	940 322 5281	eaddy@nortexrpc.org
Susan McGuire	Emergency Planner	Nortex	940-322-5281	smcguire@nortexrpc.org

2

Figure E-4. Eastern Group Risk Assessment Workshop, October 22, 2018



Month: Oct 22nd Year: 2018 Page 1 of 5

In-Kind Costs Tracking Worksheet

Name/ POC Susan McGrath

County/ Entity Jack

E-mail Smcgrath@nctcog.org 5 Mitigation

Examples: Meetings, Phone Calls, Document gathering, Preperations, Deliveries

Date/ Time	Activity/ Location	Meeting/Travel Length	City of Origin	Print Name/ Position
			Bowie	Name: JAY EVANS Postion: ELECTRIC DEPT
			Bowie	Name: David Rainey Postion: Code Administrator
			Bowie	Name: BERT Cunningham Postion: City MANAGER
			Jack Co	Name: FRANK Hefner Postion: EMC / IT
				Name: Billy CARLTON Postion: EMC
				Name: [illegible] Postion: Medic Ambulance Chief Co
				Name: Bob Langford Postion: County Commissioner Montague #4

Month: Year: 2018 Page 2 of 5

In-Kind Costs Tracking Worksheet

Name/ POC

County/ Entity

E-mail

Examples: Meetings, Phone Calls, Document gathering, Preperations, Deliveries

Date/ Time	Activity/ Location	Meeting/Travel Length	City of Origin	Print Name/ Position
			Graham	Name: Sandra Edwards Postion: Asst EMC
			Bowie	Name: Doug Page Postion: F. Co Chief / EMC
				Name: JEFF FORESTER Postion: Midwestern ISD
			Jacksboro	Name: Michael Smith Postion: City Manager
			Bryson	Name: Henry D. Birdwell Jr. Postion: Pct 3 Commissioner Jack Co.
			Young	Name: JC Bullock Postion: County Judge
			Montague	Name: Kelly McNabb Postion: EMC

Month: Year: 2018 Page 3 of 5

In-Kind Costs Tracking Worksheet

Name/ POC _____

County/ Entity _____

E-mail _____

Examples: Meetings, Phone Calls, Document gathering, Preperations, Deliveries

Date/ Time	Activity/ Location	Meeting/Travel Length	City of Origin	Print Name/ Position
10-22-18 2PM	Jacksboro		Henrietta	Name: Kenneth Liggett Postion: Clay County Judge
10 22-18 2:pm	Jacksboro		Henrietta	Name: Richard Lowery Postion: Clay County Commissioner Pct 1
10-22-18 2:pm	Jacksboro		Graham	Name: Jim Don Laurent EMC Postion:
10-22-18 2:17 pm	Jacksboro		Bowie	Name: Sandy Page Postion: City Secretary
10-22-18 2:00	Jacksboro		Jacksboro	Name Tracie Pippin Postion: District Clerk-Jack Co.
			Jacksboro	Name: Lisa Terry Postion: Jack Co. Auditor
2	Jacksboro		Montague	Name: Rick Cobb Postion: County Judge Montague

Month: Year: 2018 Page 4 of 5

In-Kind Costs Tracking Worksheet

Name/ POC _____

County/ Entity _____

E-mail _____

Examples: Meetings, Phone Calls, Document gathering, Preperations, Deliveries

Date/ Time	Activity/ Location	Meeting/Travel Length	City of Origin	Print Name/ Position
			Jacksboro	Name: Kim Dungan Postion: Assistant County Auditor
				Name: Mitchell Davis Postion: Co. Judge - Jack Co.
			JACKSBORO	Name: JEREMY JEANNIS Postion: FIRE CHIEF/EMC
				Name: Postion:
				Name: Postion:
				Name: Postion:
				Name: Postion:

Month: **Year: 2018**

Page 5 of 5

In-Kind Costs Tracking Worksheet

Name/ POC _____

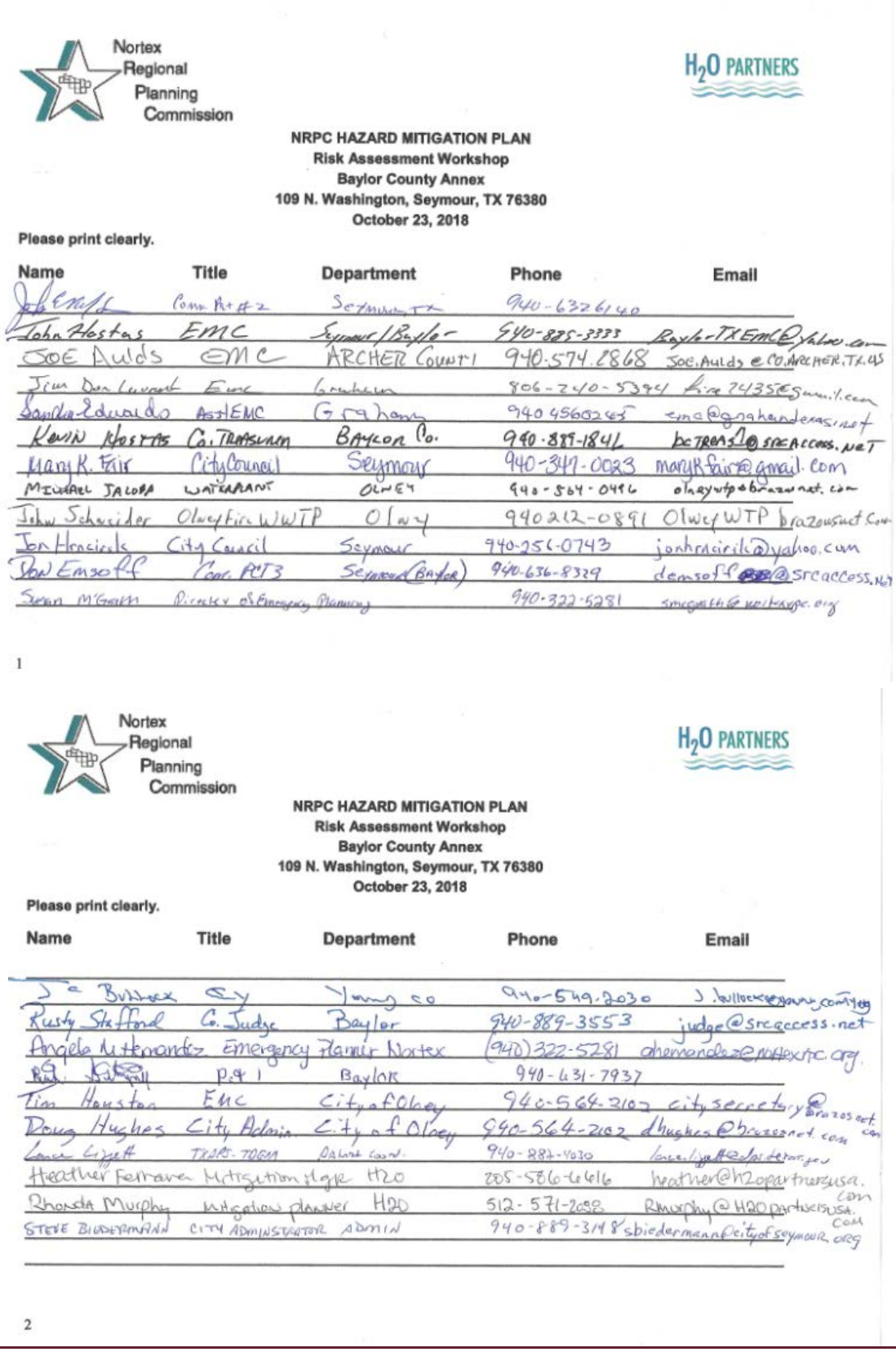
County/ Entity _____

E-mail _____

Examples: Meetings, Phone Calls, Document gathering, Preperations, Deliveries

Date/ Time	Activity/ Location	Meeting/Travel Length	City of Origin	Print Name/ Position
			Bryson	Name: Sheila Birdwell Postion: Mayor
				Name: Stacy Sparlock Postion: Justice of the Peace Pct 1
				Name: Postion:
				Name: Postion:
				Name: Postion:
				Name: Postion:
				Name: Postion:

Figure E-5. Central Group Risk Assessment Workshop, October 23, 2018



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Risk Assessment Workshop
Baylor County Annex
109 N. Washington, Seymour, TX 76380
October 23, 2018

Please print clearly.

Name	Title	Department	Phone	Email
[illegible]	Comm Pct #2	Seymour, TX	940-632-6140	
John Hastas	EMC	Seymour/Baylor	940-888-3333	Baylo-TXEmC@yahoo.com
JOE Aulds	EMC	ARCHER COUNTY	940.574.8868	JOE.Aulds@CO.ARCHER.TX.US
Jim Dan Lunsford	Emc	Goodlett	806-240-5394	fire74355@gmail.com
Sandra Edwards	Asst EMC	Graham	940 4560265	[illegible]
Kevin Hastas	Co. Treasurer	Baylor Co.	940-889-1841	bctreas1@srcaccess.net
Mary K. Fair	City Council	Seymour	940-347-0023	marykfair@gmail.com
MICHAEL JALOMA	WATER PLANT	OLNEY	940-564-0496	olneywtp@brazos.net.com
John Schneider	Olney Fire WWTP	Olney	940 212-0891	OlneyWTP brazosnet.com
Jon Hrncirik	City Council	Seymour	940-256-0743	jonhrncirik@yahoo.com
Don Emsoff	Com. Pct 3	Seymour (Baylor)	940-636-8329	demsoff[illegible]@srcaccess.net
Susan McGraw	Director of Emergency Planning		940-322-5281	smcgraw@co.wichita.tx.us

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Nortex Regional Planning Commission

H2O PARTNERS

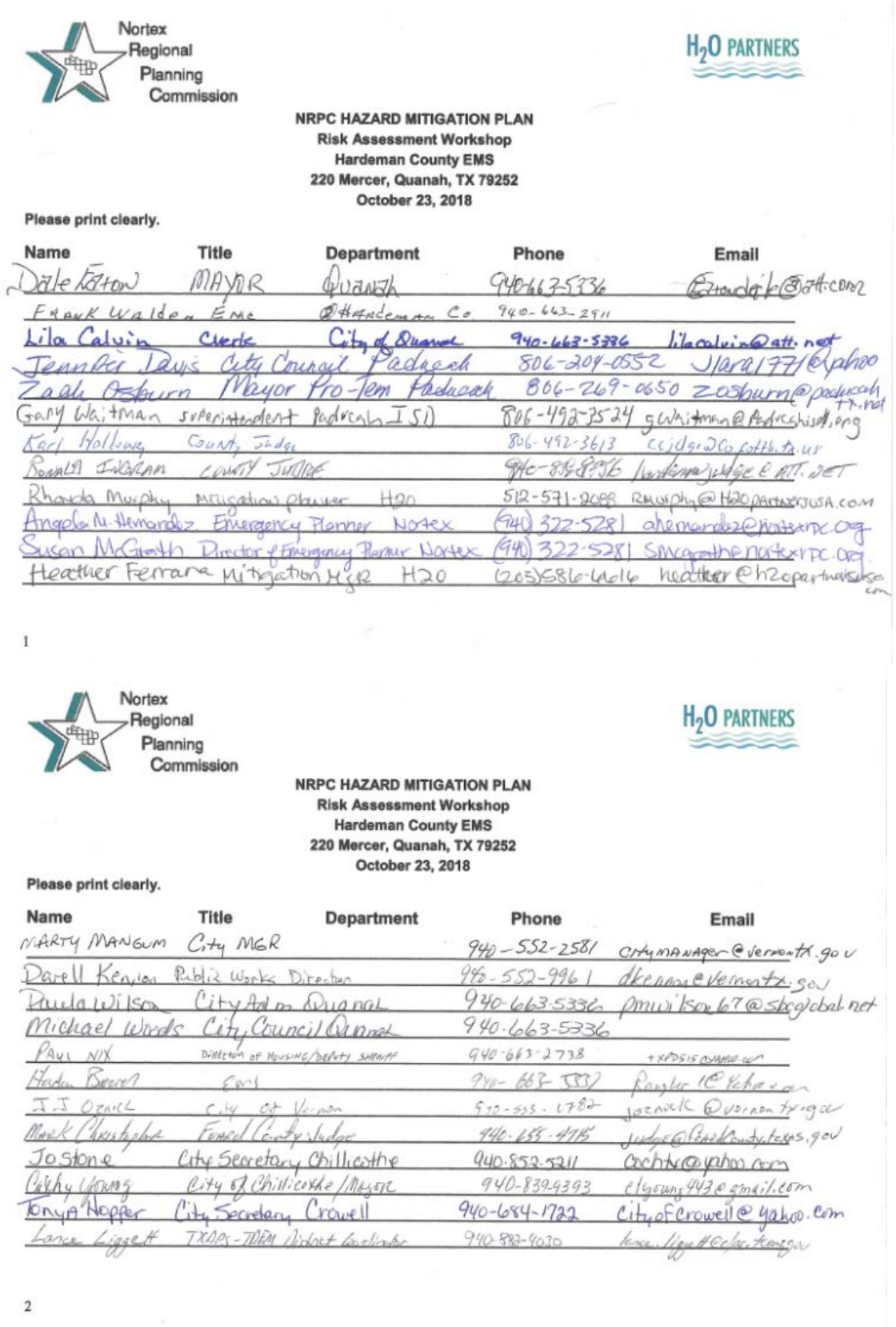
NRPC HAZARD MITIGATION PLAN
Risk Assessment Workshop
Baylor County Annex
109 N. Washington, Seymour, TX 76380
October 23, 2018

Please print clearly.

Name	Title	Department	Phone	Email
J. Bullock	Ey	Young Co	940-549-2030	J.bullock@youngcounty.org
Rusty Stafford	Co. Judge	Baylor	940-889-3553	judge@srcaccess.net
Angela Hernandez	Emergency Planner	Nortex	(940) 322-5281	ahernandez@nortexrpc.org
[illegible]	P&I	Baylor	940-631-7937	
Tim Houston	Emc	City of Olney	940-564-2102	citysecretary@brazos.net.com
Doug Hughes	City Admin.	City of Olney	940-564-2102	dhughes@brazosnet.com
Lance Liggett	TXDOT-TDEM	District Coord.	940-282-4030	lance.liggett@dot.texas.gov
Heather Ferrara	Mitigation Strategist	H2O	205-586-6616	heather@h2opartnersusa.com
Rhonda Murphy	Mitigation planner	H2O	512-571-2098	Rmurphy@H2Opartnersusa.com
STEVE BIEDERMANN	CITY ADMINISTRATOR	ADMIN	940-889-3148	sbiedermann@cityofseymour.org

2

Figure E-6. Western Group Risk Assessment Workshop, October 23, 2018



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Risk Assessment Workshop
Hardeman County EMS
220 Mercer, Quanah, TX 79252
October 23, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Dale Eaton	MAYOR	Quanah	940-663-5336	[illegible]
Frank Walden	EMC	@ Hardeman Co	940-663-2911	
Lila Calvin	Clerk	City of Quanah	940-663-5336	lilacalvin@att.net
Jennifer Davis	City Council	Padacah	806-209-0552	Jlara177@yahoo
Zach Osburn	Mayor Pro-Tem	Paducah	806-269-0650	zosburn@paducahtx.net
Gary Waitman	superintendent	Paducah ISD	806-492-3524	gwaitman@paducahisd.org
Kari Hollowa	County Judge		806-492-3613	ccjdgr@co.cottle.tx.us
Ronald Ingram	County Judge		940-886-336	hardemanjudge@att.net
Rhonda Murphy	Mitigation planner	H2O	512-571-2088	RMurphy@H2OpartnersUSA.com
Angela N. Hernandez	Emergency Planner	Nortex	(940) 322-5281	ahernandez@nortexrpc.org
Susan McGrath	Director of Emergency Planner	Nortex	(940) 322-5281	SMcgrath@nortexrpc.org
Heather Ferrara	Mitigation Mgr	H2O	(205)586-4616	heather@h2opartnersusa.com

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Nortex Regional Planning Commission

H2O PARTNERS

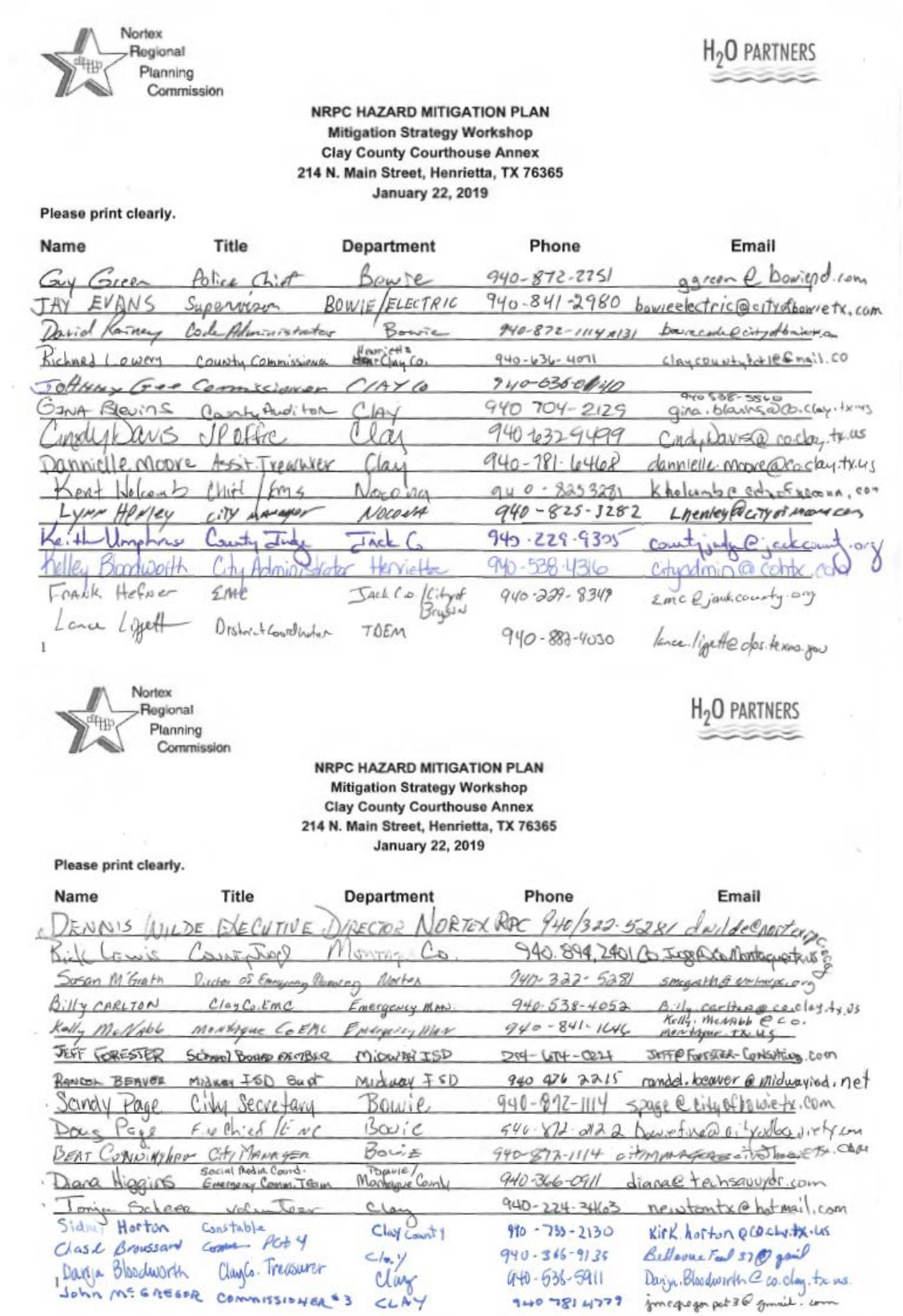
NRPC HAZARD MITIGATION PLAN
Risk Assessment Workshop
Hardeman County EMS
220 Mercer, Quanah, TX 79252
October 23, 2018

Please print clearly.

Name	Title	Department	Phone	Email
MARTY MANGUM	City MGR		940-552-2581	citymanager@vernontx.gov
Darell Kenyon	Public Works Director		940-552-9961	dkenyon@vernontx.gov
Paula Wilson	City Admin	Quanah	940-663-5336	pmwilson67@sbcglobal.net
Michael Words	City Council	Quanah	940-663-5336	
PAUL NIX	Director of Housing/Property Services		940-663-2738	+XPDSIS@YAHOO.COM
Hadon Brewer	Cook		940-663-5557	Ranger1C@Yahoo.com
J J Oganek	City of Vernon		940-553-1782	joganek@vernontx.gov
Mark Christopher	Foard County Judge		940-455-4915	judge@foardcountytexas.gov
Jo Stone	City Secretary	Chillicothe	940-852-5211	cochtx@yahoo.com
Cathy Young	City of Chillicothe	Mayor	940-839-4393	cityoung443@gmail.com
Tonya Hopper	City Secretary	Crowell	940-684-1722	cityofcrowell@yahoo.com
Lance Liggett	TXDPS-TDEM	District Coordinator	940-983-4030	lance.liggett@dps.texas.gov

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Figure E-7. Eastern Group Mitigation Strategy Workshop, January 22, 2019



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Clay County Courthouse Annex
214 N. Main Street, Henrietta, TX 76365
January 22, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Guy Green	Police Chief	Bowie	940-872-2751	ggreen@bowietx.com
JAY EVANS	Supervisor	BOWIE/ELECTRIC	940-841-2980	bowieelectric@cityofbowietx.com
David Rainey	Code Administrator	Bowie	940-872-1114 x131	bowiecode@cityofbowie.com
Richard Lowery	County Commissioner	Henrietta Clay Co.	940-636-4091	claycountytaxle@gmail.com
Johnny Goo	Commissioner	CLAY CO	940-636-0940	
Gina Blevins	County Auditor	Clay	940 704-2129	940 538-3566 gina.blevins@co.clay.tx.us
Cindy Davis	JP Office	Clay	940 632 4499	CindyDavis@co.clay.tx.us
Dannielle Moore	Asst Treasurer	Clay	940-781-6468	dannielle.moore@co.clay.tx.us
Kent Welcomb	Chief/EMS	Nocona	940-825-3253	Kwelcomb@cityofnocona.com
Lynn Henley	City Manager	Nocona	940-825-3282	Lhenley@cityofnocona.com
Keith Umphres	County Judge	Jack Co	940-229-9305	countyjudge@jackcounty.org
Kelley Bloodworth	City Administrator	Henrietta	940-538-4316	cityadmin@cohtx.com
Frank Hefner	EMC	Jack Co / City of Bryson	940-229-8349	emc@jackcounty.org
Lance Liggett	District Coordinator	TDEM	940-888-4030	lance.liggett@dps.texas.gov

1

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Clay County Courthouse Annex
214 N. Main Street, Henrietta, TX 76365
January 22, 2019

Please print clearly.

Name	Title	Department	Phone	Email
DENNIS WILDE	EXECUTIVE DIRECTOR	NORTEX RPC	940/322-5281	dwilde@nortexrpc.org
Rick Lewis	County Judge	Montague Co.	940.894.2401 Co.	Judge@montaguetx.us
Susan M'Grath	Director of Emergency Planning	Nortex	940-322-5281	smgrath@emtrain.org
Billy CARLTON	Clay Co. EMC	Emergency Mgmt.	940-538-4052	Billy.carlton@co.clay.tx.us
Kelly McNabb	Montague Co EMC	Emergency Mgr	940-841-1446	Kelly.McNabb@co.montague.tx.us
JEFF FORESTER	School Board President	Midway ISD	214-674-0827	JEFF@FORESTER-CONSULTING.com
RANDAL BEAVER	Midway ISD Supt	Midway ISD	940 476 2215	randal.beaver@midwayisd.net
Sandy Page	City Secretary	Bowie	940-872-1114	spage@cityofbowietx.com
Doug Page	Fire Chief/EMC	Bowie	940-872-2122	bowiefire@cityofbowietx.com
BEAU CUNNINGHAM	City Manager	Bowie	940-872-1114	citymanager@cityofbowietx.com
Dana Higgins	Social Media Coord. Emergency Comm. Team	Bowie/Montague County	940-366-0911	diana@techsavvytx.com
Tonya Scheer	Volunteer	Clay	940-224-3463	newtontx@hotmail.com
Sidney Horton	Constable	Clay County	940-733-2130	Kirk.horton@co.clay.tx.us
Clark Broussard	Commissioner Pct 4	Clay	940-366-9135	Bellevue Fuel 37@gmail
Danja Bloodworth	Clay Co. Treasurer	Clay	940-538-5911	Danja.Bloodworth@co.clay.tx.us
John McGREGOR	COMMISSIONER #3	CLAY	940 781 4779	jmcgregor pct3@gmail.com

Nortex Regional Planning Commission

H2O PARTNERS

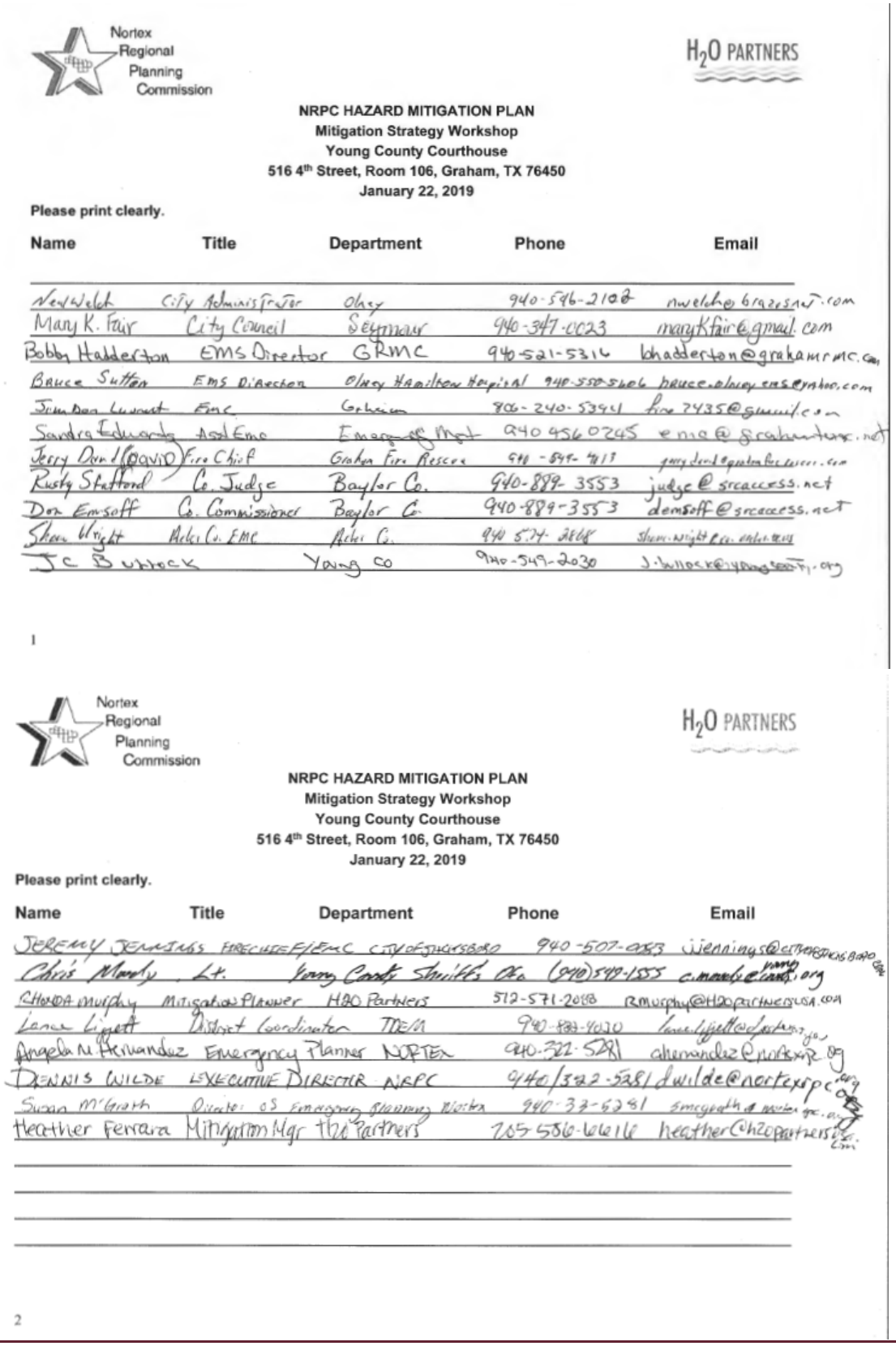
NRPC HAZARD MITIGATION PLAN
Mitigation Strategy ~~Public Meeting~~ Workshop
Clay County Courthouse Annex
214 N. Main Street, Henrietta, TX 76365
January 22, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Rick Lewis	County Judge	Montague	940.894.2401	cojudge@co.montague.tx.us
Art Langford	County Comm	Montague	940-531-0387	Langford MCTX@gmail.com
Kelly McNabb	EMC	Montague	940-841-1646	Kelly.mcnabb@co.montague.tx.us
Rhonda Murphy	Mitigation Planner	H2O Partners	512-571-2088	Rmurphy@H2Opartners.com
Angela M. Hernandez	Emergency Planner	NORTEX	940-322-5281	ahernandez@nortexrpc.org
Heather Ferrara	Mitigation Mgr	H2O Partners	205-586-6646	heather@h2opartnersusa.com

2

Figure E-8. Central Group Mitigation Strategy Workshop, January 22, 2019



Nortex Regional Planning Commission

H_2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Young County Courthouse
516 4th Street, Room 106, Graham, TX 76450
January 22, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Ned Welch	City Administrator	Olney	940-564-2108	nwelch@brazosaw.com
Mary K. Fair	City Council	Seymour	940-347-0023	marykfair@gmail.com
Bobby Hadderton	EMS Director	GRMC	940-521-5316	bhadderton@grahamrmc.com
Bruce Sutton	EMS Director	Olney Hamilton Hospital	940-564-5646	bruce.olney.ems@yahoo.com
Jim Don Lusk	EMC	Graham	806-240-5344	fire7435@gmail.com
Sandra Edwards	Asst Ems	Emergency Mgt	940 456 0245	ems@grahamtexas.net
Jerry Don (David)	Fire Chief	Graham Fire Rescue	940-549-4713	jerry.dondegenhardt@gmail.com
Rusty Stafford	Co. Judge	Baylor Co.	940-889-3553	judge@sreaccess.net
Don Emsoff	Co. Commissioner	Baylor Co.	940-889-3553	demsoff@sreaccess.net
Shawn Wright	Archer Co. EMC	Archer C.	940 574 2868	shawn.wright@co.archer.tx.us
JC Bullock		Young Co	940-549-2030	J.bullock@youngcounty.org

1

Nortex Regional Planning Commission

H_2O PARTNERS

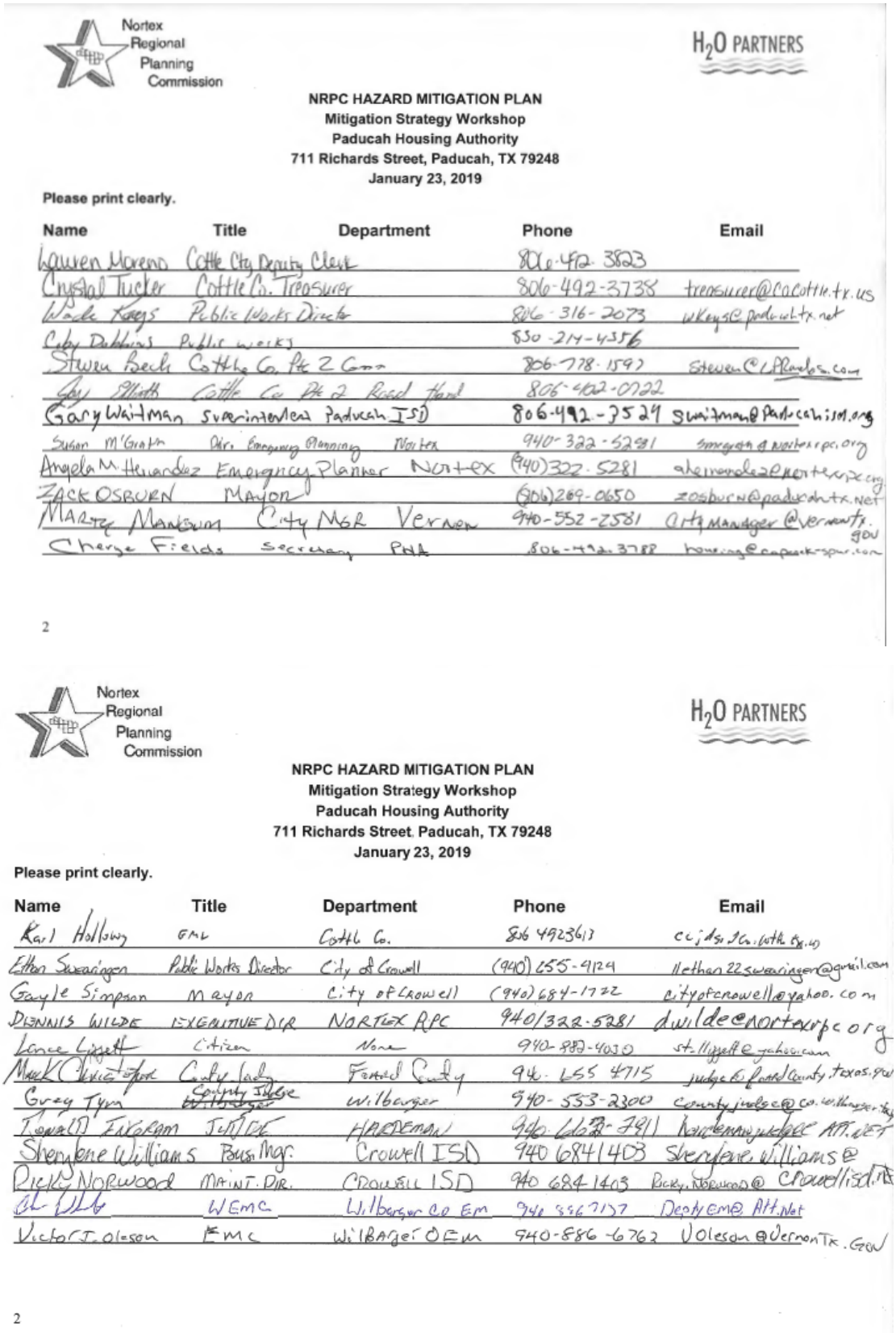
NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Young County Courthouse
516 4th Street, Room 106, Graham, TX 76450
January 22, 2019

Please print clearly.

Name	Title	Department	Phone	Email
JEREMY JENNINGS	FIRE CHIEF/EMC	CITY OF JACKSBORO	940-507-0383	jjennings@cityofjacksboro.com
Chris Manly	Lt.	Young County Sheriff's Office	(940)549-1555	c.manly@youngcounty.org
Rhonda Murphy	Mitigation Planner	H2O Partners	512-571-2088	Rmurphy@H2opartnersusa.com
Lance Liggett	District Coordinator	TDEM	940-733-4020	lance.liggett@dps.texas.gov
Angela M Hernandez	Emergency Planner	NCRTEX	940-322-5281	ahernandez@nortexrpc.org
DENNIS WILDE	EXECUTIVE DIRECTOR	NRPC	940/322-5281	dwilde@nortexrpc.org
Susan McGrath	Director of Emergency Planning	Nortex	940-33-5281	Emcgrath@nortexrpc.org
Heather Ferrara	Mitigation Mgr	H2O Partners	765 586-6616	heather@h2opartnersllc.com

2

Figure E-9. Western Group Mitigation Strategy Workshop, January 23, 2019



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Paducah Housing Authority
711 Richards Street, Paducah, TX 79248
January 23, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Lauren Moreno	Cottle City Deputy Clerk		806-492-3823	
Crystal Tucker	Cottle Co. Treasurer		806-492-3738	treasurer@COCottle.tx.us
Wade Keays	Public Works Director		806-316-2073	wkeays@paducahtx.net
Coby Dobbins	Public works		830-214-4356	
Steven Beck	Cottle Co. Pct 2 Comm		806-778-1597	steven@LPRanches.com
Jay Smith	Cottle Co Pct 2 Road Hand		806-492-0722	
Gary Waitman	Superintendent Paducah ISD		806-492-3529	gwaitman@paducahisd.org
Susan M'Graw	Dir. Emergency Planning	Nortex	940-322-5281	smcgraw@nortexrpc.org
Angela M. Hernandez	Emergency Planner	Nortex	(940)322-5281	ahernandez@nortexrpc.org
ZACK OSBURN	MAYOR		(806)269-0650	zosburn@paducahtx.net
MARTY MARKHAM	City MGR	Vernon	940-552-2581	CityManager@vernontx.gov
Cheryl Fields	Secretary	PHA	806-492-3788	housing@carpenter-spur.com

2

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Paducah Housing Authority
711 Richards Street, Paducah, TX 79248
January 23, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Karl Holloway	EMC	Cottle Co.	806 4923613	cc_jds_3@co.cottle.tx.us
Ethan Swearingen	Public Works Director	City of Crowell	(940) 655-4124	ethan22swearingen@gmail.com
Gayle Simpson	Mayor	City of Crowell	(940) 684-1722	cityofcrowell@yahoo.com
DENNIS WILDE	EXECUTIVE DIR	NORTEX RPC	940/322-5281	dwilde@nortexrpc.org
Lance Liggett	Citizen	None	940-889-4030	st.liggett@yahoo.com
Mark Christopher	County Judge	Foard County	940-455-4715	judge@foardcounty.texas.gov
Greg Tyra	~~County Judge~~ Wilbarger	Wilbarger	940-553-2300	countyjudge@co.wilbarger.tx.us
Donald Fickram	JUSTICE	HARDEMAN	940-663-7911	hardemanjudge Att.net
Sherylene Williams	Bus Mgr.	Crowell ISD	940 6841403	sherylene.williams@
Ricky Norwood	MAINT. DIR.	CROWELL ISD	940 684 1403	Ricky.Norwood@crowellisd.net
[illegible]	WEMC	Wilbarger Co EM	940 886 7157	DeputyEM@Att.Net
Victor J. Oleson	EMC	Wilbarger OEM	940-886-6762	VOleson@VernonTx.Gov

2

Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Paducah Housing Authority
711 Richards Street, Paducah, TX 79248
January 23, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Corine Zuniga			806 269 0617	Corine.Zuniga87@gmail.com
Richard Crawford			806 346-5133	
Jennifer Davis			806 204 0582	Jlara177@yahoo.com
Ray Rodriguez	Chief of Police		806-346-0816	
Rodger Brewer	Councilmember		940-585-7457	
Randy Fields	Municipal Judge		806-492-2966	paducah-court@outlook.com
Kaitlyn Deaton			806 492 3151	kdeaton2013@gmail.com
Monte Fields	JP		806 492 3515	cottlejp@co.cottle.tx.us
Diana Holloway			806 346 6207	dianaholloway09@yahoo
[illegible]	Cert/Comm. Rec. 4		(806) 576-4078	—
Edward Buster	Roadhand Prec 3		(940)-475-0512	—
Vicky Underston	Cottle City Clerk		806-492-3823	

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Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Workshop
Paducah Housing Authority
711 Richards Street, Paducah, TX 79248
January 23, 2019

Please print clearly.

Name	Title	Department	Phone	Email
Patsy Smith	Ex Director	PHA	806-492-3788	housing@caprock-spur.com
Arthur Hemphill	Maintenance	Federal Housing	806-492-2748	housing@caprock-spur.com
Jerry Jones	Maintenance	Federal Housing	806-492-2748	housing@caprock-spur.com
Annette Walker	Maintenance	Paducah Housing	806-492-2748	housing@caprock-spur.com
Heather Ferrara	Mitigation Mgr	H2O Partners	205-586-6616	heather@h2opartnersusa.com

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PUBLIC MEETING DOCUMENTATION

As discussed in Section 2, public meetings were held in conjunction with each of the workshops. Documentation in the form of sign-in sheets for each of the meetings follows.

Figure E-10. Kickoff Public Meeting, June 18, 2018

Nortex Regional Planning Commission

H_2O PARTNERS

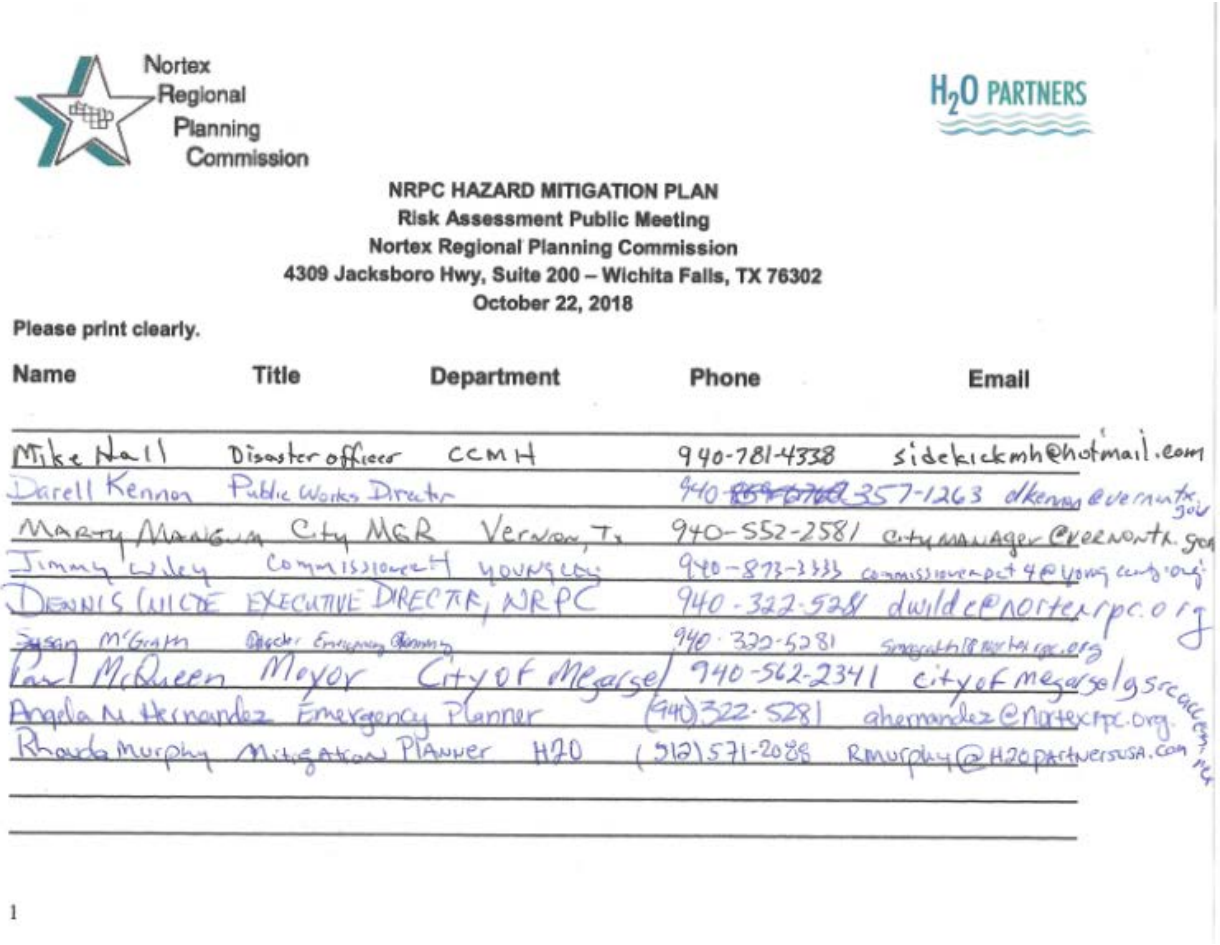
NRPC HAZARD MITIGATION PLAN
Kickoff Workshop Public Meeting
Nortex Regional Planning Commission
4309 Jacksboro Hwy, Suite 200 – Wichita Falls, TX 76302
June 18, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Rachel Andrews	Mitigation Specialist	H2o Partners	512-983-0092	rachel@h2opartners.com
[illegible]	Clay Co. Volunteer		940-538-6423	[illegible]@TAXCLAYCOUNTY.com
Billy Carlton	Clay County EMC		940-538-4052	Billy.carlton@co.clay.tx.us
Randy Jackson	Archer Co Judge		940-574-4811	Randall.jackson@co.archer.tx.us
Lance Liggett	District Coordinator	TDEM	940-882-4030	lance.liggett@dps.texas.gov
Dennis Wilde	Executive Director		940-322-5281	dwilde@nortexrpc.org
Erik Ashby	Director of Emergency planning	Nortex	940 322-5281	eashby@nortexrpc.org
Susan M'Grath	Emergency Planner	Nortex	940-322-5281	smcgrath@nortex.org

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Figure E-11. Risk Assessment Public Meeting, October 22, 2018



Nortex Regional Planning Commission

H2O PARTNERS

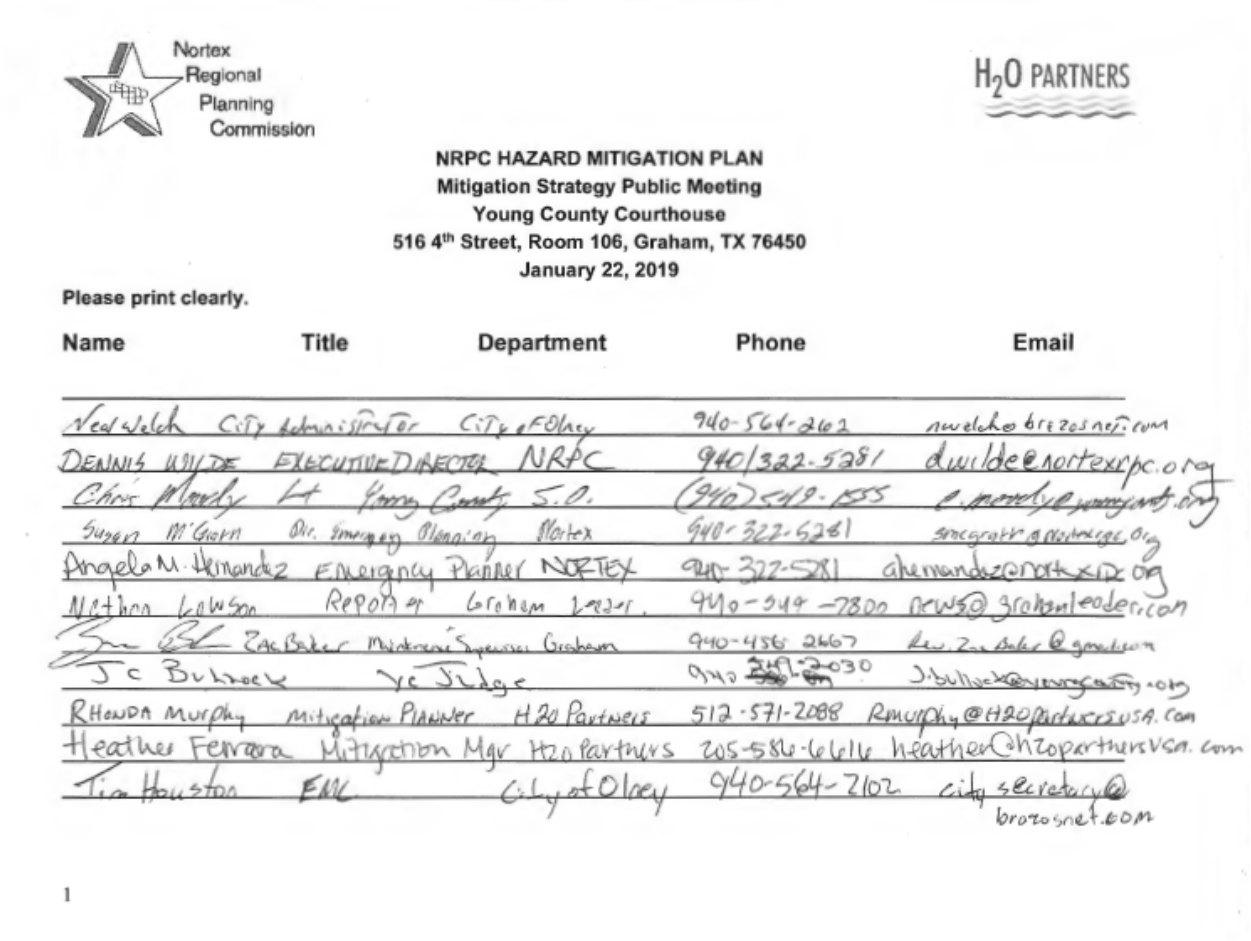
NRPC HAZARD MITIGATION PLAN
Risk Assessment Public Meeting
Nortex Regional Planning Commission
4309 Jacksboro Hwy, Suite 200 – Wichita Falls, TX 76302
October 22, 2018

Please print clearly.

Name	Title	Department	Phone	Email
Mike Nall	Disaster officer	CCMH	940-781-4338	sidekickmh@hotmail.com
Darell Kennon	Public Works Director		940 357-1263	dkennon@vernontx.gov
Marty Manigum	City MGR	Vernon, Tx	940-552-2581	citymanager@vernontx.gov
Jimmy Wiley	Commissioner 4	Young Co	940-873-3333	commissioner4@youngcounty.org
DENNIS WILDE	EXECUTIVE DIRECTR,	NRPC	940-322-5281	dwilde@nortexrpc.org
Susan McGrath	Director Emergency Planning		940-322-5281	smcgrath@nortexrpc.org
Paul McQueen	Mayor	City of Megarse	940-562-2341	cityofmegarse@gsrcable.net
Angela N. Hernandez	Emergency Planner		(940)322-5281	ahernandez@nortexrpc.org
Rhonda Murphy	Mitigation Planner	H2O	(512)571-2088	RMurphy@H2OPartnersUSA.com

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Figure E-12. Mitigation Strategy Public Meeting, January 22, 2019



Nortex Regional Planning Commission

H2O PARTNERS

NRPC HAZARD MITIGATION PLAN
Mitigation Strategy Public Meeting
Young County Courthouse
516 4th Street, Room 106, Graham, TX 76450
January 22, 2019

Please print clearly.

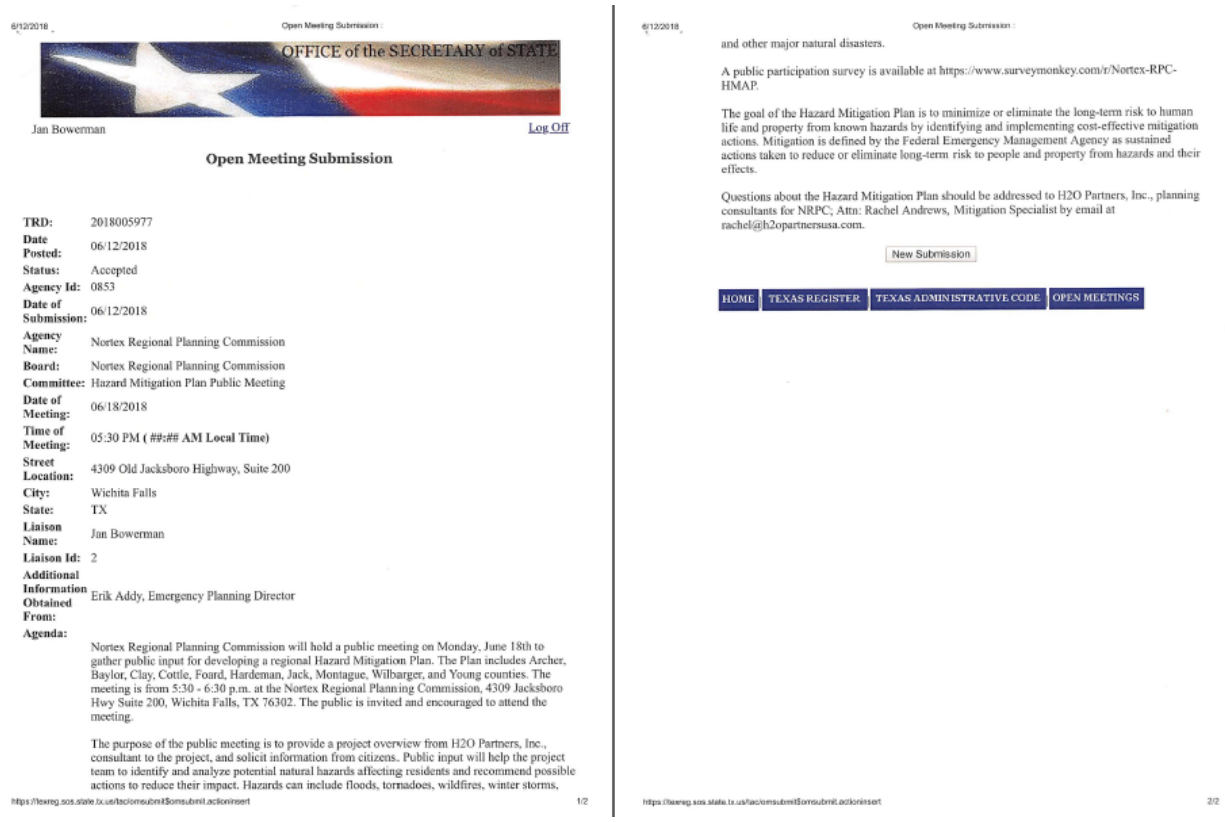
Name	Title	Department	Phone	Email
Ned Welch	City Administrator	City of Olney	940-564-2602	nwelch@brazosnet.com
DENNIS WILDE	EXECUTIVE DIRECTOR	NRPC	940/322-5281	dwilde@nortexrpc.org
Chris Moody	LT	Young County S.O.	(940) 549-1555	c.moody@youngcounty.org
Suzzett M'Girth	Dir. Emergency Mgmt.	Nortex	940-322-5281	smcgrath@nortexrpc.org
Angela M. Hernandez	Emergency Planner	NORTEX	940-322-5281	ahernandez@nortexrpc.org
Nathan Lawson	Reporter	Graham Leader	940-549-7800	news@grahamleader.com
Zac Baker	Maintenance Supervisor	Graham	940-456-2667	Zac.Baker@graham.com
JC Bullock	JC Judge		940 ~~549~~ 2030	J.bullock@youngcounty.org
RHONDA Murphy	Mitigation Planner	H2O Partners	512-571-2088	Rmurphy@H2Opartnersusa.com
Heather Ferrara	Mitigation Mgr	H2O Partners	205-586-6616	heather@h2opartnersusa.com
Tina Houston	EMC	City of Olney	940-564-2102	city secretary@brazosnet.com

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PUBLIC NOTICES

Public notices to announce NRPC's and participating jurisdictions within each Planning Group's participation in the Plan development process were posted on their website, on social media sources including Facebook and Twitter, through the local media, and/or posting the information on bulletin boards in public facilities.[1]

Figure E-13. Public Notice, Nortex Open Meeting



6/12/2018 Open Meeting Submission :

OFFICE of the SECRETARY of STATE

Jan Bowerman Log Off

Open Meeting Submission

TRD:	2018005977
Date Posted:	06/12/2018
Status:	Accepted
Agency Id:	0853
Date of Submission:	06/12/2018
Agency Name:	Nortex Regional Planning Commission
Board:	Nortex Regional Planning Commission
Committee:	Hazard Mitigation Plan Public Meeting
Date of Meeting:	06/18/2018
Time of Meeting:	05:30 PM (##:## AM Local Time)
Street Location:	4309 Old Jacksboro Highway, Suite 200
City:	Wichita Falls
State:	TX
Liaison Name:	Jan Bowerman
Liaison Id:	2
Additional Information Obtained From:	Erik Addy, Emergency Planning Director

Agenda:

Nortex Regional Planning Commission will hold a public meeting on Monday, June 18th to gather public input for developing a regional Hazard Mitigation Plan. The Plan includes Archer, Baylor, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wilbarger, and Young counties. The meeting is from 5:30 - 6:30 p.m. at the Nortex Regional Planning Commission, 4309 Jacksboro Hwy Suite 200, Wichita Falls, TX 76302. The public is invited and encouraged to attend the meeting.

The purpose of the public meeting is to provide a project overview from H2O Partners, Inc., consultant to the project, and solicit information from citizens. Public input will help the project team to identify and analyze potential natural hazards affecting residents and recommend possible actions to reduce their impact. Hazards can include floods, tornadoes, wildfires, winter storms,

https://texreg.sos.state.tx.us/fac/omsubmit$omsubmit.actioninsert 1/2

6/12/2018 Open Meeting Submission :

and other major natural disasters.

A public participation survey is available at https://www.surveymonkey.com/r/Nortex-RPC-HMAP.

The goal of the Hazard Mitigation Plan is to minimize or eliminate the long-term risk to human life and property from known hazards by identifying and implementing cost-effective mitigation actions. Mitigation is defined by the Federal Emergency Management Agency as sustained actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.

Questions about the Hazard Mitigation Plan should be addressed to H2O Partners, Inc., planning consultants for NRPC; Attn: Rachel Andrews, Mitigation Specialist by email at rachel@h2opartnersusa.com.

New Submission

HOME | TEXAS REGISTER | TEXAS ADMINISTRATIVE CODE | OPEN MEETINGS

https://texreg.sos.state.tx.us/fac/omsubmit$omsubmit.actioninsert 2/2

[1] Due to the number of participating jurisdictions, who also may have posted the notice in more than one location, a sampling of notices have been provided here. Additional screen shots can be provided upon request.

Figure E-14. Public Notice, Wichita Falls News Clip

Texomas homepage.com

Local News

Disaster mitigation action plans now being discussed for 10 county area

By:

Nicholas Quallich (http://www.texomashomepage.com/meet-the-team/nicholas-quallich/848257572) (mailto:nquallich@kfdx.com)

Updated Jun 18, 2018 06:22 PM CDT



WICHITA FALLS (KFDX/KJTL) - The Nortex Regional Planning Commission is now working with the counties of Archer, Baylor, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wilbarger and Young to put together disaster mitigation plans.

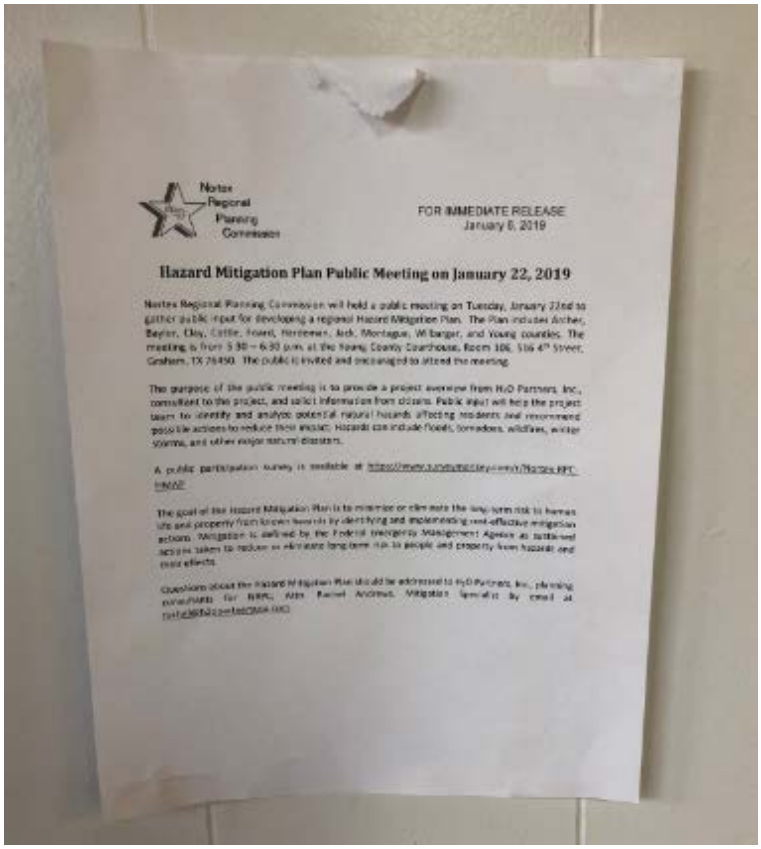
The goal is to eliminate long term-risk to human life and property if and when natural disasters and hazards occur.

Once plans are approved by FEMA, NRPC and all participating jurisdictions must formally adopt the plan and would be eligible for emergency funding.

Right now, comments are being taken from the public.

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Figure E-15. Public Notice, City of Bowie City Hall Posting



Nortex Regional Planning Commission

FOR IMMEDIATE RELEASE
January 8, 2019

Hazard Mitigation Plan Public Meeting on January 22, 2019

Nortex Regional Planning Commission will hold a public meeting on Tuesday, January 22nd to gather public input for developing a regional Hazard Mitigation Plan. The Plan includes Archer, Baylor, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wilbarger, and Young counties. The meeting is from 5:30 – 6:30 p.m. at the Young County Courthouse, Room 106, 516 4th Street, Graham, TX 76450. The public is invited and encouraged to attend the meeting.

The purpose of the public meeting is to provide a project overview from H2O Partners, Inc., consultant to the project, and solicit information from citizens. Public input will help the project team to identify and analyze potential natural hazards affecting residents and recommend possible actions to reduce their impact. Hazards can include floods, tornadoes, wildfires, winter storms, and other major natural disasters.

A public participation survey is available at https://www.surveymonkey.com/r/Nortex_RPC_HMAP

The goal of the Hazard Mitigation Plan is to minimize or eliminate the long-term risk to human life and property from known hazards by identifying and implementing cost-effective mitigation actions. Mitigation is defined by the Federal Emergency Management Agency as sustained actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.

Questions about the Hazard Mitigation Plan should be addressed to H2O Partners, Inc., planning consultants for NRPC, Attn: Rachel Andrews, Mitigation Specialist by email at rachel@h2opartnersinc.com

Figure E-16. Public Notice, City of Henrietta City Hall Bulletin Board



Nortex Regional Planning Commission

FOR IMMEDIATE RELEASE
January 6, 2019

Hazard Mitigation Plan Public Meeting on January 22, 2019

Nortex Regional Planning Commission will hold a public meeting on Tuesday, January 22nd to gather public input for developing a regional Hazard Mitigation Plan. The Plan includes Archer, Baylor, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wilbarger, and Young counties. The meeting is from 5:30 – 6:30 p.m. at the Young County Courthouse, Room 306, 516 4th Street, Graham, TX 76450. The public is invited and encouraged to attend the meeting.

The purpose of the public meeting is to provide a project overview from H2O Partners, Inc., consultant to the project, and solicit information from citizens. Public input will help the project team to identify and analyze potential natural hazards affecting residents and recommend possible actions to reduce their impact. Hazards can include floods, tornadoes, wildfires, winter storms, and other major natural disasters.

A public participation survey is available at https://www.surveymonkey.com/r/Nortex-RPC-HMAP

The goal of the Hazard Mitigation Plan is to minimize or eliminate the long-term risk to human life and property from known hazards by identifying and implementing cost-effective mitigation actions. Mitigation is defined by the Federal Emergency Management Agency as sustained actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.

Questions about the Hazard Mitigation Plan should be addressed to H2O Partners, Inc., planning consultants for NRPC: Attn: Rachel Andrews, Mitigation Specialist by email at rachel@h2opartnersusa.com

Figure E-17. Public Notice, Henrietta ISD Twitter Page

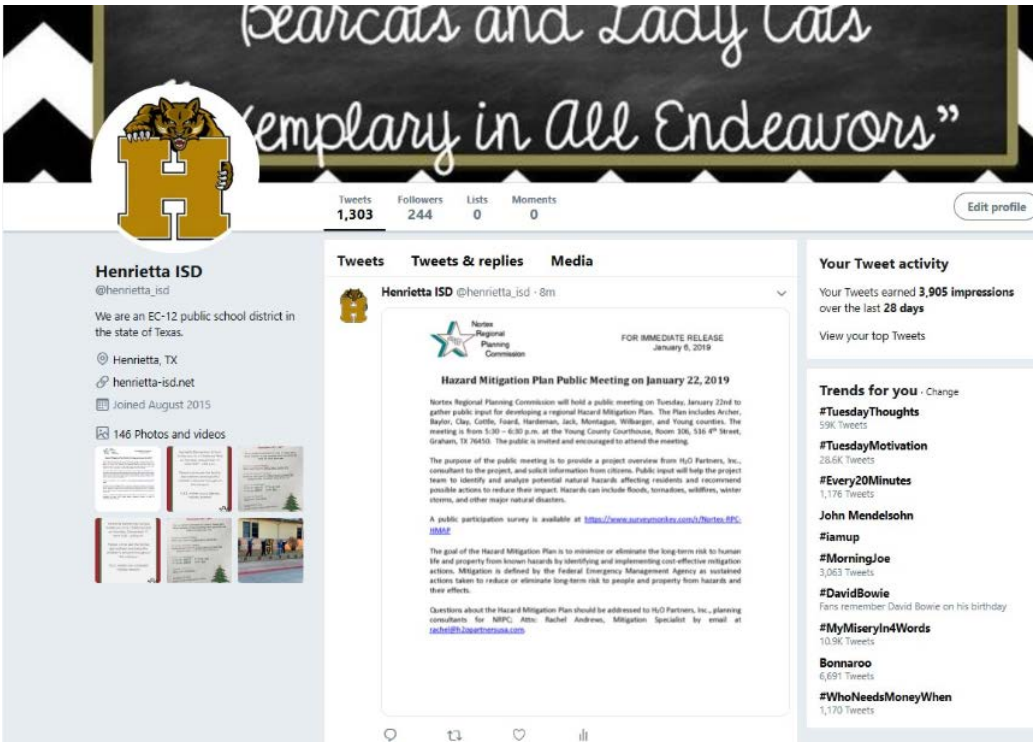


Figure E-18. Public Notice, City of Jacksboro Facebook Page

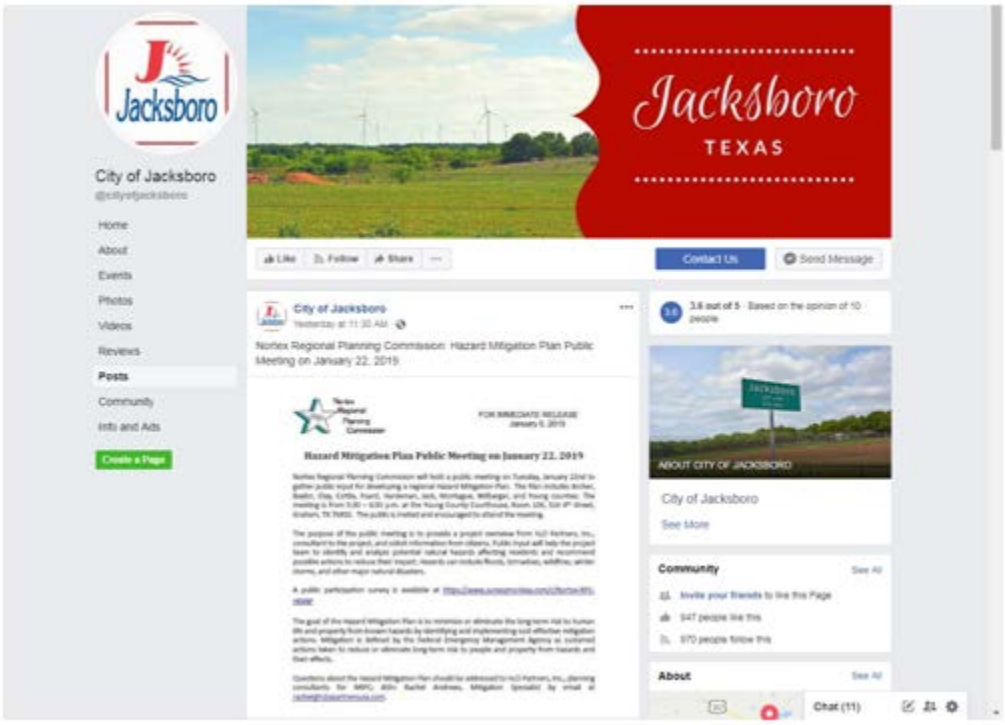


Figure E-19. Public Notice, Montague County Website

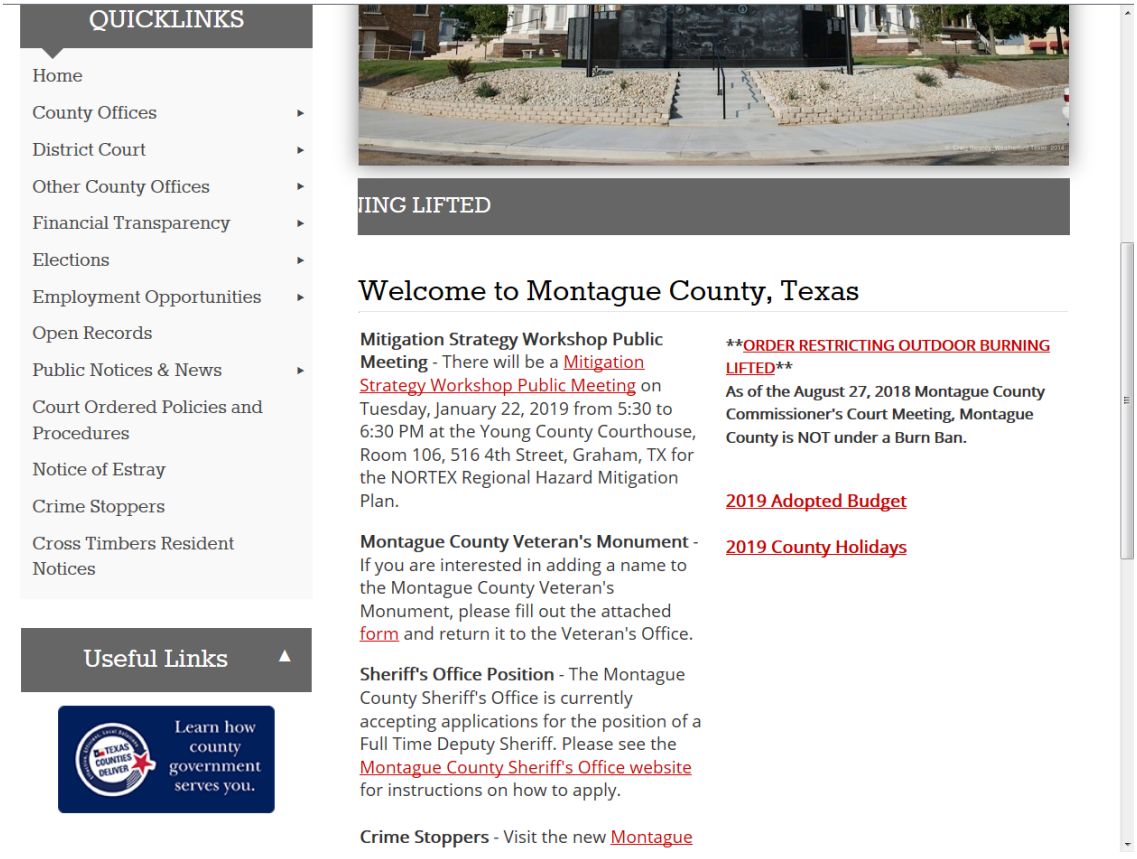


Figure E-20. Public Notice, Baylor County Courthouse

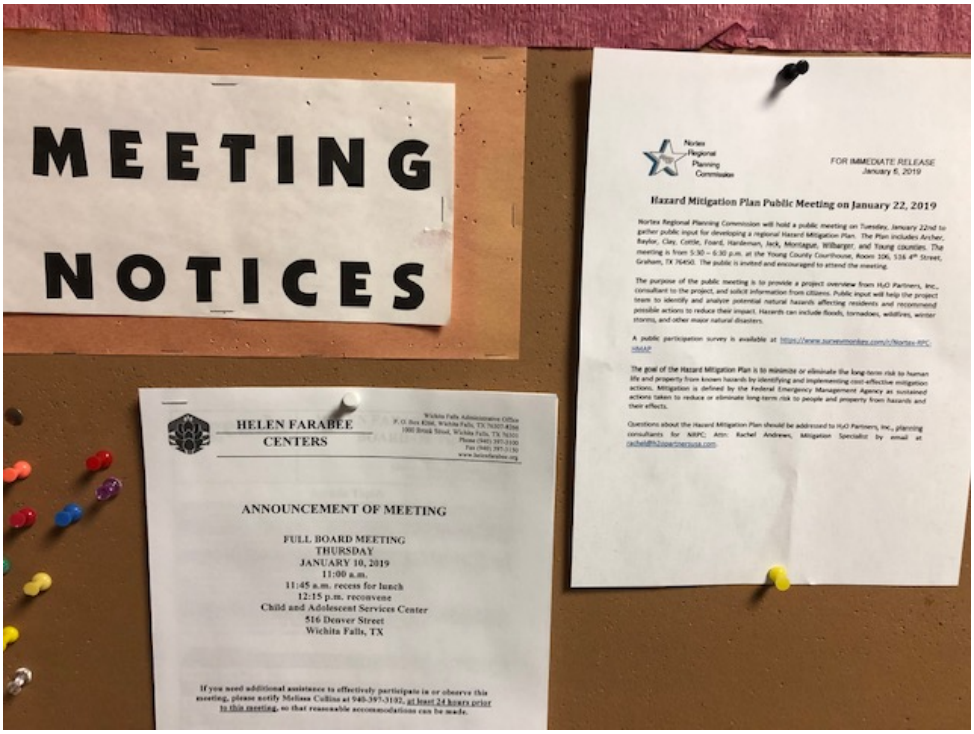


Figure E-21. Public Notice, Baylor County Emergency Management Facebook Page



Figure E-22. Public Notice, City of Newcastle City Hall

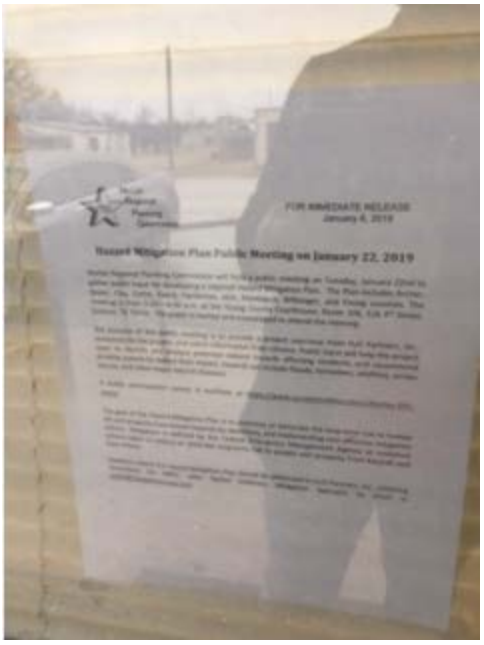


Figure E-23. Public Notice, City of Lakeside City NextDoor App

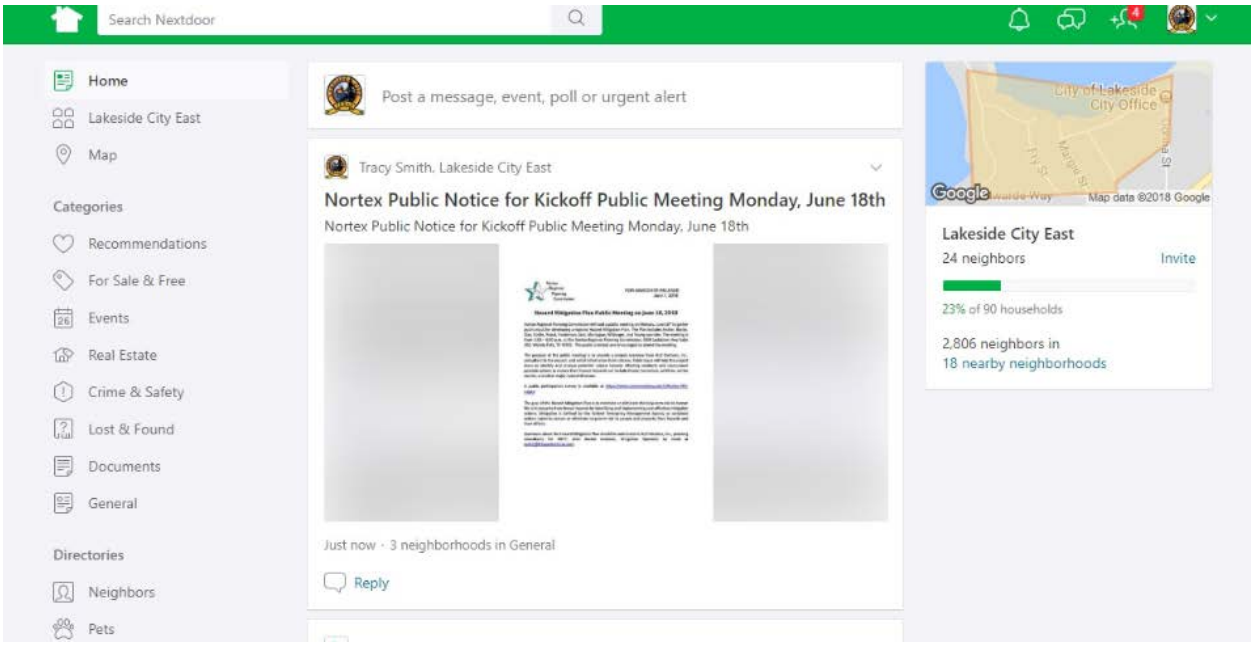


Figure E-24. Public Notice, Young County Courthouse

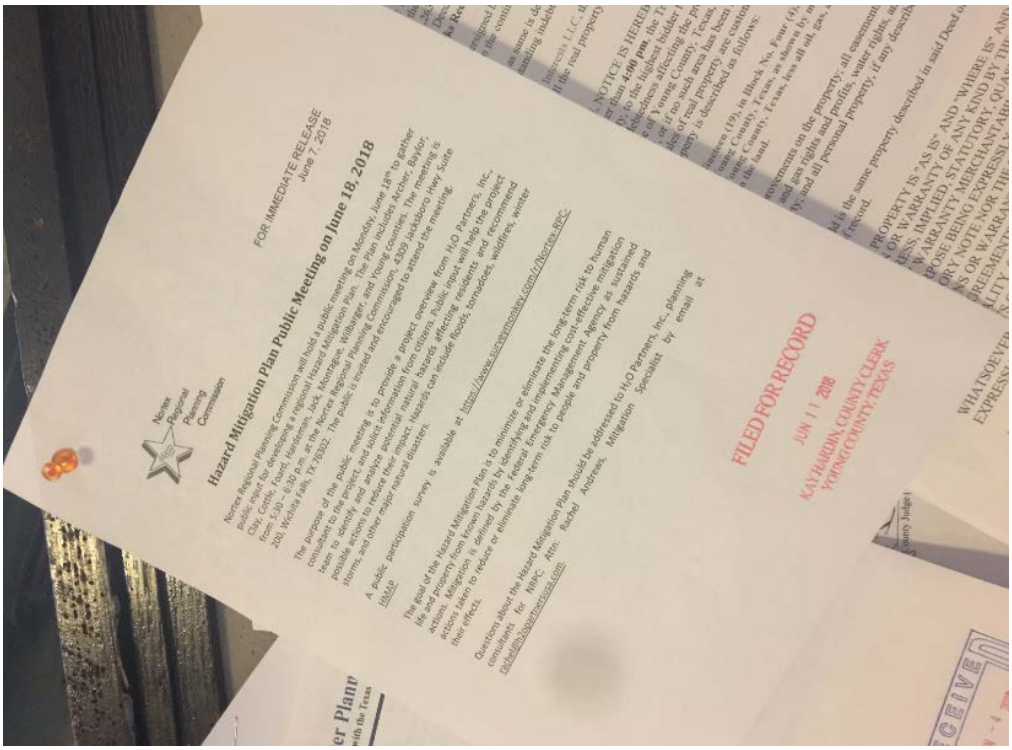


Figure E-25. Public Notice, City of Chillicothe City Hall

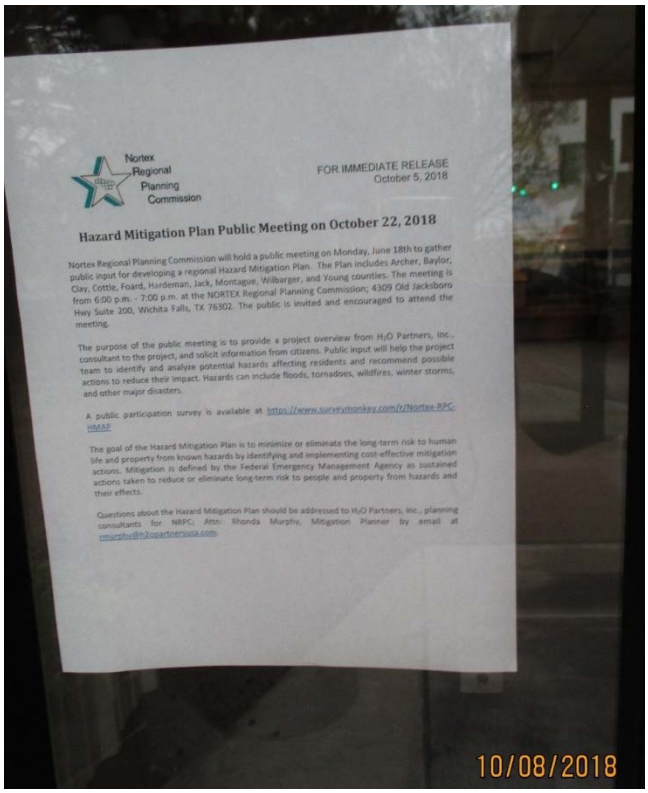


Figure E-26. Public Notice, City of Crowell Website

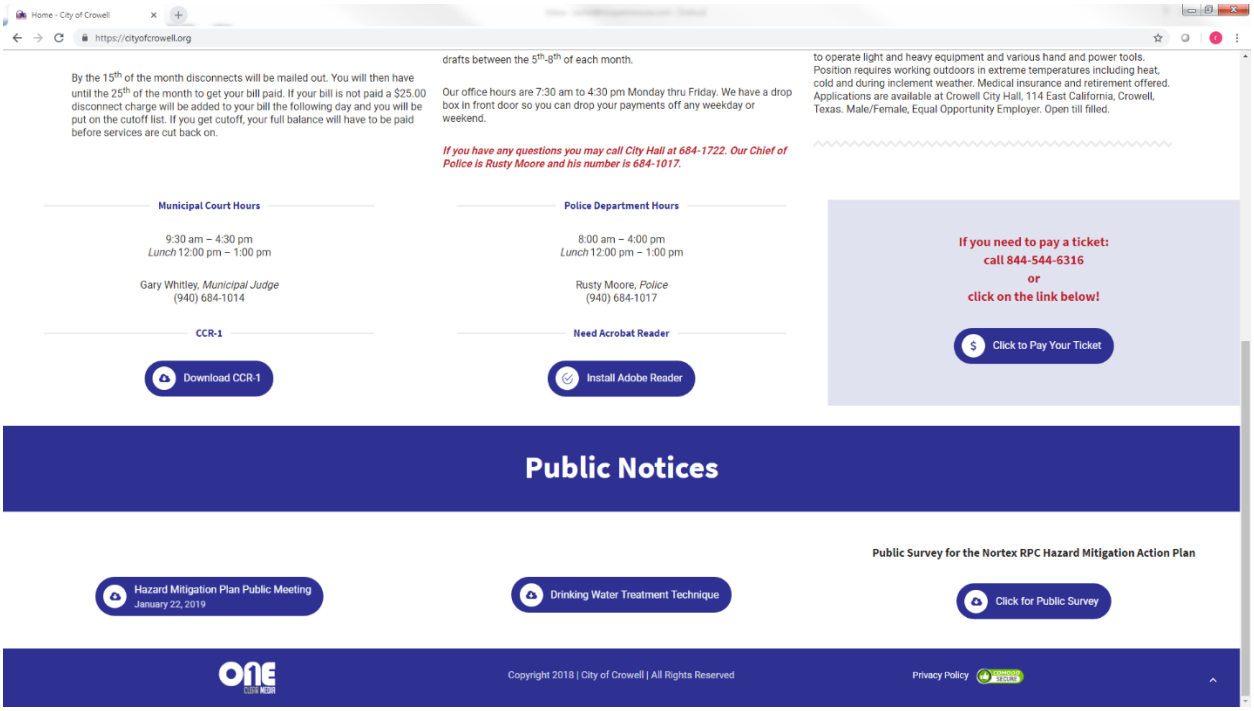


Figure E-27. Public Notice, City of Vernon Facebook Page

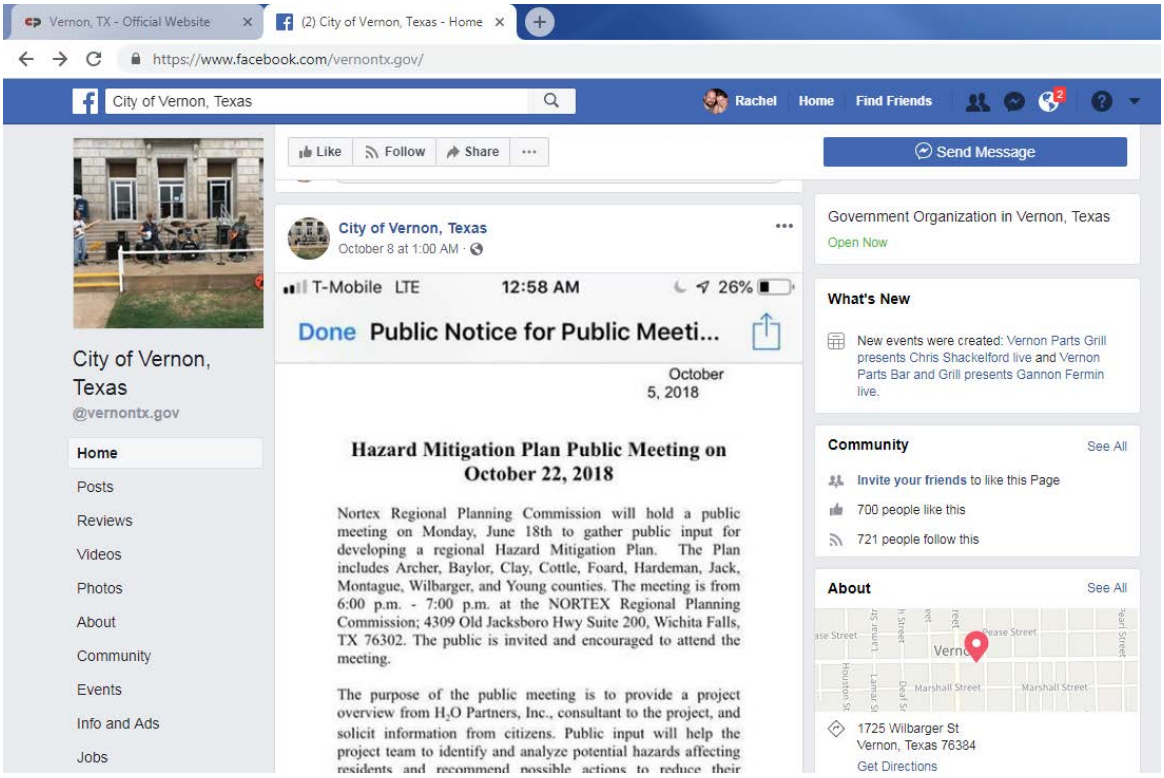
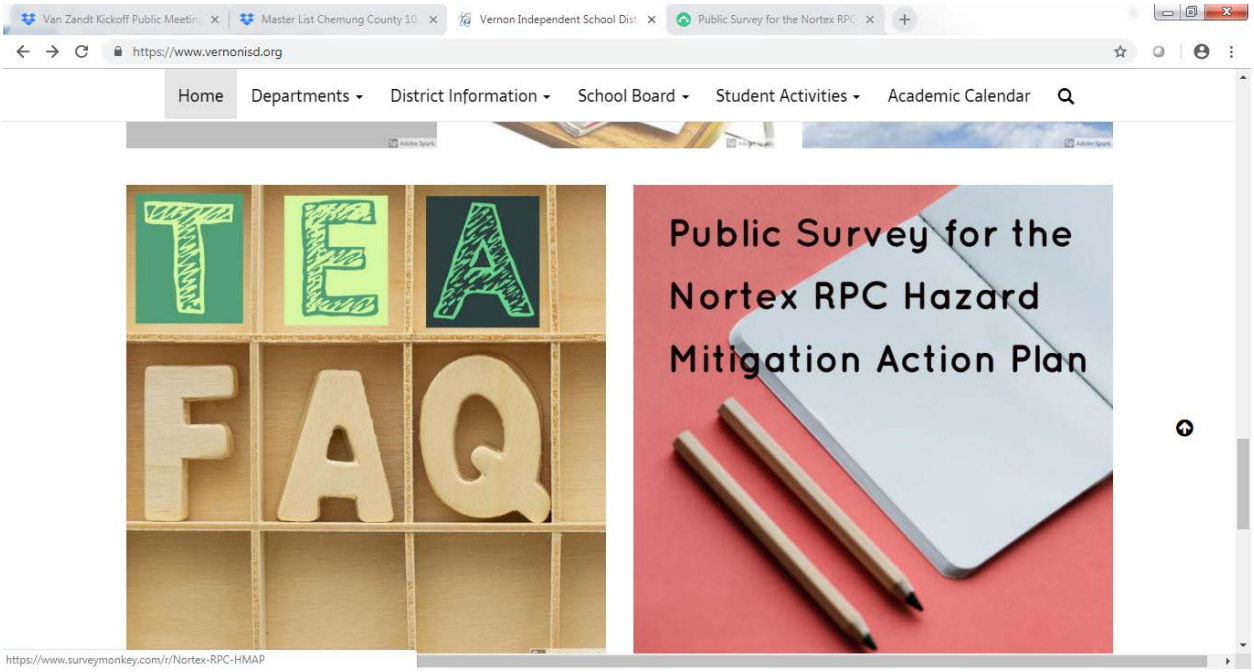


Figure E-28. Public Notice, Vernon ISD Website



APPENDIX F: CAPABILITY ASSESSMENT

Overview 1

Community Capability Assessments 2

OVERVIEW

A Community Capability Assessment is an integral component of the Hazard Mitigation Planning Process. It is an invaluable tool in assessing a community's existing planning and regulatory capabilities to support implementation of mitigation strategy objectives.

Beginning on Page 2, a completed Capability Assessment Checklist provides information on existing policies, plans, and regulations in place for Planning Team members at the local level or that may be provided by the County on an as-needed basis. ***Participation is denoted with an "x" on the Checklist.***

COMMUNITY CAPABILITY ASSESSMENTS

COMMUNITY CAPABILITY CHECKLIST	*Young County*	*City of Graham*	*Graham ISD*	*City of Newcastle*	*City of Olney*
Plans					
Capital Improvements Plan					X
Community Wildfire Protection Plan				X	
Comprehensive/Master Plan / Land Use Plan					X
Continuity of Operations		X			X
Emergency Operations Plan	X	X	X	X	X
Evacuation Plan	X	X		X	
Hazard Mitigation Plan	X	X	X	X	X
Stormwater Management Plan		X			X
Policies/Ordinances					
Building Codes		X			X
Fire Code		X			X
Floodplain Ordinance	X	X		X	X
Stormwater Ordinance		X			X
Subdivision Regulations	X	X			X
Wildfire Ordinance	X				
Zoning Ordinance/Land Use Restrictions		X			X
Programs					
Floodplain Maps/Flood Insurance Studies	X	X		X	X
Hydrologic/Hydraulic Studies					X
Mutual Aid Agreement	X	X	X		X

COMMUNITY CAPABILITY CHECKLIST	*Young County*	*City of Graham*	*Graham ISD*	*City of Newcastle*	*City of Olney*
National Flood Insurance Program Participant	X	X		X	X
NFIP Community Rating System Participant					
Property Acquisition Program					
Public Education/Awareness Programs	X	X		X	
Storm Drainage Systems Maintenance Program		X			X
Stream Maintenance Program					
Warning Systems/Services	X	X		X	X
Staff/Departments					
Building Code Official		X			
Emergency Manager	X	X		X	X
Engineer					X
Environmental Conservation Specialist					
Floodplain Administrator	X	X		X	X
GIS Coordinator					
Planner		X		X	
Public Information Official	X	X	X	X	X
Resource Development/Grant Writer		X		X	

AGENDA
ITEM

SUBJECT: Consider Approval of Authorizing the Superintendent to Submit the Synchronous Online Attestation Application

RATIONALE:

Per direction of the Texas Education Agency, the Local Education Agencies (LEAs) must submit the Synchronous Online Attestation Application by September 7, 2020. The attestation application requires the district to affirm they are prepared to offer synchronous instruction in order to receive funding for synchronous attendance.

The superintendent needs authorization from the Board to complete this process on behalf of the district.

RECOMMENDATION:

I recommend authorizing the superintendent to complete and submit the Synchronous Online Attestation Application on behalf of the district.

CONTACT PERSON(S):
Sonny Cruse

AGENDA
ITEM

SUBJECT: Consider Approval of Authorizing the Superintendent to Submit the Asynchronous Plan Online Application

RATIONALE:

Local Education Agencies (LEAs) should submit this application to notify the Texas Education Agency of its intent to develop an Asynchronous Plan prior to the first day of asynchronous instruction. Submitting this online application results in contingent approval of funding for asynchronous remote instruction through the end of the grace period. This Letter of Intent does not require board approval. I submitted the LOI on Friday, July 31, 2020.

The LEA's must submit this online application, which includes attestations and open-ended questions, and submitted plans which must be reviewed and approved by the TEA in order to continue receiving funding for asynchronous attendance after the end of the grace period.

The Asynchronous Plan must be submitted by October 1, 2020.

The superintendent needs authorization from the Board to complete this process on behalf of the district.

RECOMMENDATION:

I recommend authorizing the superintendent to complete and submit the Asynchronous Plan Online Attestation Application on behalf of the district.

CONTACT PERSON(S):
Sonny Cruse

AGENDA

ITEM

SUBJECT: Consider Approval of Graham ISD's Asynchronous Plan and Authorizing the Superintendent to Update the Plan as Necessary.

RATIONALE:

Local Education Agencies (LEAs) should submit this application to notify the Texas Education Agency of its intent to develop an Asynchronous Plan prior to the first day of asynchronous instruction. Submitting this online application results in contingent approval of funding for asynchronous remote instruction through the end of the grace period. This Letter of Intent does not require board approval. I submitted the LOI on Friday, July 31, 2020.

The LEA's must submit this online application, which includes attestations and open-ended questions, and submitted plans which must be reviewed and approved by the TEA in order to continue receiving funding for asynchronous attendance after the end of the grace period.

The Asynchronous Plan must be submitted by October 1, 2020.

Our curriculum team led by Gary Browning has collaborated with our campus principals to complete the enclosed Asynchronous Plan.

RECOMMENDATION:

I recommend approval of the Asynchronous Plan and authorizing the superintendent to update the plan as necessary.

CONTACT PERSON(S):

Sonny Cruse



Graham ISD...

Excellence in all we do!

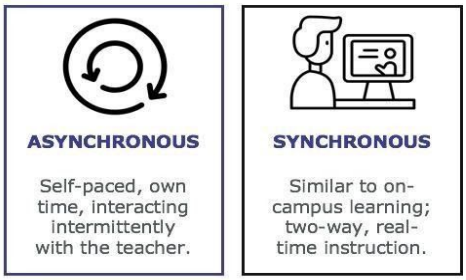
Remote Asynchronous Learning Plan

2020-2021

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Graham ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.



Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices. Our LMS in Graham ISD is Google Classroom housing teacher-developed lessons utilizing district instructional materials for all grade levels.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the parent's decision form, GISD will reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction. In the schedules provided, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and virtual parent meetings.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

EXPECTATIONS

There are two types of students that may engage in remote asynchronous learning:

1. Students who choose remote virtual learning. Students can opt to change learning modality (remote or face-to-face) at the end of each grading period.

2. Students who are sick or opt to switch to remote learning in the event of micro closures due to COVID-19 may remain with their on-campus teacher.

Both sets of students are expected to engage in both synchronous and asynchronous instruction at the scheduled times. Students are expected to spend the same amount of time remotely engaging in academic content as they would face-to-face. The curriculum design team is working to ensure assignments and activities scheduled for each day meet these timing requirements. Students will engage in math and ELA, both synchronously and asynchronously, daily. Other subjects will blend synchronous and asynchronous instruction, however they may not have synchronous instruction daily.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules that meet or exceed the daily minutes required by the state of Texas in core areas of instruction. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed sample schedules are a guide for planning purposes. The implementation model provided is subject to change.

GISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all GISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners, and intermittent learners.

PREKINDERGARTEN AND HEAD START (4 YEAR OLDS)

Pre-K and Head Start			Notes
	Time		Daily schedules are provided to parents and students. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.
1	8:00-8:30	Student-Classroom Connection	
2	8:30-9:30	ELAR	
3	9:30-9:45	Break	
4	9:45-10:45	Math	
5	11:00-11:30	Lunch	
6	11:30-12:00	Science/Social Studies	
7	12:00-12:30	PE	
7	12:40-1:10	Read Aloud	
8	1:10-1:40	Social-Emotional learning activities	
9	1:45	Nap	

KINDERGARTEN – GRADE 5

Kindergarten-Grade 5			Notes
	Time		Students receive 180+ minutes of Asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.
1	8:00-8:30	Student-Classroom Connection	
2	8:30-10:00	ELAR/SS	
3	10:00-10:15	Break	
4	10:15-11:45	Math/Sci	
5	11:45-12:15	Lunch	
6	12:15-1:15	Specials Activity	
7	1:15-1:30	Break	
8	1:30-2:00	RTI Activity	
9	2:00-2:30	Guidance Counseling	
Asynchronous Learning			

Graham Junior High

Grades 6-8			Notes
	Time		Students receive **240+minutes** of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.
1	8:00 - 8:15	Teacher Connection	
2	8:15 - 9:05	Period 1	
3	9:10 - 10:00	Period 2	
4	10:05 - 10:55	Period 3	
5	11:00 - 11:50	Period 4	
6	11:55 - 12:25	Lunch	
7	12:30 - 1:20	Period 5	
8	1:25 - 1:55	Period 6/WIN Time	
9	2:00 - 2:50	Period 7	
10	2:55 - 3:45	Period 8	

GRAHAM HIGH SCHOOL

Grades 9-12			Notes
	Time		Students receive **240+minutes** of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.
1	7:55-8:47	Period 1	
2	8:52 - 9:41	Period 2	
3	9:46 - 10:35	Period 3	
4	10:40 - 11:29	Period 4	
5	11:34 - 12:23	Period 5	
	12:28-1:03	A Lunch	
	1:22-1:57	B Lunch	
6A	1:08-1:57	Period 6A	
6	12:28-1:17	Period 6	
7	2:02-2:51	Period 7	
8	2:56-3:45	Period 8	

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Students in remote learning will check-in with a staff member on their campus at minimum once each day. These check-ins will be scheduled by each campus.

Additional Support for Students with Learning Needs

For students with disabilities, GISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

II. MATERIAL DESIGN

Description: GISD staff will implement TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Specifically, to ensure coherence and continuity, GISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	GISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit. GISD will use the TEXGuides published by Region 13 ESC to ensure alignment and fidelity of instructional resources. GISD will use the TRY Year at a Glance and Instructional Focus documents for alignment to state standards.
Other TEKS-based, state- adopted instructional materials	GISD will leverage other TEKS-based, state-adopted instructional materials for all tiers of instruction.
Texas Home Learning 3.0 (THL 3.0)	GISD will use materials from THL 3.0 as TEKS-based instructional resources.

FEEDBACK TIMELINES

Daily feedback will be provided through Google Classroom by assessing student work and assignment completion. Every three weeks progress reports will be provided through Skyward and shared with parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needed.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings, or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google Classroom with adaptations as needed for individual students.

COHERENCE IN INSTRUCTION

GISD will adjust logistically depending on the number of students committing to remote learning. As the situation of COVID-19 changes in our community, we will adjust staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** If a smaller number of students commit to remote learning the classroom teacher would use classroom resources and capture lessons. Students would access content through Google Classroom.
- **Option 2:** If a larger number of students commit to remote learning this would require restructuring our staff into two classification of virtual teachers and on-campus teachers.

- **Option 3:** In both remote and face-to-face settings students will continue learning through the district provided resources.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of Google Classroom and audio/video enable students in remote settings to be successful participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom. To support our students who are served in special programs, teachers will participate in weekly PLC meetings to discuss student progress. Teachers will adapt lessons and resources to support our students and those materials.Pre-recorded instructional videos will be uploaded into Google Classroom as well. Live teacher assistance will take place through Google Meets between the hours of 7:45am – 4:00pm. Questions or assistance requested after 4:00 pm will be answered the following day.

Students with Disabilities
For students with disabilities, GISD special education teachers will collaborate with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Frog Street	Pre-K	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Frog Street includes an online hub that features English and Spanish materials (including videos and resources).	Online/Print
HMH GoMath	K-12	YES	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.	Online/Print
TEKS Resource System	K-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	This tool helps teachers identify gaps and adjust based on The needs of EL students including ELPS recommendations.	N/A (teacher planning tool only)
Education Galaxy	1-5 Supplemental	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Education Galaxy includes support for EL students with language support tools.	Online
IXL (with scope and sequence aligned to THL 3.0)	6-8 Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

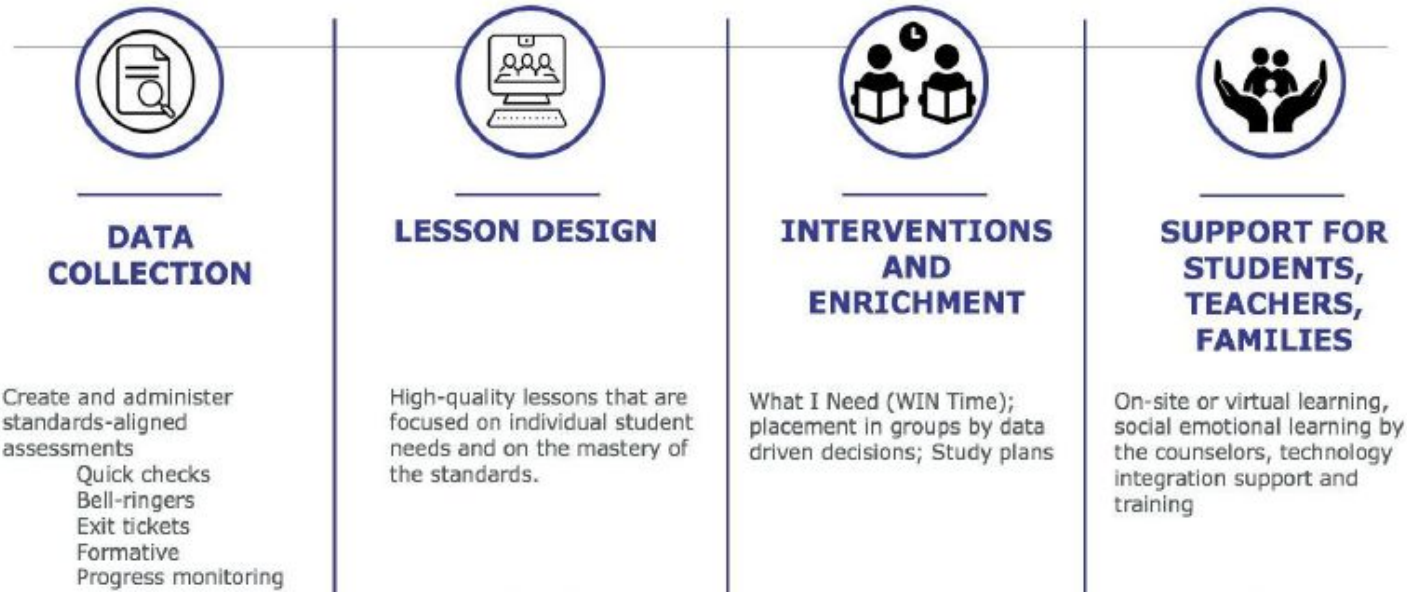
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Read Well Instructional Materials	K-2	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Pearson Realize includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.	Print
Really Great Reading	K-2	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Really Great Reading includes an online hub that features English and Spanish materials (including videos and resources).	Online/ Print
Pearson RLA Instructional Materials	3-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Pearson Realize includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.	Online/Print
TEKS Resource System	K-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	This tool helps teachers identify gaps and adjust based on The needs of EL students including ELPS recommendations.	N/A (teacher planning tool only)
Education Galaxy	1-5 Supplemental	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Education Galaxy includes support for EL students with language support tools.	Online
IXL	6-8 Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Pearson SS Instructional Materials	K-8	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Pearson Realize includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.	Online/Print
TEKS Resource System	K-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	This tool helps teachers identify gaps and adjust based on The needs of EL students including ELPS recommendations.	N/A (teacher planning tool only)
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
SCIENCE INSTRUCTIONAL MATERIALS					
STEMSCOPES Instructional Materials	K-8	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	STEMSCOPES includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.	Online
Education Galaxy	1-5 Supplemental	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	Education Galaxy includes support for EL students with language support tools.	Online
HMH Science Instructional Materials	9-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	HMH Science includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will	Online/Print

				be determined by the LPAC committee.	
TEKS Resource System	K-12	Yes	Differentiation and scaffolding support are embedded within the curriculum. Accommodation and/or modification are provided based on IEP.	This tool helps teachers identify gaps and adjust based on The needs of EL students including ELPS recommendations.	N/A (teacher planning tool only)
Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.



Resources:

TPRI	TEKS Resource System	Assessment Calendars	Technology Training
Eduphoria	PLC Practices	PLC Practices	Trauma Sensitive PD
IXL	TEXGuides		PLC Practices
Google Classroom	Pacing Documents (R10)		
Edgenuity	ICEV		
Skyward			

Student Access

Students will access assignments, including assessments, projects, and communication through Google Classroom. For synchronous teaching, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

Graham ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Google Classroom. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Education Agency assessments, Google Classroom, Screeners, Formative Data

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Skyward based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) and 504 plans will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put into place for both face-to-face and remote learning.
4. Teacher assessments will include both formative and summative formats. Major assessments/screeners will be administered on-campus for all learners at least once each six weeks for each core subject special considerations may apply to students with an IEP or 504.
5. All assessments will guide instruction.

LESSON DESIGN

Graham ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

GISD will create scope and sequence documents that will provide time for teachers to address priority standards in each grade level and subject that have been identified as lagging through pre-assessment data.

Resources: TEKS Resource System, TEA BOY Assessments, PLC common planning, Scope and Sequence

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Graham ISD will serve students in daily small group instruction during WIN Time to provide students with "What I Need." Data will determine the level of support and placement in the groupings.

A personalized approach to benefit each student will be followed through the GISD intervention process. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going support during this time. GISD will provide virtual resources to support students, staff and parents in remote learning. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists of thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, Graham ISD will make available parent training resources for Skyward, Google Classroom, Google Meets, and ParentSquare.

Constant communication will flow between our staff and parents through Google classroom, Skyward, ParentSquare, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that GISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote learning, a virtual or in-person meeting will be scheduled by campus administration to review the expectations of remote learning with both the parent and the student. Discussion points will include: attendance, completion and grading of assignments, participation, who and how to contact support, attendance requirements for promotion, and proper technology use in remote learning.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

In August in-service, all GISD staff participated in synchronous and asynchronous professional learning technology-related sessions.
Topics designed were: **Google Classroom, Promethean Board Implementation, Google Meets, ScreenCastify, and Reflector App.** In addition, GISD staff will engage in ongoing professional learning that is specific to their content area and instructional materials.

PRINCIPALS AND OTHER ADMINISTRATORS

GISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning: **Google Classroom, Promethean Board Implementation, Google Meets, ScreenCastify, and Reflector App.** GISD will work closely with our Educational Service Center - Region IX and other partners to plan support for remote learning. Principals and the Director of Curriculum and Instruction will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families regarding attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This school year GISD will partner with Region IX ESC in a Data-Driven Instructional cohort to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students. GISD does not employ instructional coaches. However, with the ability to restructure our staff and their schedules, we

can utilize the strengths of our teachers to serve as trainers-of-trainers for various focus areas such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Uploading Assignments, and Flipgrid.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Graham ISD's main communication tools for parents and students will be the following:

a. Skyward and ParentSquare for district-wide communication
b. Google Classroom for teacher-parent-student discussions
c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
d. Public website: GISD will maintain general information on its status for the public on our main webpage at www.grahamisd.com website.

CURRICULUM GAP DOCUMENTS

All GISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. GISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

A. The following are resources provided by GISD to help teachers implement a more thoughtful remote learning opportunity.
   - **TEKS Resource System**
   - **Texas Home Learning (THL) 3.0**
   - **Lead4ward**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
   - **Google Classroom**
   - **Google Suites**

C. Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

D. Deployment of Student Devices

Meet the teacher opportunities will be scheduled by individual campuses and will utilize a schedule that minimizes the number of visitors on campus at any one time. Also, in order to create a safer environment due to COVID-19, two parents may attend the event with their student. During these meet the teacher opportunities parents of students who will participate in remote learning and who have need, will be assigned an electronic device for their student. At this time parents will also view an orientation on the care and operation of the device.

Student Roles and Responsibilities

- Attend classes according to the school schedule (either face-to-face or remotely) and give the best efforts in your school assignments.
- Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers.
- Be organized in your work and in getting projects completed.
- Ask questions and communicate with your teacher via email or Google Classroom.
- Be aware of what you should be learning each day.
- Become familiar with the structure of Google Classroom and how your teacher organizes information.
- Turn in assignments on time.

Parent/Learning Coach Roles and Responsibilities

- Access the Skyward Family Access Portal to view grades.
- Check-in with the student(s) to monitor the completion of homework and assignments.
- Discuss with your child what they learned in school and read with your student daily.
- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Consider creating a designated learning study space for your child at home to learn comfortably.
- Maintain communication with your child's teacher by phone, email, and/or online meetings to create a learning partnership.
- Monitor and ask for evidence that your child is on track with assignments and coursework.

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:
The relevant teacher
For assistance regarding a technology-related problem or issue:
The Graham ISD technology department
For a personal, academic or social emotional concern:
Your school counselor
For other issues related to distance learning:
The principal, assistant principal, or curriculum director

AGENDA
ITEM

SUBJECT: Consider Approval of a Board Resolution Regarding the Texas Educational Benefit Cooperative.

RATIONALE:

We have been discussing with our third party benefits administrator, First Financial, the possibility of offering a $10,000 life insurance policy as a benefit for all employees. In order to be able to offer this benefit, the district would need to participate in the Texas Educational Employers Benefit Cooperative.

RECOMMENDATION:

I recommend the approval of the Board Resolution with the Texas Educational Benefit Cooperative.

CONTACT PERSON(S):
Sonny Cruse

Note: If the district is subject to a court order or other binding legal determination, the district shall conduct its elections in accordance with that court order or determination, applicable law, and this policy. To the extent of any conflict, the court order or other legal determination shall prevail. [See BBB(LOCAL)]

Resignation

To be effective, a board member's resignation must be in writing and signed by the board member and delivered to the presiding officer of the board. A board may not refuse to accept a resignation. *Election Code 201.001*

Effective Date

If a board member submits a resignation, whether to be effective immediately or at a future date, a vacancy occurs on the date the resignation is accepted by the board or on the eighth day after the date of its receipt by the board, whichever is earlier. *Election Code 201.023*

Holdover Doctrine

All public officers shall continue to perform the duties of their offices until their successors shall be duly qualified (i.e., sworn in). Until the vacancy created by a board member's resignation is filled by a successor, the board member continues to serve and have the duties and powers of office and continues to be subject to the nepotism provisions. A holdover board member may not vote on the appointment of his or her successor. *Tex. Const., Art. XVI, Sec. 17; Atty. Gen. Ops. JM-636 (1987), O-6259 (1945)* [See DBE for more information on nepotism]

Residency

A person elected or appointed to serve as a board member must remain a resident of the district throughout the term of office. A board member who ceases to reside in the district vacates the office. *Tex. Const., Art. XVI, Sec. 14; Prince v. Inman, 280 S.W.2d 779 (Tex. Civ. App.—Beaumont 1955, no writ); Whitmarsh v. Buckley, 324 S.W.2d 298 (Tex. Civ. App.—Houston 1959, no writ)* [See BBA]

Single-Member District

A trustee vacates the office if the trustee ceases to reside in the district the trustee represents. *Education Code 11.052(g)*

Filling a Vacancy

If a vacancy occurs on the board, the remaining board members may fill the vacancy by appointment until the next trustee election, or may order a special election to fill the vacancy. If more than one year remains in the term of the position vacated, the vacancy shall be filled not later than the 180th day after the date the vacancy occurs. *Education Code 11.060*

Appointment — To be eligible to be appointed to a board, a person must have the qualifications set forth at Election Code 141.001(a). *Election Code 141.001(a)* [See BBA]

Special Election — A special election to fill a vacancy shall be conducted in the same manner as the district's general election. *Education Code 11.060(c)*

An election to fill a vacancy shall be to fill the unexpired term only. *Tex. Const. Art. XVI, Sec. 27*

Date of Election — A special election to fill a vacancy shall be held on an authorized uniform election date occurring within the required period after the vacancy occurs. If no uniform election date affords enough time to hold the election in the manner required by law, the election shall be held on the first authorized uniform election date occurring after the expiration of the period. *Election Code 41.001(a), .004(a); Atty. Gen. Op. KP-102 (2016)* [See BBB]

Ordering Election — If a vacancy is to be filled by special election, the election shall be ordered as soon as practicable after the vacancy occurs. *Election Code 201.051(a)*

Except as otherwise provided by the Election Code, a special election to fill a vacancy shall be held on the first authorized uniform election date occurring on or after the 46th day after the date the election is ordered. *Election Code 201.052(a)*

If the special election is to be held on the date of the general election for state and county officers, the election shall be ordered not later than the 78th day before election day. The general election for state and county officers is the first Tuesday after the first Monday in November in even-numbered years. *Election Code 41.002, 201.051*

Officer's Statement and Oath — For requirements regarding the officer's statement and oath of office, see BBBB(LEGAL).

Former Board Member Employment — A trustee may not accept employment with the district until the first anniversary of the date the trustee's membership on a board ends. *Education Code 11.063*

Involuntary Removal from Office

Quo Warranto — On his or her own motion or at the request of an individual, the attorney general or the county or district attorney may petition the district court for leave to file an information in the nature of quo warranto. An action in the nature of quo warranto is available if:

1. A person usurps, intrudes into, or unlawfully holds or executes an office; or
2. A public officer does an act or allows an act that by law causes forfeiture of office.

If the person against whom the information is filed is found guilty as charged, the court:

1. Shall enter judgment removing the person from the office and for the costs of prosecution; and

2. May fine the person for usurping, intruding into, or unlawfully holding and executing the office.

Civ. Prac. & Rem. Code 66.001–.003

Removal by Petition and Trial

A proceeding for the removal of a board member is begun by filing a written petition for removal in district court of the county in which the board member resides. A resident of the state who has lived for at least six months in the county in which the petition is to be filed and who is not currently under indictment in the county may file a petition. *Local Gov't Code 87.015*

Reasons for Removal

A board member may be removed from office for:

1. "Incompetency," which means:

   a. Gross ignorance of official duties;

   b. Gross carelessness in the discharge of those duties; or

   c. Unfitness or inability to promptly and properly discharge official duties because of a serious physical or mental defect that did not exist at the time of election.

2. "Official misconduct," which means intentional, unlawful behavior relating to official duties by a board member entrusted with the administration of justice or the execution of the law. The term includes an intentional or corrupt failure, refusal, or neglect of a board member to perform a duty imposed on the board member by law.

3. Intoxication on or off duty caused by drinking an alcoholic beverage, but not if it was caused by drinking an alcoholic beverage on the direction and prescription of a licensed physician.

4. Conviction of a board member by a jury for any felony or for misdemeanor official misconduct. The conviction of a public officer by a petit jury for any felony or for a misdemeanor involving official misconduct operates as an immediate removal from office of that officer.

Tex. Const., Art. V, Sec. 24; Local Gov't Code 87.011, .012(14), .013, .031

Removal for Purchasing Violations

A trustee who is convicted of a purchasing offense [see CH(LEGAL), regarding impermissible practices] is considered to have committed official misconduct and is subject to removal under Local Government Code Chapter 87. *Education Code 44.032(e)*

Temporary Replacement of Board Member on Military Active Duty

A board member who enters active duty in the armed forces of the United States as a result of being called to duty, drafted, or activated does not vacate the office held, but the board may appoint a replacement to serve as a temporary board member if the elected or appointed board member will be on active duty for longer than 30 days.

The board member who is temporarily replaced may recommend to the board the name of a person to temporarily fill the office. The board shall appoint the temporary board member to begin service on the date specified in writing by the board member being temporarily replaced as the date the board member will enter active military service.

A temporary board member has all the powers, privileges, and duties of the office as the board member who is temporarily replaced. A temporary board member shall perform the duties of office for the shorter period of:

1. The term of the active military service of the board member who is temporarily replaced; or
2. The term of office of the board member who is temporarily replaced.

“Armed forces of the United States” means the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, the United States Coast Guard, any reserve or auxiliary component of any of those services, or the National Guard.

Tex. Const., Art. XVI, Sec. 72

AGENDA
ITEM

SUBJECT: Consider Approval of Proposed GISD 2020 Tax Rate

RATIONALE:

The Board is required to approve the proposed tax rate prior to the district advertising the Public Hearing to discuss the tax rate.

The approved Graham ISD tax rate for 2019 was:

- Maintenance and Operations: $0.97
- Interest and Sinking (Debt Service): $0.307
- Total Tax Rate: $1.277

During the previous budget workshop, we discussed the tax rate compression requirements of HB3. Additionally, the board was provided projections for our debt service payments and the impact this may have on future I&S tax rates and the I&S fund balance.

Per requirements of HB3, our maximum Maintenance and Operations tax rate for 2020 is $0.9664 which represents a $.0036 reduction from the 2019 rate.

Since our last meeting, the district has received our preliminary certified values from the appraisal district. Per the information we have at this time, we project the shortfall in the I&S tax collections to be approximately $93,000.00. For the past several years, the district has used a small percentage of the I&S fund balance toward the annual debt service payment to avoid increasing the I&S tax rate.

If the district were to increase the Interest and Sinking tax rate by the $.0036 that will be reduced in the Maintenance and Operation tax rate the overall tax rate would be flat in comparison with the 2019 tax rate. The district would use approximately $63,000.00 of the Interest in Sinking fund balance to cover the shortfall in the I&S tax collections. This may allow the district to avoid increasing the I&S tax rate in subsequent years.

RECOMMENDATION:

The administration recommends setting the proposed 2020 tax rate as follows:

- Maintenance and Operations: $0.9664
- Interest and Sinking (Debt Service): $0.3106
- Total Tax Rate: $1.277

CONTACT PERSON(S):
Sonny Cruse
Don Davis

AGENDA

ITEM

SUBJECT: Consider Approval of Proposed 2020 Budget

RATIONALE:

The Board is required to approve the proposed budget prior to the district advertising the Public Hearing to discuss the proposed budget.

RECOMMENDATION:

The administration will be prepared at the meeting to make this recommendation.

CONTACT PERSON(S):

Sonny Cruse
Don Davis

AGENDA

ITEM

SUBJECT: Consider Approval of Proposed Date, Time and Place for the Public Hearing to Discuss the 2020-2021 Budget and Proposed Tax Rate

RATIONALE:

Per previous planning, the Public Hearing to discuss the proposed 2020-2021 budget and tax rate is planned for 8:00 am on Friday, August 28, 2020. The meeting will be held at the Graham ISD Administration Office, 400 Third. St., Graham, TX.

RECOMMENDATION:

The administration recommends Public Hearing to discuss the proposed 2020-2021 budget and tax rate be held at 8:00 am on Friday, August 28, 2020 at the Graham ISD Administration Office, 400 Third. St., Graham, TX.

CONTACT PERSON(S):

Sonny Cruse

AGENDA

ITEM

SUBJECT: Consider Approval of 2020-2021 GISD Compensation Plan

RATIONALE:

During our meeting, Mr. Davis will share the updated employee compensation plan for 2020 - 2021 that reflects the new GISD hiring schedule, stipend adjustments, etc.

RECOMMENDATION:

The administration recommends the 2020-2021 GISD Employee Compensation plan as presented.

CONTACT PERSON(S):

Don Davis
Sonny Cruse